

PILAT ++

LANGUAGE ACQUISITION TECHNIQUES

The following pages explain how to implement the PILAT techniques. A few are not specifically from PILAT - for example the *Substitution Drill* (#3) and the *Expansion Drill/Exercise* (#17) - although they are referred to as such throughout the program. *Role-play* (#15) is from Lonna Dickerson's **ICCT** program (Institute for Cross-Cultural Training, www.wheaton.edu/bgc/icct/). The **LAMP** book (Brewster and Brewster) also has many learning techniques.

The order of the PILAT techniques found here has been rearranged from the original to suit the order in which they are introduced in this program.

This section includes three different descriptions of the same set of PILAT techniques:

1. Page 2: list of techniques and page numbers, along with suggested purposes, and the time frame* for when to begin each
2. Pages 3 - 5: short summary descriptions
3. Pages 6 - 45: detailed instructions

* The time frame is that given in Stage 1 and the first half of Stage 2. Check out the appropriate pages in those stages for details, as many of the techniques need to be used in a very basic manner at first. (If you wish to try out a particular technique before it is introduced in the lesson plans, feel free!)

Note:

Almost all of the techniques can and should be used *throughout* language study, in a progressively more complex manner appropriate to your increasing language abilities.

PILAT Techniques

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Summary of PILAT Techniques

1. ***Listen and Respond - Comprehension Activities***

This is activity-based learning and one of the best ways to begin your language-learning career. It awakens or re-activates the language-learning center of your brain and conditions your ears to the sounds of the language in a comprehensible way. The process begins with 'learner-activated' listening and through a series of steps, works up to speaking. Real communication is going on all the time. You associate words (and meanings) directly with items and actions, not with English. You also begin to sense/feel the language and to 'internalize' basic grammar (word order, etc.). Anxiety is generally low. This provides an excellent foundation in the language.

2. ***Single Sound Drill***

As soon as possible, pick out the consonants and vowels that are troublesome for you. Get these in various contexts (beginning of word, end of word, after consonant, etc.), then systematically drill them using this technique.

3. ***Substitution Drill***

Substituting words or phrases in sentences. A great way to improve comprehension, pronunciation and fluency.

4. ***Number Dictation***

Have cards filled out with numbers, times, currency, etc., and get people to read these to you. Write them down. Good for gaining greater mastery once you have a basic grasp of numbers.

5. ***Needs Notebook***

Plan to carry this notebook with you all the time and write down what you want to learn as it comes to you. Keep adding power phrases, or words/phrases that make more language happen.

6. ***Ask Me a Question***

Select and memorize questions you can answer (AMQ), and then go out and have people ask you questions that you already know the answer to. These are good projects to have with people in the community who enjoy having a role in your learning.

7. ***Sentence Transformation Exercise***

Select a simple sentence. Then investigate what happens to the sentence (i.e., how it changes) when it becomes negative, a question, a command, a different person/tense, etc. Helps to internalize basic word order.

8. ***Record and Compare***

Record yourself in tandem with your helper; then listen and re-listen many times in order to compare your consonants, vowels, intonation, etc., with those of your helper. Make a commitment to deal particularly with areas that cause miscommunication, humor, or 'hurt ears.'

9. ***Sound Contrast Drill***

Contrast similar sounds or sounds that you are having trouble with and systematically drill them.

(not translated)

10. ***Opposites and Sets***
Practice and add to your vocabulary by learning the opposites and sets of various words.
11. ***Item-Currency Comprehension***
Gives practice in comprehending the prices of common items (e.g., helper states 2-3 items and their prices; learner shows the picture and writes the price).
12. ***Monologues***
Begin by memorizing texts about yourself, background, family, work, testimony, etc. Keep a running list of other ideas in your notebook. Memorize and use them, not store them.
13. ***Play It Again***
Re-listen to old material that has already been fully learned; but listen more deeply to the flow of the language and more intuitively to how the language phrases its communication.
14. ***Item Description/Activity***
An excellent ice-breaker activity with your helper. Label with normal/natural activity everything in your home/office, etc.
15. ***Role-Play***
Using one or more native speakers to role-play a situation. A great technique for developing fluency in conversation.
16. ***Activity Plus Question & Answer***
A fairly narrowly defined activity with helper. The focus is on hearing questions in context. Pause to process the word-order of the question and give the shortest answer possible.
17. ***Expansion Drill/Exercise***
Adding words or phrases onto sentences to increase fluency and to explore more complicated sentence patterns.
18. ***Series***
Begin by memorizing how you perform common, everyday activities; later, any activity that can be serialized. *Series* and *Monologues* are excellent for use in your community practice.
19. ***True/False Comprehension***
A fairly narrowly defined activity with language helper that focuses on comprehension of basic statements. Needs some facility before beginning it.
20. ***Concept Exploration***
Make a commitment not to put their words into your meaning base. Keep asking the questions that will help you sense the 'range of meaning' in the concepts behind their words. You are your own pioneer in this, to get in and 'intuit' meaning within their base of operations.

21. ***Single-Sentence Pattern Drill***

Select simple or complex sentences and then, with your helper, find other words or phrases that can take the place of those in the model. Drill it (Listen, Mimic, Produce) but realize that the whole purpose of this activity is to gain control of the 'sentence pattern' (primarily word order); so try to keep the sentence pattern in mind while doing the drill. Also, realize that the major learning value of the whole activity will probably come in the process of setting up the drill.

22. ***Event Description***

Elicits 'narrative style' from helper as he/she relates what happened in a specific activity. Record these for further listening.

23. ***Dumb-Smart Questions***

Memorize a standard description of directions, holidays, events, food preparation, national heroes, etc. Then ask people in the community to specifically describe such. Great morale booster when you realize how much of their answer you comprehend.

24. ***Ask a Set of Questions***

Prepare a set of questions on a certain topic that you want to ask people. This is a good project to have with people in the community who enjoy having a role in your learning.

25. ***Dialog Track with Variations***

Requires two helpers that can extemporaneously role-play an activity. Plan to record these. Excellent for hearing colloquial expressions and for beginning to comprehend two native speakers talking to each other. Good morale booster.

26. ***Complex-Sentence Pattern Exercise***

Keep a list of complex sentences that intrigue you because of their construction. Generate other sentences that follow that same format; that is, that express ideas using the same grammatical construction. In doing this, you will be practicing complex grammatical patterns in a way that focuses as much on *content* as it does on *form*. This becomes a *content approach* to grammar.

27. ***Games & Activities***

Interesting games to teach and activities to perform that will naturally bring out language as you engage in them. Requires fair facility in the language to maximize the effectiveness of this. (Note: Don't defeat your purpose by engaging in these in English prematurely.)

28. ***Bilingual Reading***

Read and compare back-and-forth things in the target language that you are well acquainted with in your mother tongue. It will help you sense how they express certain ideas.

Detailed Instructions for the PILAT Techniques

1) Listen and Respond

Comprehending and learning new vocabulary and verb forms

In the beginning, you may want to work on a lot of vocabulary comprehension without speaking. This is fine; find the balance that suits you. In the process described below, the first steps work on comprehension without any speaking. After you have mastered the new vocabulary (or verb form) so that you can work through the first three steps without hesitation, you may wish to move on to the last three steps. They are almost the same as the first three, with the addition of repeating aloud (note the difference between steps 3 and 6).

Steps 1 - 3: Just Listening - *learning the vocabulary or form and its proper pronunciation*

≡ **Step 1:** You point to a picture, item or card, and your helper says the word or form. Then point to another, and your helper will say it. Because you are the one doing the pointing, you have control over which items you are repeating the most frequently (since you are the one who knows how much you are remembering!). Don't overwhelm yourself by trying to learn too many new items at once. As Thomson suggests, two or three may be enough to start with. When you move on to verb forms, the representative six "smiley faces" give a natural limit. ***This step will take you the longest.*** Don't move on to the following steps until you think you know the meanings/forms inside out and backwards!

