

Talkin' Turkey

Coach's Manual

2008
version 1.2

Where We've Come From...

It's new and it's better! This 2002 edition of *TalkinTurkey* is the result of many years of work. We started with a review of current second-language acquisition theory. We added lessons from twenty years' experience in working with dozens of learners of Turkish. We want you to understand why the program has been designed the way it is. Below are a few of the significant changes that have been made:

- Y Replaced the DLI books with a new textbook more in keeping with modern theory
- Y Limited the place of the textbook in the program to less than 50%
- Y Assured a quick start during the first three months by providing "pre-elicited" texts
- Y Helped learners apply what they had learned at PILAT by systematically incorporating most techniques in the first three months
- Y Given greater emphasis to the use of visuals
- Y Given greater emphasis to the use of a tape recorder
- Y Given better direction and insistence on the use of pattern sentences
- Y Encouraged and trained the learner to become a self-directed learner by Stage 3
- Y Developed more communicative ways to assess oral proficiency
- Y Developed new short-term accountability reports

Language-learning theory is constantly changing, and there is always much debate on the subject. The short book, **How Languages are Learned**, by Lightbown and Spada gives a good overview of past and present thinking on the subject. A booklet by Greg Thomson entitled **Language Learning in the Real World For Non-Beginners** has also had a major influence on our thinking. You should read these books and the whole language program (the latter is actually already part of the learner's program) as part of your preparation for the job of language coach. A summary of current language-learning theory is included in the introduction to the language program for the language learner's information.

In the early years of our field, everyone used the audio-lingual (A-L) method (a behavioristic learning theory which stresses habit formation, rote memorization and error-free repetition) to learn Turkish. This was the method employed by both the foreign-service (FSI) and military (DLI) courses which were then available. We then incorporated a second theory, commonly known as LAMP, which emphasizes self-directive, community-based learning. LAMP's primary goal was to get learners out of the classroom and into the community to inductively discover and learn to use the language, but the learning theory behind the drills, etc., was basically A-L. However, audio-lingual has fallen into disrepute in favor of "communicative" methods, and LAMP also proved to be less effective than hoped, not only because it required a language learner with an outgoing personality and good planning skills, but it also proved to be less effective in modern, urban settings. We kept the valuable aspects of each of these methods, and have built up the communicative emphasis...

COMMUNICATE!

Communicative theories of language learning emphasize communication as the primary goal of language learning. Early communicative teaching practices went too far in discounting grammatical accuracy, to the point of not worrying about accuracy at all as long as the speaker was somehow able to get his or her idea across. Drilling was scorned in favor of role-

plays and “information gap” communication exercises. However, this extreme pendulum swing of early communicative proponents has moderated and there is a return toward what we think is a better-balanced emphasis on both communication and accuracy. We have tried to help learners find that balance.

Where We're Going...

Drills and Exercises

In developing TalkinTurkey, we have emphasized communicative learning activities. We want to see people get out of books and into the community. We also see the need for developing accuracy, so there is an important place for drills and exercises. For our purposes, we are using PILAT's definitions: A *drill* is a self-contained activity (i.e., you drill only what has been set up) with the purpose of developing accuracy in a specific area (especially useful for developing pronunciation, intonation and fluency skills). An *exercise* is distinguished from a drill by its open-endedness. While you start out with a small set of prepared sentence patterns, you move on to generate new ones. The purpose of an exercise is to practice using language in appropriate situations and/or to develop the ability to adapt or expand patterns for your actual and new communication purposes. Exercises give the brain organized opportunities to process what is being learned.

Errors

Errors should be viewed as part of the process of learning. However, too much emphasis on errors can be demotivating. Error correction needs to be done selectively, being directed at a few errors at a time, and at those that most hinder communication.

Stimulus-Rich Environment

Current research in second-language acquisition also shows that the kind of spontaneous communicative ability we want to see develop is acquired largely at the subconscious level. It seems clear that language learning takes place best in a “stimulus-rich environment.” So, we need to take a multi-faceted approach to language study. TalkinTurkey has two primary threads: 1) self-directed “projects” (culture topics) which emphasize learning language needed to perform listed functions or discuss specific topics; and 2) a textbook which covers and explains grammar forms without overemphasizing the study of grammar for grammar's sake. In addition, we encourage learners to use a pocket notebook (referred to as Needs Notebook) to jot down communication needs they have and then plan some lesson time for learning the language forms they need. We want to insure that learners spend lots of time using tape recorders and visual aids in their study and practice, thus minimizing dependence on a textbook. ICCT and PILAT are both intended to equip learners for this. Reading, writing, describing and storytelling activities are also included as threads in the program.