≡ **Step 2:** Your helper says a word or form, and you point to the appropriate picture, item or card. If you hesitate too often before pointing, go back and work some more on Step 1, at least on the items you're hesitating on.

≡ **Step 3:** Your helper points to a picture, item or card, and says the word/verb form (sometimes correctly, sometimes not: for example, saying *grape* while pointing at an *apple*). You say "evet" (yes) or "hayır" (no).

Steps 4 - 6: Saying the Forms - *reinforcing the learning process and practicing pronunciation*

≡ **Step 4:** You point to a picture, item or card, and your helper says the word or form (as in Step 1), and you repeat the word/form after your helper. (In the early stages, you may want to say it a few times back and forth with your helper for pronunciation practice.)

≡ **Step 5:** Your helper says a word or form, and you point to the appropriate picture, item or card (as in Step 2), and you repeat after your helper. (optional, extra repetition)

≡ **Step 6:** Your helper points to a word or form, and you say it (producing it yourself, without hearing your helper say it first). Your helper says it (so you can compare your pronunciation), and then you continue with as much repetition as you need.

☺ a hint, to minimize confusion: Steps 1, 4 - you point; your helper says it
 Steps 2, 5 - your helper it; you point

⇒ **REMEMBER - You** are in charge of which words/forms you need to concentrate on, and at what pace you move through the steps. If you have to think too hard or long, go back to the previous step(s) and practice a bit more. And **don't** let your helper try to move you through the steps faster than you feel comfortable and ready for. (Your helper might think you're doing great and getting all of them right, but only you know what's going on inside your head, whether you're on top of things or half

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guessing!)

2) Single Sound Drill

Working on pronunciation of difficult sounds

Make a list of all the Turkish sounds that trip you up, then systematically set up drills for each one. It will be a limited number of sounds.

To set up this drill:

1. Select a consonant or vowel which you are having trouble pronouncing.
2. Get from your helper all the words he/she can think of which have this sound in them, either at the beginning, middle or end of the word.
3. Make as many columns as possible of the different places where this sound occurs in words, with 5-7 words per column. If the sound's location next to another character makes a particularly difficult combination, this should have its own column.
4. Practice listening to, mimicking and producing the sound.

Purpose for constructing this type of drill:

You set up this drill so that you can practice listening to, mimicking and producing this particular sound. Drilling it in various environments will give you the full range of practice on that sound, particularly the way it is pronounced differently in different environments.

In going through this drill, you expect to improve your ability to produce this sound. In most cases, the result will be control of this sound and ability to produce it without hesitation in running speech.

Lesson Language for this drill:

***Bu ses zor. Yardım eder misin?
Kelimeler verir misin?***

*This sound is difficult. Can you help me?
Can you give me some words?*

3) Substitution Drill

Substituting vocabulary and/or grammar forms in a sentence to improve pronunciation, fluency and grammatical accuracy.

This drill is a good way to make basic changes to a pattern sentence.

To explain how to set up the drill, the sentences and “fillers” are given in English, but you will be working completely in Turkish, of course.

A simple example can be found in Section 3 of Stage 1:

_____ var mı?	Is there (do you have) _____?
Ekmek	bread
Salam	salami
Sucuk	sausage
Ye il zeytin	green olives
Siyah zeytin	black olives

Many times, you can substitute “fillers” in more than one slot:

Make the substitutions in only one slot at a time, and practice those “fillers” well. In the example below, you might choose to work on using the numbers as the “fillers” first, until you can say the sentence easily with any number. (After you can fluently and easily make each category of substitution, you can begin making more than one substitution each time you say the sentence. This is a more advanced form of the drill; see *Single Sentence Pattern Drill*, PILAT Techniques, p.21.)

Your helper can point at a “filler” word, or can say it out loud to you. Many helpers are good at coming up with “fillers” for this kind of exercise; others are not. You may need to set up a list before you begin. Use pictures or objects when possible.

_____	_____dür Türkiye’de_____.	_____	_____	_____	_____
Bir	gün(dür)	yim	I	one	days
ki	ay(dır)	ler	They	two	months
Be	sene(dir)			five	years
On				ten	

Here’s an example using your lesson language. For pronunciation’s sake, begin practicing the root words and add on:

<i>root</i>	<i>plural</i>	<i>with 'object' ending</i>
sayı	sayılar	sayıları
ses	sesler	sesleri
kelime	kelimeler	kelimeleri
cümle	cümleler	cümleleri

Patterns: Bu _____ <i>söyler misiniz?</i>	<i>Would you say this/these _____?</i>
Bu <u>sayıları</u> <i>söyler misiniz?</i>	<i>Would you say these <u>numbers</u>?</i>
<i>sesleri</i>	<i>sounds</i>
<i>kelimeleri</i>	<i>words</i>
<i>cümleleri</i>	<i>sentences</i>
_____ <i>-mek istiyorum.</i>	<i>I want <u>to</u> _____.</i>
<u>Dinlemek</u> <i>istiyorum.</i>	<i>I want <u>to listen</u>.</i>
<i>Tekrarlamak</i>	<i>to repeat</i>
<i>Yazmak</i>	<i>to write</i>
<i>Cevap vermek</i>	<i>to answer</i>

(See the *LAMP* book for more ideas how to use and develop substitution drills)

4) Number Dictation

Comprehending numbers

One of your first language projects should be to learn to count. But you will still need lots of comprehension practice to be able to understand numbers in conversation -- as in prices, being told the time, etc.

Preparation:

Get or make several cards. Write at least 50 random numbers on each card.

Make sets of cards for different uses of numbers, i.e., plain numbers, currency, time, etc.

Learn a sentence to ask people for help, such as:

Bu sayıları söyler misiniz? Yazmak istiyorum.

Would you read these numbers? I want to write (them).

Give the cards to people who are willing to help you and have them read the numbers.

Note those numbers that you have trouble readily comprehending or that you consistently confuse.

Make more cards weighted toward practicing those numbers.

Further practice:

1. Have your helper randomly point at numbers and you attempt to say them.
2. You read numbers, and your helper writes them down.
(Did you pronounce them so he understood?)
3. Do a similar activity with dates, weights, measures, math, fractions, etc.
4. Learn various counting systems, i.e.,
first, second, third...
single, double, triple...
primary, secondary, tertiary...
twins, triplets...
etc...
5. Identify other ways in which numbers are used differently than in your mother tongue.
6. How do people count with their fingers?

Lesson Language for this activity:

Bu sayıları söyler misin?

Yazmak istiyorum.

Please say these numbers. (Will you please say...)

I want to write.

5) Needs Notebook [PILAT title: Projects & Activities Notebook (PAN)]

Remembering current communication needs and cultural questions

Since you're serious about learning the language, it will naturally be on your mind. Expect things to pop into your head! Write down these fleeting thoughts, ideas and questions. Lots of things will cross your mind while you are trying to communicate with Turks. Ask people to write down what they said if you don't understand it. Make a note of things that happen that you don't understand. When you wonder if you made a blunder, write down what happened so you can ask your helper what you could have done differently. Make a note of what you wanted to say or ask but couldn't, or jot down a creative or helpful idea for language learning.

Write things down right away before you forget them. Don't tell yourself that you'll remember; sometimes you will, but often you won't! You don't have to write in complete sentences - just enough to trigger your mind later when you're with your helper.

Use this notebook as a resource when you plan your lesson and study times. Each lesson should include at least one item from your notebook to work on. Sometimes you'll have to put off discussing something with your helper until you have a bit more language ability to handle it. That's normal and OK. Just make sure that sometime you get back to it!

(not translated)

6) Ask Me a Question

Learning to recognize questions that you are able to answer, or want to be able to answer

This technique is used after you are able to answer simple questions.

In the early stages, work with material you already partially know. Think about what questions people might ask you that you've already learned the answer to. Learn to recognize them so that you can respond. For example: If you know how to say, "I have been here two months," learn to recognize the question, "How long have you been here?"