Learning Styles and Techniques

A variety of personality and learning styles affect language acquisition. These vary widely from individual to individual and from situation to situation. As a language coach, encourage learners to start out trying as many techniques as they can. When they start recognizing their areas of strength, help them adjust their activities to play to those strengths. This does not mean allowing them to avoid necessary activities simply because they claim, “That's not my style!” There will be some areas where they need to strengthen their weaknesses or do things

they don't particularly enjoy. For example, some learners can't get their nose out of their book, but others hate book study. One of your jobs is to insure that they are finding an effective balance, not just an easy one. Language study is hard work, and it can get tiresome. A language coach should work with the learner to insure that they are working hard and that they are not making language learning an unnecessary drudgery due to inadequate preparation or ineffective study activities.

Standard Phrases and Pattern Sentences

These are a major emphasis of the program. Every language has standard phrases that make up a large part of daily conversation. These include such things as mandatory polite phrases, idioms, and "fill-in-the-blank" pattern sentences. Ultimately, language is creative and a speaker must be able to create and use language never heard before. However, even native speakers constantly use standard phrases and patterns for much of their conversation. In Stage 1 (first 3 months) of the language program, we emphasize memorized sentences. In Stage 2 we emphasize identifying and memorizing pattern sentences, then learning to transform, expand, and/or combine them for different situations.

Elements of Communication

One thing the communicative language movement has certainly accomplished is to emphasize elements of communication other than grammar. The four competencies categories shown below are widely accepted in second-language literature. A good program should facilitate increased proficiency in each of these areas:

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

Language learners who have spent years studying Greek and Hebrew often have a faulty idea of what learning Turkish will involve. While the seminary's emphasis on translation, memorization of vocabulary and written grammar exercises may be good for learning 'dead' languages, they are not the way to learning a living language which is being spoken all around you. The required pre-field language learning courses (ICCT or PILAT) address this issue, but there may still be some work for you to do as language coach.

The Four Language Skills

These are listening, speaking, reading and writing. We give priority to listening and speaking for the first three months, with just a little writing in the form of learning to take dictation. Reading and writing are fully incorporated into Stages 2 and 3 of the program.

Grammar Study

For English speakers, the primary text is *Teach Yourself Turkish* by Pollard and Pollard. In addition, learners will use the *Advanced Grammar Notes* (gleaned from DLI) and G. L. Lewis' *Teach Yourself Turkish. Türkisch Für Sie* is the grammar book of choice for German speakers. There are a number of other books which can be used by learners as supplemental materials during their personal study time, including the *DLI Basic Grammar Supplement* (provided with the program), Arın Bayraktaroğlu's *Colloquial Turkish* and (in spite of the ridiculous title!) Hugo's *Turkish In Three Months*, as well as the exhaustive *Turkish Grammar*, by G. L. Lewis.

TalkinTurkey OVERVIEW

Stage	Level	Length	Months Here	Grammar	Lesson Tapes	Meeting w/ Coach	Reports
1	1.0	3 mo	1-3	TYT 1-4	every week	every week	every week
2	2.0	7 mo	4-10	TYT 5-16	every 2 weeks	every 2 weeks	every 2 weeks
3	2.5	14 mo	11-24	Advanced Grammar (read Lewis)	every month	every month	every month
4	3.0	24 mo	25-48	as necessary	every 3 months	every 3 months	every month

Important Note: The language-program manual is prepared for you and the learner, not for the helpers. The fact that there even is a program and that learners are accountable to complete it can raise suspicions in the mind of helpers and Turkish friends. Helpers do not need to know that the learner is keeping track of hours and having to fill in reports.

With this in mind, we have divided the program into three notebooks. The one entitled *Turkish Language Program* is to be used by the learner only and not shown to the helpers; it includes the program guidelines and report forms. The second is *General Resources*, which can be used freely with helpers and friends. The third is *Spiritual Resources*, which should be handled with discretion. Be aware of how sensitive the learner is to the issues involved, and give guidance as necessary.

Information about how to prepare the manuals and what books to obtain for the learners is found at the end of this manual.

The full-time Turkish language study program consists of three (3) stages with twelve (12) sections in each stage. Each section includes goals, guidelines, activities, ideas and accountability.