1. Learn how to say an introductory question:
Ask me a question from this list. ***Bu listeden bir soru sorar mısınız?***, and
Ask me another one. ***Bir tane daha sorar mısınız?***
If you wish, you can also learn to say ***Sırayla de il, rasgele*** (not in order, at random).
2. Practice this with your helper for several days, asking for and answering the questions at random each time.
3. Write the questions on a card (or paper).
4. Go out into the community armed with your list of questions. Hand the card to the person, and ask them to ask you one of the questions. (You can begin using this technique even before you have learned to say your introductory question if you write that question onto the card above the other questions. Hand the person the card and point to the introductory question.)

Later on, you can expand on this technique by identifying some questions that you *want* to be able to readily answer (for example, autobiographical questions, time-day-date questions, location-related questions, questions about what's going on with you, etc.).

1. Work with your helper through each of the questions and develop a sufficient answer to each one.
2. Have your helper tape-record the questions and answers.
3. Practice them with your helper and with the tape over the next few days.
4. Take your questions out into the community as described above. (You may not want to ask any one person to do more than about five questions before finding someone else to practice with!)

7) Sentence Transformation Exercise

Taking a single sentence and transforming it into many other kinds of sentences, helping you to understand the structure of the language

To set up this drill:

1. Start with a pattern sentence. If it's not already a positive statement, make it into one.
2. Transform it into a negative statement.
3. Do the same for the question form,
4. a command,
5. the past,
6. the future,
7. a variety of different persons,
8. etc.

Once you have these sentences written down, look at them all again and pay attention to what happened in each transformation. If you can describe what happens to the sentence when it changes, you will be gaining greater mastery over it.

Here are just a few of the possibilities using only the verb 'to go':

He is going (she, I, you, they, etc.) *(the Turkish examples do not match this list exactly)*

He will go

He went

He didn't go

He goes

Did he go?

If he went,...

If he has gone,...

If he had gone,...

He would go

He should go

When he goes...

While he goes...

Take this principle and apply to complete sentences, making one change at a time and noticing what effects it has on other parts of the sentence. Use whatever grammar and forms you have learned up to that point, expanding your use of the technique as you learn new forms.

8) Record & Compare

Improving pronunciation

Often your helper can tell that you are not pronouncing something right but cannot tell precisely what's wrong about it, so he/she doesn't know how to help. If you are really serious about pronunciation, you need to have some way of spotting and correcting errors on your own with his/her help.

Objectives:

Spot where your pronunciation errors are.

State what's wrong about each error.

Make the necessary alterations to improve your pronunciation.

Process:

- X Select words, phrases or *short* sentences that contain sounds (or intonation) you know you need to work on.
- X Record your language helper saying them normally but not fast. (a tape recorder with good sound quality is essential here.)
- X Listen to them, concentrate, and practice them several times on your own. You have to first hear them correctly, otherwise you won't say them correctly.
- X Go back to your helper and record them again. However, this time record yourself saying them either before or after your helper, at least twice.
- X Listen to the tape again (yourself in relation to the model, checking consonants, vowels, intonation) to see where you stray from the model (if at all) and work on improving your pronunciation.
- X Go back to your helper and ask for help on specific spots that trouble you.

Not only are you taking personal responsibility for improving your pronunciation, you will find that improvement will be very encouraging to your helper.

This is an activity that should continue on a regular basis throughout language study. Initially your focus will be on getting the sounds right. As you progress, you will be working on your fluency and intonation of phrases and increasingly longer sentences.

(not translated)

9) Sound Contrast Drill

Learning to control the difference between similar sounds

It will be helpful to keep a running list of specific consonants and vowels that confuse you because they sound very much alike but are really different.

To set up this drill:

- X Select two similar but distinctly different sounds that you want to drill.
- X Get from your helper words that will contrast these two sounds (like *rake* and *lake*, *peak* and *pick*.)
Try to get words that use these sounds in different environments (i.e., beginning, middle, and end of words).
- X Make two columns separating the two sounds.

You set up this drill so that you can practice distinguishing and pronouncing these pairs of sounds that are very much alike.

In going through this drill, you expect to be able to tell these sounds apart (i.e., hear the difference), and to correctly control the distinction (i.e., produce the difference).

Example: drills to help a foreigner contrast the English *r* and *l*.

1. <i>r</i> -	<i>l</i> -	2. <i>-rC</i>	<i>-lC</i>
rake	lake	court	colt
ram	lamb	hoard	hold
rice	lice	march	mulch
reason	leasing	cars	calls

10) Opposites and Sets

Comprehending and practicing specific words and concepts

This is a fairly simple technique to use, though it will take a little time to learn the material so that you can employ it in the community.

Opposites

- X Make a list of 25-30 common words (and their readily apparent opposites), paying particular attention to word-opposites and corresponding concepts that may be different from your mother tongue. (For example, in English, one opposite of *hard* is *easy* and another is *soft*.) e.g., big, loud, young, tall, rich, hard, win, past, stop, fast, front, right, new, long, happy, find, dark, black, come, good, sick, high, etc.
- X Learn how to say, "If you say one of these words, I'll say the opposite." and "Say another one." Then rehearse these words and their opposites with your helper. Talk through any interesting concepts that emerge.

Sets

- X Make a list of 10-15 sets of words (i.e., words that all belong in the same category) and learn at least five words in each set. Pay attention to any surprising members of a set.

Examples:

- colors -- red, yellow, green, etc.
- tastes -- sweet, sour, bitter, salty, hot, etc.
- days -- today, yesterday, tomorrow, etc.
- parts of a day -- dawn, morning, noon, dusk, etc.
- domestic animals -- dog, cat, bird, fish, etc.
- wild animals -- deer, bear, boar, squirrel, etc.
- vegetables -- corn, rice, beans, etc.
- fruits -- orange, grapes, apple, etc.
- countries -- America, Germany, Hungary, Egypt, etc.
- prepositions -- in, on, under, over, beside, to, at, etc.

- X Learn how to say "If you say one of these words, I'll say others like it." "Say another one." Then work with your helper to the point that when he says one word in one of the sets, you can readily say four or five others. Talk through any interesting concepts.

Bunlardan birini söylerseniz, ben kar itını söylerim.

If you say one of these (words), I will say the opposite.

Bunlardan birini söylerseniz, ben benzerlerini söylerim.

If you say one of these (words), I will say others like it.

Bir tane daha söyler misiniz?

Please say another one.

Make cards with your lists:

You might want two cards for your *opposites*, writing one word out of each pair on one card, and the other word out of each pair on the second card. Make another card with the category names of your *sets*.

Master these two projects pretty well in your lesson, and then use them during your community practice.

A Step Further:

In addition to giving the opposite or other members of a set, put them into a phrase or a sentence.

11) Item-Currency Comprehension

Comprehending the prices of individual items and the total amount, as an important part of shopping

This technique assumes you have (maybe just barely) learned the names of these items and that you (barely) comprehend prices. Use it for lots of practice with your helper.

1. Make two photocopies each (black-and-white is probably fine) of some pages in your picture dictionary so that you have pictures of items in various categories. For example:
 - X fruits: orange, apple, cherry, pear, grapes, melon, other local fruit
 - X vegetables: tomato, cucumber, potato, squash, eggplant, lettuce, peas, other local vegetables
 - X common foods: eggs, cheese, bread, butter, jam, yogurt, other local foods
 - X staples: flour, sugar, rice, noodles, spices, oatmeal, salt, pepper, soap, other local staples
 - X meat: beef, chicken, lamb, liver, hamburger, fish, other local meats
 - X snacks: cookies, pastries, candy, hazelnuts, sunflower seeds, pistachio nuts, other local snacks
 - X beverage: tea, coffee, ayran, coke and other types of carbonated drinks, other local beverages
 - X items: paper, pen, pencil, envelopes, crayons, notebook, newspaper, book, other local items.
 - X jewelry: ring, bracelet, earrings, necklace, watch, other local jewelry
 - X clothes: socks, shirt, blouse, skirt, trousers, underwear, cap, coat, shoes, other local clothes
 - X *other categories*: cosmetics, toiletries, furniture, art, appliances, cleaning products, utensils, etc.
2. Get from your helper an average price or range for each of the items (accuracy is *not* the main focus here), and write it next to each item on *one* set of photocopies. Leave the other set without prices. Cut the items apart. Keep the categories and the 'with/without prices' separate using envelopes or paper clips.
3. Pick a category. Review the names if necessary, using the *Listen and Respond* technique. If helpful, add an action (touch, point to, pick up).
4. *Important*: Determine with your helper whether or not to assume the items will be plural or taken as a whole (e.g., eggs, bread) or whether to state the specific number being bought (e.g. three eggs, one loaf of bread).