Language learning is a lifetime undertaking. Long-term language acquisition ultimately requires self-directed learning. A very important goal of our language program is to help the learner become self-directive. We do not expect too much self-direction during the first three months (Stage 1), though you should encourage it as much as possible. Stage 2 calls for increasing self-direction, and Stages 3 and 4 are almost totally self-directed.

Stage 1 sections are quite directive and outlined in detail. The time-frame is one (1) week per section. An oral assessment is done at the end of three months.

Stage 2 sections are less directive and outlined in less detail. The time is estimated at two (2) weeks per section, but this time is not fixed. Assessments are done every three months.

Stage 3 sections are mostly self-directed. The time is estimated at one (1) month per section. Assessments are done every three months. Some learners might benefit from more study time as they move through Stage 3; if a learner is doing a good job at being self-directed and is getting plenty of productive, helpful community time, it could be helpful to decrease his/her lesson hours, giving him/her more time to work on the reading and writing assignments. This decision is up to you as their coach.

Quarterly Reading Program

The reading program (i.e., reading books in English) contributes to cultural adjustment and a growing understanding of Turkey and Islam. Cultural understanding also contributes to effective language learning. Reading one book per quarter is a requirement for graduation from language study. It is the responsibility of the language coach to monitor reading progress. During later stages of language study, books in Turkish covering similar topics may be approved by the coach in place of English books.

Finishing Full-time Study

New workers cannot be assigned to a ministry team until they have completed full-time language study. They are not eligible for graduation from full-time language study until you, their language coach, recommend them; so as a coach, you need to be completely familiar with the language-program requirements and the proficiency-level guidelines. When the language learner has completed **all requirements** of the language program, and you think they have reached an **oral proficiency level of 2.5**, recommend to the Language Committee that they be given the final assessment. The final assessment will be administered and evaluated independently by two members of the Language Committee.

The part-time language study program or "Post 2.5" language study (Stage 4) begins upon successful completion of the 2.5 assessment.

Stage 4 is totally self-directed. It begins upon completion of the 2.5 assessment and all the requirements of the program. A student will continue to be in part-time language study (5-15 hours/week) until the end of his first 4-year term. This will give the student continued opportunity to improve his/her ability to communicate well. In some cases, this may allow progress well beyond the required 3.0. How many hours are required per week will be determined by the Language Committee and you, depending on the learning needs of the student and the nature of their ministry assignment.

In conjunction with other pre-furlough evaluations, a language assessment will be given to determine if a student is at or above 3.0. If so, his formal language study will be considered complete. If not, he/she will continue in part-time study with a coach upon return from furlough. Evaluations will then be made at 6-month intervals to determine completion of formal study.

PROFICIENCY ASSESSMENTS

A schedule of language-proficiency assessment is included below. Assessment is best done by someone other than language helpers or language coaches. You are responsible to see that assessment is done on schedule, but you should ask someone else on the Language Committee to evaluate it.

Stage	Target Level	Evaluation (every 3 months)
Stage 1	Intermediate-Mid (1.0)	Stage 1 oral assessment After Section 12 (end of Stage 1 assessment)
Stage 2	Advanced (2.0)	Stage 2a oral assessment Stage 2a written assessment After Section 6 Stage 2b oral assessment Stage 2b written assessment After Section 12
Stage 3	Advanced Plus (2.5)	Stage 3a oral assessment Stage 3a written assessment After Section 3 Stage 3b oral assessment Stage 3b written assessment After Section 6 Stage 3c oral assessment Stage 3c written assessment After Section 9 oral assessment (2.5 TST) (end of Stage 3 assessment)
Stage 4	Superior (3.0)	oral assessment (3.0 TST) (end of Stage 4 assessment)

Turkish-Oriented Mindset

Good Turkish is a basic job requirement. In a day when short-term ministry is the buzz word in our business, it is important that we cultivate the long-term vision and commitment it takes to learn Turkish well. We have no English-language ministry assignments for church planters on our field. We do not believe that the use of translators is an effective method of preaching or planting indigenous churches. Language learners must take their first ministry assignment of learning Turkish very seriously.

Language learning is a lifestyle. Learners must cultivate a lifestyle that immerses them in Turkish language and culture far beyond the required 25-30 hours. If you sense that learners are looking for ways to escape from Turkish once they've put in their hours, that is something that needs to be addressed.