Using The Technique

1. Using the sets with prices: You place three pictures (e.g., bread, butter and jam) in front of you. Your helper looks at them and states the price of the three items and the total (e.g., "Bread is 50,000 lira, butter is 200,000 lira, and jam is 500,000 lira. The total is 750,000 lira.") Note: If three items are too difficult, start with two. Continue picking sets of two or three and listening to your helper until you know them pretty well.
2. Using both sets of pictures: When you are comfortable with the above step, give the pictures with prices to your helper, and lay the matching set (without prices) on the table. Have your helper choose two or three items and say the prices and totals as above. *Easier*: You pick up the appropriate pictures and lay them in front of you. *Harder*: Put the appropriate pictures in front of you, and then write their prices and the total on a piece of paper. (This is Step 2 of the *Listen and Respond* technique.)

Note: Your helper should say the **whole** utterance at normal speed rather than say one thing and wait until you have that. Your goal is to comprehend the total utterance. Again, if three is too difficult, start with two items.

12) Monologues

A 'meat and potatoes' activity of language learning. You will be doing this all the time during the early stages of language learning.

In the *Basic Texts* section of General Resources, you will find many ideas for monologues (and sometimes dialogues and role-plays) that you can use "as is" or as a basis for developing your own.

Early on, focus on telling about yourself.

- Your autobiography
 - your family
 - your background and childhood
 - your education
 - your past employment
 - special people in your life
- Personal life experiences
 - childhood experiences
 - life back home
 - special events; birthdays, vacations, trips
 - how you met your spouse
 - the story behind a handicap or physical scar
- Things you like to do
 - hobbies
 - sports and recreational activities

As you progress through Stage 2, talk about current events or questions people ask you

- Personal experiences
- World events
- What do Americans think about...
- What do you think about...

During Stage 3, you will be able to use monologues to express your opinions on more abstract subjects.

Preparing a Monologue:

- Talk each monologue through with your helper.
- Have your helper record it on tape in his/her own words.
- Get it written down (text shouldn't be too long).
- Talk through the meaning with your helper.
- Learn the monologue. Practice until you are thoroughly familiar with your monologue, and can say it smoothly and easily. As your language progresses, you should be able to share the information extemporaneously with variations each time, rather than parroting a memorized blurb.

Lesson Language for this activity:

Bunu ö renmek istiyorum. *I want to learn this.*

13) Play It Again

Concentrated listening beyond the words

When we say we understand something, we generally are referring to the content. But language is more than words. This technique enables you to give specific attention to other important things in the language.

Assumptions:

- X This technique assumes that you have specific tapes of material that your helper has recorded. In the beginning, this will probably be only your monologues and the TYT dialogues. As you progress, you will acquire all kinds of taped materials: event descriptions, short narratives, short news clips, series, dialogues from *Dialog Track with Variations*, answers to *Dumb-Smart Questions*, etc.
- X This technique assumes that you fully understand the content of those texts. The value of this technique comes *after* understanding, *after* hard study. Thus, comprehension of content is *not* in focus in this technique.

Using the Technique:

Pick up a tape of a text you have already learned. Listen to it over and over again, concentrating on the following:

- X **Intonation** -- Listen and concentrate on the general 'melody' of the language in the text; that is, the ups and downs of the voice. How high and how low does the voice go? After a few times, begin to hum the 'tune' (i.e., intonation) along with the tape. Then try to say the text simultaneously with the tape (that is, 'track it'), continuing to pay strict attention to intonation as you say it.
- X **Rhythm/Stress** -- Listen and concentrate on the general 'flow' of the language. Does it sound 'choppy' or 'smooth'? Pay attention to the (usually) even timing of syllables. Then try to say the text with the tape ('track it'), concentrating specifically on making it 'flow' the way your helper does. There is value in comparing the flow of Turkish with your mother tongue. In fact, try saying a few sentences in your mother tongue using and even exaggerating the rhythm of Turkish.
- X **Pauses** -- Listen and concentrate on where pauses occur in the language and how long or short those pauses are. Then say the text with the tape, making the pauses just as your helper does.

Remember:

As much as possible, you want to reduce your accent. But you have to knowledgeably hear what's going on; if you don't hear it right, you won't say it right. These exercises will help you both hear it and say it more accurately.

Further Use:

Put comprehension of content back in focus. Listen to the tape and 'visualize' the meaning, seeing in your mind what is happening. This further helps you with the process of beginning to think in the language.

14) Item Description / Item Activity

Building on the technique of labeling everything possible - taking it one step further

This technique suggests that you not just make labels for the names of items, but that you add a specific description or activity that naturally goes with each item.

Item Description:

You can set this up by demonstrating an example or two of what you want to do.

put a blue book on the table
point to a book and say, *kitap*
again point to the book and say, *mavi*
combine them to make the sentence, *Kitap mavi.*

point to a small tape recorder and say, *teyp*
again point to the tape recorder and say, *küçük*
say the sentence, *Teyp küçük.*

dog	A big dog.	<i>köpek</i>	<i>Büyük bir köpek.</i>
picture	This picture is beautiful.	<i>resim</i>	<i>Bu resim güzel.</i>

Lesson Language for this activity:

Bu ne? What is this?
Bir sıfat verir misin? Can you give me a descriptive word (adjective)?

Item Activity:

Examples:

door	Open the door.	<i>kapı</i>	<i>Kapıyı açın.</i>
light	I'm turning on the light.	<i>ı ık</i>	<i>I ı ı açıyorum.</i>
window	I'm looking out the window.	<i>pencere</i>	<i>Pencereden bakıyorum.</i>

Lesson Language for this activity:

Ne yapıyorum? What am I doing?

1. Practice opposites

door	I open the door.	I close the door.
light	Turn on the light.	Turn off the light.
table	Set the table.	Clear the table.

2. Do the activity with body parts, naming the body part and acting out a naturally related activity.

hair	I comb my hair.
eyes	I see with my eyes.
mouth	I open my mouth.
neck	I scratch my neck.
arms	I hug with my arms.

3. Pay attention to how the language uses prepositions (with, at, on, etc.)

stove	I cook on the stove.
desk	I work at the desk.
spoon	I stir the tea with the spoon.

4. Make it into a question/answer session.

What do you do with the fork?	I eat with the fork.
What do you do to the table?	I set the table.
What do you do at the table?	I eat at the table.
What do you do on the floor?	I play on the floor.