It is becoming increasingly easy to physically live in Turkey knowing little or no Turkish, and without really living in Turkish culture. As a coach, you not only have the responsibility

to advise learners about lifestyle decisions which may negatively affect their learning environment, you have the authority to veto such activities when you see fit. Of course, the first approach is to raise the issue and help them come to the decision themselves. But if that fails, you should feel free to say, "No English TV!", or "No friendships with Turks who speak English with you!", etc.

Ask the learner what his/her plan is for limiting mother-tongue usage and immersing his/herself in Turkish. Make sure that they do have a plan. Keep your eyes and ears open for clues that they are developing an expatriate-oriented lifestyle rather than a Turk-oriented one. Be sure that they aren't spending time with Turks who only speak English with them.

Helpers

A helper must either be unable to speak English, or be willing not to use it, even in the beginning. This is difficult, and often even frustrating, but the long-range benefits are worth it. Not only does the learner not get into the habit of using too much English, but they are forced to "use what they know" right from the beginning. All the PILAT techniques have been translated into Turkish to make it easier for the learner to set up activities, and there are several pages of *Lesson Language* to assist with "running" a lesson. You as the coach should be available by phone to translate if necessary during a lesson, or to call a helper or pass on their message to the learner.

Initial Community Time

Encourage learners to find a small number (3-5) of people in the community to whom they can go and practice what they are learning (unlike the LAMP 'language route' where learners were expected to speak with 20-50 people a day!). This is in keeping with most people's personalities and comfort level and also more in keeping with Turkish culture. It will take some time to identify these people in the community. Some learners will need help getting out into the community. Don't let them retreat into a small Turkish world populated only by their language helpers, maid and *bakkal*.

Help the learner get a feel for how much time to spend with people, and when and where to do so. Stay informed and give them feedback about the appropriateness of relationships and obligations you see them developing. Don't let them start by inviting people home for a formal dinner! Teach them the Turkish ways of meeting and visiting people in less formal situations.

Hours

Time is a major factor in language learning. Learners who faithfully put in their hours normally do well. The language program defines full-time language study as 25-30 hours per week. We would actually prefer 30 hours, but felt that the 5-hour buffer was a wise compromise. Do all you can to encourage a language learner to put in the full 30 hours per week.

The effective use of 30 hours is crucial. You should monitor the learner's activities to be sure that there is a good balance of three major areas:

1. Formal study with helper(s) - 10 hours per week required in Stages 1 and 2.
2. Personal study, evaluation and planning - 8-10 hours per week.
3. Practicing in the community with native speakers - 7-10 hours per week.

Breaks

A one-week break is scheduled every three months. This not only allows them to renew their tourist visa if necessary, it also programs in a much-needed break as part of the study program. Learners must take one **full** twenty-four hour **day** off from language study every week. (Two half-days don't fulfill this requirement.) This does not mean they should avoid Turkish, just formal Turkish study.

Reports and Feedback

We have tried to improve the learner progress reports, making them useful to the learner for keeping track of their progress, especially in Stages 2 and 3. We are trying to assist learners through clear, short-term accountability, but this won't work if you as their coach aren't faithful in collecting reports on time and responding when needed. You should set up a time to meet with the learner each time a report is due. This will insure that learners are actually meeting program requirements and it also insures that problems do not go undetected for too long. In Stage 1 you will meet weekly, in Stage 2 you will meet bi-weekly, and sometime in Stage 3 you can begin meeting monthly if things are going well. It is the responsibility of the coach to go to the learner for Stage 1 meetings. In Stages 2 and 3, you can ask the learner to come to you or meet at some central location that is convenient for both of you. In Stage 4, monthly reports continue to be turned in, but you can ascertain whether or not you need to meet that often; quarterly meetings may suffice.

Report sheets are designed with the estimated section times in mind, but learners should turn in a report sheet at the prescribed time interval, even if they have not completed all the activities in that section. For the most part, learners should complete all the requirements for a section before moving on to the next; don't allow the learners to get behind in any particular area, especially if it is difficult for them.

The transitions to Stage 2, and especially to Stage 3 will require a little extra attention, since the program gives much less guidance at this stage, especially in the areas of projects and lesson activities. At the beginning of Stage 3, you should continue meeting every other week for the first month to insure that the learner is transitioning well and pacing their activities appropriately. This is especially important for the reading assignments. You may switch to monthly meetings as soon as you are convinced the learner is progressing well. If the learner is taking advantage of community time to get help and feedback, and you allow them to cut back on lesson hours, you should require a minimum of 10 effective community practice hours per week. With all the reading and writing requirements of this stage, you need to be sure the learner is spending lots of time with Turks and in community practice time. Help them come up with strategies for involving their acquaintances as they work on section requirements.