5. et cetera

15) Role-Play

Developing competence in conversation and oral delivery

A. Purpose

- \$ Develop accuracy and fluency in speaking (e.g., conversation, teaching, preaching, praying)
- \$ Develop listening comprehension for understanding native-speaker speech
- \$ Decrease fossilization
- \$ Build confidence

B. Requirements

- \$ Learner at intermediate or greater proficiency level
- \$ At least one native speaker helper (two are better)
- \$ Tape recorder, or camcorder and VCR player

C. Obligatory Steps

1. Plan

- a. Choose situation or topic that you believe you can handle at least somewhat well in about 2-5 minutes (length depends on your proficiency level)
- b. Discuss situation with helper(s) including general approach to take, gather vocabulary and phrases but do not gather whole sentences, and do not memorize
- c. Don't write out anything except for an occasional cue

2. Rehearse

- a. For a conversation, you can play yourself (the role of the learner) and the helper can play the role of the co-speaker. (If you have two speakers, have them role-play the situation a few times, while you observe and record their "performance.")
- b. For a speaking task (e.g., teaching), practice your delivery
- c. Get native speaker's input, focusing on the overall meaning and major blunders, but not the details that promote accuracy
- d. Practice another time or two if it's helpful, but do not overpractice to the point of near-memorization

3. Perform - Perform the role-play, using videotape or audio-tape to record the performance

4. Critique

- a. Depending on number and severity of problems, choose a total of only 2-3 areas to critique, going through one area at a time. (Suggested areas from *LinguaLinks*: phonology, grammar, vocabulary, *discourse, *functions, varieties, interactional skills, *cultural framework. Usually those marked with * are more important areas to critique.)
- b. Helper offers most of critique, but often in response to questions posed by learner

c. Replay tape as many times as necessary for adequate assessment of successes and problems

5. Repeat above steps

- a. Usually need to recycle above steps a minimum of 3-6 times (you may do this over several days, you may want to use covert rehearsal, you may want to use additional helpers)
- b. Each time you critique your performance, critique it for previous problem areas and then, if appropriate, add others

D. Optional Steps

These are highly recommended, but may not be possible for all topics or situations

- 1. Approve - Native speaker helper approves your readiness to use role-play in real life
- 2. Use - Use with native speakers who are not your language helpers
- 3. Evaluate - Evaluate and rework as necessary. If there are no major problems, make modifications such as using new paraphrases, making the interaction more complex, etc.

E. Rationale for tape recording the performance

- 1. Obtain more systematic and complete analysis of successes and problem areas
- 2. Analysis can be done in stages, covering only one or two language components/skills at a time
- 3. Work on a topic or situation can be spread over time, with tape saved for later use
- 4. Tape allows more accurate tracking of progress
- 5. Learner performance tends to be better if correction is saved until later (vs. on-the-spot correction)
- 6. With on-the-spot correction, the correction is not effective if the learner isn't focused on it, or can't understand it and take it in

F. Progressive Role-Play vs. the Learning Cycle as presented in Guidelines for Barefoot Language Learning (Larson) and LAMP (Brewster and Brewster)

	Progressive Role-Play	Learning Cycle
<i>proficiency level</i>	(high-)intermediate and above	all levels, including beginning
<i>purpose</i>	provides opportunity to perfect language the learner already controls to some extent	provides organizational framework for multiple learning tasks; including focusing on language that is new to the learner; helps even the new learner to develop relationship in
<i>importance in overall learning program</i>	provides highly useful technique for developing accuracy and fluency	
<i>memorization</i>	no memorization of set text	basic procedures require memorization (or at least over-learning to near memorization) of text
<i>critique</i>	use audio- or videotape	generally on-the-spot
<i>approval for use</i>	native speaker	learner, often in consultation with native speaker

16) Activity plus Question & Answer

Comprehending who, what, where and yes/no questions

This technique is better used with your helper than in the community. The purpose is to practice comprehending questions in a restricted-activity context. You, by an action and a question word, call for the type of question you want to hear; so in that sense it is learner-activated.

Your concentration should be on hearing the question, not on answering the question. Also, pay attention to word order -- where a particular question words goes in the sentence -- and to intonation -- how it goes up and down as the question is asked.

Process

- X Review with your helper the following words: who, what, where, yes, no
- X To begin with, use the tight 'world' of 'picking up and putting/setting items (book, pen, paper) certain places (table, chair, head, hand, floor)".
 1. First, do several activities and call for WHO. Do many of these and pay attention to the word order and intonation of WHO questions.

Examples:

 - a. You pick up a book and say, "Who."
Helper says, "Who picked up the book?"
You pause to process the question and then say, "I did."
 - b. You put the book on the table and say, "Who."
Helper says, "Who put the book on the table?"
You pause and then say, "I did."
 - c. You put the pen on the book and say, "Who."
Helper says, "Who put the pen on the book?"
You pause and then say, "I did."
 2. Do several activities and call for WHAT. Do many of these and pay attention to the word order and intonation of WHAT questions.

Example:

 - a. You pick up a pen and say, "What."
Helper says, "What did you pick up?"
You pause to process the question and then say, "A pen."
 - b. You put the pen on your hand and say, "What."
Helper says, "What did you put on your hand?"
You pause to process the question and then say, "A pen."
 3. Do several activities for WHERE. Do many of these and pay attention to word order and intonation of WHERE questions.

Example:

 - a. You put the pen on your head and say, "Where."
Helper says, "Where did you put the pen?"
You pause to process the question and then say, "On my head."
 - b. You put the paper on the floor and say, "Where."
Helper says, "Where did you put the paper?"
You pause and then say, "On the floor."

4. Do several activities for YES or NO. Do many of these and pay attention to the word order and intonation of YES/NO questions.

Example:

- a. You pick up the book and say, "Yes."
Helper says, "Did you pick up the book?"
You pause to process the question and then say, "Yes."
- b. You put the pen on the chair and say, "No."
Helper says, "Did you put the pen on the table?"
You pause then say, "No."

5. Now put it all together and call for questions at random.

Example:

- a. Same activity/different question:
You put the book on the table and say, "What."
Helper asks question and you answer it.
Then you say, "Who." Helper asks, you answer.
Then you say, "Where." Helper asks, you answer.
Then you say, "Yes." Helper asks, you answer.
- b. Different activity/different question:
You do a different action each time and say any question word. Helper asks the appropriate question and you answer it.

6. Now ask your helper to do any of the actions in that 'world' and ask any of the questions you've been practicing. You pause and then answer the question.

Example:

- a. Helper puts the book on the table and asks,
"Where did I put the book?"
"What did I put on the table?"
"Who put the book on the table?"
"Did I put the book on the table?"

Remember:

The issue is not how quickly you can answer but rather how well you are processing the word order and intonation of the question.

17) Expansion Drill/Exercise

Adding on to sentences to increase fluency and to develop more complicated grammatical forms.

Take a sentence you can say, and add a word or phrase to it. Like the transformation drill, this drill is useful in helping you learn to manipulate basic sentences so that you can learn to say them quickly and smoothly. For example:

<i>Kitap mavi.</i>	<i>The book is blue.</i>
<i>Küçük kitap mavi.</i>	<i>The little book is blue.</i>
<i>Hakan gülüyor.</i>	<i>Hakan laughs.</i>
<i>Hakan gülüyor ve oynuyor.</i>	<i>Hakan laughs and plays.</i>
<i>Ahmet gidiyor.</i>	<i>Ahmet is going.</i>
<i>Ahmet ile Ay e gidiyor(lar).</i>	<i>Ahmet and Ay e are going.</i>

Expansion drills and exercises can be as simple or as complex as you want them to be, depending on how much of the language you know. You can add words or groups of words to the beginning, middle or end of the sentence. The possibilities are endless....

The boy ran.
The little boy ran.
The little boy ran down the street.
The little boy ran down the street crying.
Yesterday the little boy ran down the street crying.
Yesterday the little boy ran down the street crying because he had fallen.
Yesterday the little boy ran down the street crying because he had fallen off his bike.
Yesterday I saw the little boy **run** down the street crying because he had fallen off his bike. *
Yesterday I saw the little boy **who ran** down the street crying because he had fallen off his bike.*

* *Note:* Sometimes a change in one part of the sentence affects other parts! Watch out for this.

Emphasis:

When you are focusing on **fluency**, you want to add a similar sentence form to many different sentences.

When you are focusing on **sentence development**, you want to take one sentence and do as much with it as you can (as in the example above, about the little boy). You don't need to always continue adding; you can take an earlier sentence in the development and go off in a different direction with it:

e.g. The little boy ran down the street *before his friend saw him*.

(See the *LAMP* book for more direction in how to use and develop expansion drills/exercises)

18) Series

Describing the sequences or steps of an activity, using various tenses

What is a Series?

X A Series is a special kind of monologue.

X A Series takes everyday activities and encodes them in your new language.

You are using the Series technique when you recite the normal sequence you follow to do a certain activity. It's an 'activity recipe.'

Assignment

X Think through your day and list 15 common activities (i.e., 15 things you do every day) that can be serialized.

X Then take each one and make a Series of not more than 6 (or 8) sentences.

X Learn an introductory sentence like:

Böyle _____ **yaparım.**

This is the way I _____.

Nasıl _____ **yaptı mı söyleyeyim.**

Let me tell you how I _____.

Bakalım, _____ **anlatabiliyor muyum?**

Let's see if I can explain _____.

And a concluding sentence like:

Şöyle, böyle (yapıyorum).

So, that's the way I (do it).

Do ru söyledim mi?

Did I say it correctly?

Anlatabildim mi?

Was I able to explain it?

X Use the GLUE progression (**G**et new material, **L**earn it well, **U**se it with people, **E**valuate) to learn it.

X Create opportunities to say it to a number of people.

Idea:

Catch yourself from time to time in the middle of something and ask yourself, "Can I describe (in Turkish) the steps I go through to do this activity?" If you can't, prepare a Series.

The first versions of your Series projects should be short, single-action sentences. (If they are too complicated to begin with, you will give up on the technique.) Start simple and expand them later on.

Examples:

Wash the Dishes:

This is how I wash the dishes.
I fill the sink with warm water.
I put in detergent.
I wash the dishes.
Then I rinse them.
Then I dry them.
I put them away.
Could you understand me?

Boil Water:

Let me tell you how I boil water.
I get a large pan.
I fill it with water.
I put it on the stove.
I turn the burner on high.
I wait till it has boiled for 20 minutes.
Then I turn the burner off.
That's how I do it.

Get the Mail:

This is what I do to get the mail.
I go to the mailbox.
I open it.
I remove the mail.
I close the box.
I go back to the house.
I open the mail.
Is there a better way to say it?

Type a Letter:

Let's see if I can explain how to type a letter.
Turn on the computer.
Type the letter.
Make the corrections
Print the letter.
Turn of the computer.
Did I say it correctly?

The *Series* technique aids grammar learning.

One of the best ways to practice various tenses (e.g., past, present, future) and pronouns (e.g., I, we, he, they) is to put them into a Series. This may be a more productive exercise than simply conjugating verbs. Also, your mind is likely to be more engaged than it would be when conjugating verbs.

Examples of a Series with different tenses and pronouns: Starting the Car

Command form

Open the car door.
Get in.
Close the door.
Start the car.
Drive away.

'He' - Past Tense

He opened the car door.
He got in.
He closed the door.
He started the car.
He drove away.

'I' - Future Tense

I'll open the car door.
I'll get in.
I'll close the door.
I'll start the car.
I'll drive away.

The *Series* technique aids culture learning.

After using Series to describe things you do, use Series to try to describe the way people in Turkey do certain things. This employs the Series technique in learning something about the culture. For example:

"Let me see if I can tell you how people here do _____. Correct me if I'm wrong.
or "Please describe to me the way you do_____.

Commitment:

Make a commitment to learn *lots* of Series in Turkish. Strive for simplicity, sense of progression, human (cultural) interest, personal touch, relevancy, usefulness, humor, etc.

19) True/False Comprehension

Paying attention to details in statements, for example, whether it is positive or negative

Use this once you are at a level where you can comprehend basic statements. Pick a category or domain and have your helper make true or false statements about it. You respond by saying *true (do ru)* or *false (yanlu)*. ('Yes' and 'No' can be used instead.)

Examples:

Domain: The room and its contents

There are three chairs in that corner.	true	or	false
The light is off.	"		"
There is nothing on this table.	"		"
There are four books over there.	"		"
Not all the windows are closed.	"		"

Domain: The weather

It is not cloudy today.	"		"
The sun is shining.	"		"
It didn't rain yesterday.	"		"
It was very cold this morning.	"		"

Variation:

Turn the activity around and you make the true/false statements and your helper responds true or false.

The goal is not to stump you, but to give you listening and learning practice.

Adjust the difficulty of the statements based on the percentage you are getting right.

If you are missing more than a quarter of them, have your helper make them easier.

If you are getting them all, have your helper make them harder.

20) Concept Exploration

Getting at the meaning or concept behind the words

Where is the meaning?

The meaning is "in back of the words", or "behind the words." Sometimes it's in the context; sometimes it's not. Meaning is submerged in the culture; it's in the minds of the people. The meaning is in the people. The meaning is shared by the people.

The people know the meaning. It's very obvious to them. They function within those meanings. They may not be able to analyze them or express it. They feel them intuitively. Meanings are not merely understood; they are felt. Meanings are like flavor--you can taste it, but it's hard to explain.

You're your own pioneer!

As an outsider you must map for yourself the meanings, the concepts that lie behind the words. In the last analysis, no one can do it for you. You've got to map it yourself. You've got to *feel* it (or taste it) yourself. Only then will you really understand. Only then can you really make yourself understood. Sometimes the meanings are readily apparent. Other times they are elusive.

Do not merely get a translated word and then put that word into the meaning box of your mother tongue. Rather get the basic meaning then ask all the questions you can think of to understand or map the concept. For example, pursue the meaning of 'a abey' ('abi'): in some contexts it is much more than a big brother or a way to address someone...

Determining the range of meaning is one of the main ways you should explore concepts. This is done primarily through questions. Most of the time the range of meaning of words will be different from your mother tongue.

Look forward to the day when you can intuitively feel the meaning of Turkish and feel concepts in Turkish that are difficult to express in English because English just doesn't seem to have the right words.

21) Single-Sentence Pattern Drill

Drilling as many sentences patterns as possible, emphasizing those that have structure or word order different from your mother tongue

This is a more complex form of a substitution drill. How many items you change at once depends on whether or not you are practicing a new form, the difficulty of the construction(s), and your overall language progress.

To set up this drill:

1. Select a particular sentence pattern that you want to drill. This will serve as a model sentence.
2. Ask your helper to help you substitute other words that could replace the words in the model sentence. It is best to start with the words at the end of the sentence and work back. It's ideal, but not necessary, if any combination in the drill will produce a correct sentence.

Example:

She	went	to	town	last week.
He	drove	“	market	yesterday.
I	ran	“	church	this morning.
They	will go	“	his house	tonight.

He	put	the	plate	on	the	table.
They	hid	this	book	under	“	desk
We	took	that	glass	beside	“	chair

22) Event Description

Comprehending narratives

Whenever people get together, they often tell experiences they've just had or events that just happened. They use narrative style when they do so. Event Description brings this to the fore.

As a learner, you need to pay attention to narrative style (how nationals narrate events to each other), e.g., where they start when they tell a story (at the beginning?, with the punch line?), how they conclude, what linking words they use (and, then, and so, after), what verb tense they use, etc. Their 'point of view' comes through as they narrate events.

Event Description is best used when...

- X It describes something you (the learner) has been involved in (rather than just any old event). When the 'story' is about something you experienced or witnessed, you can 'follow' it much more readily and even anticipate what's coming in the story.
- X Your helper actually tells a third party about the event (someone who did not experience it), rather than just narrate it onto a tape. It will be much more natural and idiomatic.

Note: The above is a 'best case scenario' that is not always possible. Try to get as many narrations as possible that way, but having your helper talk to you while you record it is still an excellent option. *Don't* neglect this technique because you can't get the ideal conditions!

Ways to Elicit Narrative Style

- X Take your helper with you on a trip to the store or market. When you get back, have him tell someone else what just happened (using we): e.g., how 'we' got to the store, what 'we' bought, how 'we' go home what happened along the way (a short version). Be sure to tape-record it. (Get him/her to relate it 2-3 times if possible). This provides learning material that has you in it.
- X Act out a little 'skit' and then have your helper tell a third party what happened. Get it on tape. This is definitely you in it because you designed and were part of the skit.
- X Explain something to your helper, e.g., what happened to you yesterday or an experience you had this week. Then have him re-relate that to a third party. Be sure to get it on tape.

Other narratives

- X Have your helper narrate a personal childhood event.
- X Have your helper narrate what's going on in a picture.
- X Have your helper tell a favorite story, legend, or tale.