Enhancing Learner Motivation

(taken from the *Language Coach Workshop Notebook*)

Lonna Dickerson, ICCT

Every language program should include procedures for maintaining and even increasing learner motivation. We cannot assume learners come to us with the type and level of motivation they can sustain on their own, no matter what happens in their language-learning process. Rather, without active involvement and a plan instituted by the language

coach, our learners' motivation is likely to dwindle. However, with a motivation plan, we can be more successful at knowing what to do to strengthen motivation and when to do it. Here are some suggestions for fostering strong motivation:

1. Know your learners' background, previous language-learning experiences, preferred learning styles, etc.
2. Keep in close touch with your learners, allow them to voice their concerns, needs, fears, etc.
3. Provide a supportive environment with encouragement and feedback appropriate for learners' needs.
4. Show faith in the learners' capacity to learn.
5. Allow learners to make as many of their own choices as possible.
6. Accommodate different learning styles and individual differences and needs as much as possible.
7. Promote use of effective strategies, helping learners to become increasingly self-directed.
8. Offer frequent guidance, especially in the areas of planning the overall program and staying on track.
9. Insure successful learning, as much as possible, especially in the early stages.
10. Emphasize learning from mistakes, so that they come to view mistakes as a necessary ingredient in learning and not an evil to be avoided at all costs.
11. Give special attention and challenges to the quicker, more-able learners while making sure the slower, less-able learners are not overwhelmed.
12. Provide frequent feedback regarding learners'
 - a) progress in specific skill and content areas (focusing on what they have learned),
 - b) progress in overall proficiency (focusing on what they can do with what they have learned), and
 - c) progress in learning how to self-manage their own learning process.
13. Evaluate program to see if changes are needed (policies are appropriate, goals are reasonable, etc.) and make changes where warranted.
14. Encourage learners to interact frequently and meaningfully with speakers of the target language.

LANGUAGE HELPER JOB DESCRIPTION

1. New helpers are hired for a limited period of time on a trial basis.
2. A helper must be dependable, diligent and creative. They must be a high-school graduate who speaks clear, standard Turkish.
3. Neighbors, friends or Turkish believers should not be hired as helpers, because if their work turns out to be unsatisfactory, it is quite problematic to terminate their employment. Local university campuses are a good source for hiring helpers.
4. The language helper needs to understand and work with our language-learning philosophy (which is very different from the rote-memory method they have in school). Any attempts by the helper to overly control the learning agenda or impose other methods will quickly result in their losing the job.
5. A helper should either be unable to speak English, or be willing not to use it, even in the beginning. A helper who will not do their part to keep the lesson in Turkish will be replaced.

LANGUAGE COACH JOB DESCRIPTION

Note: You need to read the entire language program and the booklets by Greg Thomson (*Kick-Starting Your Language Learning* and *Language Learning in the Real World for Non-Beginners*) in preparation for your task. You also need to become thoroughly familiar the other items in the Language Kit.

1. The coach is appointed by the Language Committee to assist and guide the language learner in an effective language-learning experience.
2. The language coach functions much like a sports coach: answering questions, encouraging, training, helping provide resources, and keeping eyes and ears open as the learner goes through his/her activities. There may be times when the coach sees a problem or needs to 'call a play.' The coach does have the responsibility and authority to do so. In the event that the coach feels the learner is not responding properly to their input, they should bring the matter to the Language Committee for input. If the problem continues, it should then be brought to the attention of the Focus Leader for evaluation.
3. The coach stays informed about learner progress. Language Learner study reports are designed to help the learner plan as well as to keep the coach informed. The coach must set up a time to meet face-to-face with the learner each time a report is due. That means that in Stage 1 they meet weekly, in Stage 2 they will meet bi-weekly, and in Stage 3 they will meet monthly.