Get all of this on tape (video if possible)!!! Learn it and listen to it over and over again. It provides excellent material for you to take you beyond the survival level of language learning.

23) Dumb-Smart Questions

Comprehending extended answers to questions

It's SMART to play dumb and ask questions that you already know the answer to. It's smart, because you set yourself up for the possibility of comprehending more of what people say to you, and that becomes a great morale boost.

At the beginning of language learning, almost everything you say is recited from memory. Everything you have memorized is grammatically correct. And you probably sound fairly fluent.

These memorized sentences may 'get you into trouble.' It may give people in the community the impression that you are more fluent than you really are. So when you 'recite' a question correctly to get some information, all of a sudden this 'flood' of language comes back at you and you don't understand any of it. Par for the course! It is a stage you must go through; and it starts right at the beginning. So get out and go through it. However, you can help yourself, and that's where *Dumb-Smart Questions* come in.

Because you are a *learner*, you can legitimately do this: **Develop the mindset where you constantly ask people questions, even though you already know the answer.**

The technique is best used:

- X for questions that each have a fairly standard answer. You get versions of a standard answer.
- X for questions that almost anyone can answer.
- X when you are in control of the situation, like when you are asking directions or getting specific instructions.

Examples of Simple Dumb-Smart Questions:

1. Begin (and continue) to develop a list of *common information soliciting questions* that you can ask in the community, for example:
 - X How to get to a certain place
 - X When a certain store, office, bank, etc. opens/closes
 - X How often the bus comes by; what is the fare
2. Sports Events -- Have your helper tape-record a particular sports event and how it is played. Learn it and go ask people how that event is carried out.
3. A Monument or Statue of a National Hero -- Have your helper tape-record the typical story about this person. Learn it and go to that monument or statue and ask people who this person was and what it was that made him/her famous or what he/she did for the country.
4. Favorite (short) Children's Stories -- Have your helper tape-record one or two. Learn one and go ask people to tell you that story.
5. Idioms and Sayings -- Get 5-7 from your helper. Have him explain the meaning on tape. Learn 2-3 explanations and then go ask people to explain that idiom or saying to you.

6. Descriptions -- Have your helper describe on tape a particular picture or some interesting places to visit on a map. Learn it and then go ask other people to do the same.

The technique tends to break down in a shopping situation, where the response is not predictable, or when you are the one being asked the questions.

Other specific questions to learn the answer for and then ask: (Tape-record your helper answering these first; learn that answer, then go ask people the same question.)

"What do people here generally have for breakfast?"

"What is your favorite meal, snack, desert, drink, junk food?"

"What did you do today?"

"What is an ordinary day like from the time you get up until the time you go to bed?"

"Please describe what he is doing."

"What kinds of things do people generally do on weekends?"

"Tell me about each member of your family."

"Please listen to this recording and tell me what it says."

"Tell me some interesting places to visit in Ankara/Turkey/your birthplace."

24) Ask a Set of Questions

Asking and hearing the answer to common questions

This technique can be used at the same time as the *Ask Me a Question* technique. What you do is ask people five personal questions. But let's work up to it.

Getting Ready:

1. Ask yourself, 'What 10-15 (personal) questions would I be comfortable asking any person for language practice purposes? (Remember: If you have established yourself as a serious language learner with people, it's legitimate to ask and say virtually anything you want.)

Examples: How many people live in your home?

How far do you live from work?

What languages did you study in school?

What do you do on your day off?

Where is your favorite place to go/visit?

Where did you grow up?

Do you have any pets?

Do you have relatives in the U.S.? Where?

2. Get your helper to put these questions on tape for you and to help you learn to say them as clearly as possible. Also, have him/her answer each one in 2-3 ways. Record it.
3. Then, if you see this as a technique that will help you establish contact with new people, learn to say something like:

Türkçe ö reniyorum.

I'm learning Turkish.

Pratik yapmak istiyorum.

I want to practice with people.

Size be soru sorabilir miyim?

Can I ask you five questions?

If you do use this with new people, take note how they respond to you. Is this a contact worth following up on? Does it 'click'?

4. If you plan to use it with regular acquaintances, then you only need to learn, "Can I ask you five questions?"

Be soru sorabilir miyim?

May I ask five questions?

When you can sufficiently handle this with your helper, you are ready to take it on the road.

Using What You've Learned:

If you haven't got your five questions fully memorized yet, take your sheet with you and read them. That isn't cheating!

25) Dialog With Track Variation

Comprehending controlled conversation between native speakers

This is essentially a role-play between two native speakers. It enables you to listen to (and watch) two native speakers talking freely to each other. This technique will help improve your comprehension of normal speech.

You the learner decide, via the track and variations, what the progression of the dialog is going to be. The fact that you set it up means that you can anticipate what you will hear – this is a definite aid to comprehension. Record (video is better) several versions of each role-play.

Process

- X Decide what specific dialog topic or situation you need comprehension practice in (e.g., shopping, restaurant, directions, gift-giving).
- X Work out the basic track (what's first, what's next), the progression that the dialog is to follow. It should be a fairly natural progression.
- X Then list variety, so that the speakers can choose different elements in the second and third versions of the dialog.
- X Have two native speakers role-play the situation several times, each time selecting different elements from the variety 'menu'. Encourage them to be as free (colloquial) as possible but to stick with the progression.
- X Record (audio or video) several versions.
- X Listen to (or watch) the recordings over and over and:
 - Concentrate on comprehension of language, particularly colloquial expressions and intonation.
 - Concentrate on cultural details as well (since people are controlled by 'cultural rules' in what they say and do):
 - Who is it that says what in these dialogs?
 - What gestures are involved? What mood prevails?
 - What other 'cultural rules' are being followed in content (e.g., terms of address, words of response) and mannerisms (e.g., distance apart, eye contact, touch)?
 - Comparison--What is different from your culture's way of doing it (or) what seems to be conspicuous by its absence?

Keep in mind that this technique calls for actual structured conversation between two native speakers. You are not doing this technique if you merely ask people how they do such-and-such. That is valuable as well, but in this technique, these are scenes to be role-played, not to be talked about.

Much of the success of this depends on the creativity of the two helpers involved. The ideal is to have helpers that can 'ham it up' a little bit or who can 'act' well.
In all of these pay attention to mood, intonation, etc.

Situation 1 -- Friend/neighbor stops in to visit

Dialog Track

- a. Open door and greet
- b. Invite in and sit down
- c. Short conversation
- d. Serve snack
- e. Leave-taking

Variety 'Menu'

- a. various greetings
- b. colloquial ways
- c. *Choices*: (pick two) children, gardening, jobs, weather, food, prices, gossip, other
- d-e. Whatever is appropriate

Situation 2 -- Buying food at a food stand

Dialog Track

- a. Greetings
- b. Ask for 1st item
- c. Get price (bargain?)
- d. Ask for 2nd item
- e. Get price (bargain?)
- f. Get total
- g. Pay
- h. Other conversation
- i. Part company

Variety 'Menu'

- a. *People*: stranger, daily shopper, child, friend just back from trip,
- b-d. *Misc*: eggs, bread, jam, butter, cheese, sugar, candy, cookies, milk, etc.
- Vegetables*: potatoes, squash, carrots, lettuce, tomatoes
- Fruit*: oranges, apples, grapes, cherries

Situation 3 -- Getting directions on the street

Dialog Track

- Getting someone's attention
- Ask where a certain place is
- Actual directions
- Ask what time it opens or closes
- Answer with a specific time
- Gratitude and parting

Variety 'Menu'

- a. Excuse me, Pardon me, Sir?
- b. *Locations*: bank, market, bookstore, PTT, restaurant, furniture store
- c. *Incorporate*: left, right, straight ahead, distance, on the corner, behind, next to, across from...

Situation 4 -- Restaurant

Dialog Track

- Greetings
- Getting seated
- Ordering beverage
- Ordering main course
- Ordering dessert
- Pay bill
- Other conversation
- Leave-taking

Variety 'Menu'

- a-b Welcome, how many, smoking/non-smoking
- c. *Choices*: ayran, soft drink, fruit juice, water
- d. *Choices*: beef, lamb, chicken, fish, house special
- e. *Choices*: fruit, pastry, baklava, etc.

Situation 5 -- Morning Greetings Scene

Dialog Track

- a. Greetings
- b. How did you pass the night?
- c. Negative answer
- d. Why? (or) What happened?
- e. Explanation
- f. Hope you sleep better tonight

Variety 'Menu'

- a. *Person*: good friend, neighbor
- c. Terrible, not well, bad night
- e. Bad headache, too much on my mind, child sick, spouse snored, baby cried

Other Dialogs Suitable for Role-Play:

1. Gift-giving
 - a. How one brings and presents a wrapped gift for a birthday, wedding, etc.
 - b. How one brings and presents an unwrapped gift.
2. Host/Invited Guest
 - Situations:
 - a. The initial conversation at the door.
 - b. What happens just after guest gets inside.
 - c. How evening ends; who initiates ending
3. Borrowing Scene
 - Situations: Neighbor drops in to borrow something:
hammer, saw, ladder, car, food mixer
4. Asking for Something
 - Situation: Neighbor drops in to ask for baking needs:
cup of sugar, milk, an egg, shortening/oil
5. Asking for a Favor
 - Situations:
 - a. Neighbor drops in and asks to be taken someplace (airport, store)
 - b. Neighbor drops in and asks for 'neighborly' favor: watch the kids while I go to the store, water the plants/feed the cat, pick up the mail while I'm gone on a trip.

Note on #3-#5: Pay attention to the 'cultural' difference between borrowing something (#3) and asking for something (#4, #5).

6. Post-Office Scene
 - Situations: Person is there to do three things -- mail a letter, buy some stamps and buy a telephone card. Role-play it in several ways: a) a regular, community resident, b) a new person in town, c) an expatriate who has just moved there.
7. Introducing Self/Others
 - Situations: Role-play how one introduces a) him/herself, b) one's spouse, c) a friend.
Include one or two statements people make or questions people ask in this particular scene.
8. Phone-Calling Scene
 - Situations: Role-play how one makes specific phone calls:
9. Taxi-Hiring Scene -- Hailing a taxi and asking for a ride.
10. Verbal Congratulations Scene -- How to express and receive verbal congratulations.
 - Situations:
 - a. A man just got engaged or just married
 - b. A woman just got engaged or just married
 - c. A couple who just had a baby
11. Verbal Condolence Scene -- How to express and receive verbal condolences
 - Situations:
 - a. Before/after a funeral
 - b. Visiting grieving family
 - c. In regard to sickness or accident
 - d. Over loss of property to natural disaster, theft

26) Complex-Sentence Pattern Exercise

Generating new sentences that follow a sentence pattern

This activity is more of a grammar exercise than a grammar drill. An exercise allows you to keep generating new sentences. This activity is most productively used on complex sentences rather than simple sentences.

To Set Up This Exercise:

- X Select a particular complex sentence that intrigues you by the way it is put together. It serves as a model of the kind of sentence you want to practice.
- X Get from your helper (and generate some of your own and test out on your helper) several other sentences that roughly follow the same pattern as that model sentence. (In other words, you're not just substituting words, as in the Single-Sentence Pattern Drill; you are generating whole new sentences.)

You work through this exercise in order to practice generating certain complex sentences and also to pay attention to how the little grammatical function words fit in those sentences.

In making it a habit to generate brand new sentences that follow the same pattern as complex sentences that particularly intrigue you, you will become more sensitive to the grammatical make-up of longer utterances. You must get beyond using simple sentences. This is a systematic way of mastering complex sentences.

Examples:

If only you had been here, my brother would not have died.
If only he had left sooner, he would not have gotten lost.
If only we had known, we would not have picked him up.
If only she had come, her son would not have been late.

Whenever I try to sleep, you always snore.
Whenever he tries to talk, she always interrupts him.
Whenever she wants to leave, the baby always cries.
However he tries to sit, his foot always goes numb.

27) Games & Activities

Hearing (and using) language in the context of a game or activity (instructions, descriptions, comments, interjections)

As long as you can stay in your role as language learner and can maintain a language-learning focus, games and activities are very useful for putting language into context. They can be used as creative opportunities to be with people and hear language all around you. They will also enhance the interest people have in you. Kids particularly will enjoy them.

1. Look over this list of games and activities and determine which ones you would like to use for language-learning purposes as well as an aid to establishing friendships in the community. (You may need to buy them before you leave your home country.)
2. For a game, teach your helper how to play it and then learn (in the language) what instructions you need to teach it to people in the community. For an activity, learn from your helper what you need to say to explain that activity to people.
3. Practice it several times with your helper, then you're ready to take it 'on the road.'
4. Important: In playing a game, pay attention to what people say and do (with intonation and gestures) when they make a foolish mistake, when something happens in their favor, when they win, when they encourage someone else to do well, when/how they laugh, when they playfully tease or kid someone else, as well as how important winning is in that culture (and how a person responds when winning or losing). All of this is valuable cultural information. Learn how to enter in and do what they do.

Fun Things To Do

Bubble blower
Juggling
Spirograph
Yo-yo tricks
Labyrinth
View Master
Silly Putty
Slinky
Jacks
Magnets
Frisbee
Lego
Ring Toss

Fun Things to Show

American football
Long balloons (to make animals)
Paper airplanes
Origami
Transformers
Magic tricks
Note-pad to sketch cartoons

Puzzles:

Hi-Q
Metal ring take-aparts
Jigsaw puzzles
Pyramid of Rings (3 post)

Games

Tic-tac-toe
Connect Four
Mastermind
Othello
Checkers
Booby Trap
Memory
Backgammon (Tavla)
Jenga
Caroms
Racko
Uno
Pit
Dominoes

Games available in Turkish:

Aggravation (Kızma Birader)

Taboo (Tabu)

Pictionary

Life

Clue

You can also “Turkify” the game *Guesstures* quite easily.

Learn some of their games, for example, *Okey*, or *card games like ‘51’*.

Note: In games where you take turns, Turks play in a *counter-clockwise* direction; in other words, play passes to the *right*.

Slight caution: People may enjoy these so much that you have them dropping in at your home in the evenings to play them. This could be very valuable or it might.... 😊

28) Bilingual Reading

Comparing grammar and ways of expression between two languages

This technique works best if the content is exactly the same (e.g., translated stories, books, editorials), but there is also value if it is similar (e.g., their version of a children's story, the local newspaper's version of a news item).

Materials Needed: The written material in both languages, a good inter-language dictionary, a notebook to record insights. A grammar book on the language would also be helpful.

Process:

1. Read a short passage (don't overwhelm yourself!) in both languages (mother tongue first, until you are able to do it in the target language with sufficient comprehension.)
2. Use your dictionary to compare major content words (nouns, adjectives, verbs) and write the translation over the words in the target-language text.
3. Nouns/adjectives -- check to see if the form of these words change, other than in singular/plural. If so, what meaning is indicated by that change? (Check the grammar book for explanation.) Record insights in your notebook.
4. Verbs -- Check the verbs (action words), particularly the tense (time, quality, mood) being used. Pay attention to how that verb is written and what that tense indicates. Compare it with your mother-tongue. (See what the grammar book has to say about that tense.) Record insights in your notebook.
5. Function words -- Look at the 'little words,' the grammatical words that link other words together (prepositions, conjunctions, etc.). These are probably the words that recur most often. Check word order, how these words line up in relation to other words. Compare it with your mother tongue.
6. Read the passage again several times in the target language (or even memorize it), and try to intuit the insights you gained in your analysis. When you pay attention like this on a daily basis, the grammar will gradually 'seep in.'

Further Activities

- X Have a native speaker record the passage for you so you can listen to it over and over.
- X Practice writing the passage down from dictation, either from the tape or from a native speaker dictating it to you. Dictation is a definite aid to becoming literate in the target language.