4. The coach is the learner's sounding board and resource person for language- and lifestyle-related issues. A coach is also responsible for helping a learner adjust their schedule and lifestyle so that they can get in their hours and have a good language-learning environment. The coach must approve *any* extra activities the learner wants to add to their schedule and may veto activities that conflict with or detract from language study. Since the coach needs to maintain an open and supportive relationship with the learner, they should use this authority judiciously and graciously.
5. The sponsor is responsible the first month or so for seeing that maid and babysitting needs are arranged for. Any ongoing help necessary in these areas becomes the responsibility of the coach (to do or delegate).
6. The coach will assist in the hiring of helpers during Stage 1. As they move into/through Stage 2, language learners should be able to replace and hire helpers themselves.
7. The coach will help orient helpers and give other direction as needed. The coach will insure that the helper is effective in helping the learner learn Turkish. Coaches can assist learners resolve problems with language helpers and/or terminate employment of helpers when necessary.
8. The coach is responsible to see that scheduled proficiency assessments are done. As a coach, you should always be thinking in terms of informally assessing learner progress by evaluating their portfolios (oral and written work). Formal assessments should be done by another coach (who is not used to hearing that person speak) and/or a Turk other than the learner's helper.
9. The coach encourages learner involvement in setting language-learning goals and planning activities to reach those goals. Minor adjustments to the program should be made for an individual learner as the learner and the coach sees fit. Major adjustments need the approval of the Language Committee.
10. When the learner has both completed all requirements of the full-time language program, and appears to have reached a proficiency level of 2.5, the language coach will recommend that the learner be given the final proficiency assessment. Final assessment will be evaluated by two trained raters, not the coach. The Language Committee will report results of this assessment to the Focus Leader, including either recommendation for graduation from full-time language study or recommendations for achieving a proficiency level of 2.5.

Language Committee

The Language Committee will consist primarily of trained language coaches. Others may also be indirectly involved by grading assessments, and/or continuing with any ongoing modifications to the program.

When a new worker arrives on the field, the committee will assign him a language coach. The committee will also be responsible for replacing coaches when the need arises (such as a coach going on furlough). If the field leader or head of the Language Committee wishes, they can have the coach fill in the quarterly report that follows.

The coaches on the committee are available to support each other when problems or questions arise. Often one coach will have good ideas for another in the areas of learner motivation or specific activities the learner can try. If the learner is not fulfilling the requirements or has questions the language coach cannot help with, the coach can go to the committee for input. If, in the event of a problem toward which the coach has devoted time and effort to reach a solution, the learner still does not implement the coach's input, then the field leader will be asked to evaluate the situation and take action when needed.

The committee is also available for the learner to go to with questions, or if they have a problem with their coach that they are unable to resolve.

There is a *Quarterly Language Coach's Report* on the next page.

Quarterly Language Coach Report

Date:

for Language Learner:

Coach:

who arrived on the field in _____(month/year)

and is currently in Stage _____ , Section _____

How often are you supposed to be calling/meeting with the learner during this stage?

How often have you called the learner over the last three months?

How often have you met with the learner over the last three months?

What are the average weekly hours the learner is getting in under each category:

_____ lessons
_____ personal study
_____ community time
_____ *total weekly hours, on average*

How is the learner doing in -

pronunciation:
fluency:
comprehension:
vocabulary growth:
grammatical understanding/usage:

What is your evaluation of the learner's language helper(s)?

Has the learner been reasonably agreeable to your input concerning language?

How do you feel the learner is doing in cultural adaptation?

What *Reading Program* book has the learner finished since the last report?

Are there any issues or problems you have been dealing with?

If so, what are you currently doing to overcome it/them?

In what areas is the learner doing well and/or improving ?

Is there any area in which you as a coach are needing help or support?

Books and Material List -- Language-Learning Kit

Note: This kit is for *each* learner; in the case of a married couple, each person needs their own complete kit.

Basic Kit:

All photocopied or computer-printed materials found on the CD (see *How to Put the Manuals Together*):

TalkinTurkey Language Program Manual
TalkinTurkey General Resources
TalkinTurkey Spiritual Resources
Thomson's booklets
DLI Basic Grammar Supplement

The material in the "Language Program" folder IS the language program! Everything else is a part of the resources that flesh it out. To get an overview and know where to jump in, you need to go first to the Program manual. And throughout language study, keep referring back to the relevant Stages (and to the Introduction) to remind yourself of useful guidelines, principles and methods.

Teach Yourself Turkish, by Pollard and Pollard, c. 1998. It is published in the UK by Hodder & Stoughton (0-340-64734-5) and in the US by NTC Publishing Group (0-8442-3715-9). There seem to be different editions, but if it has 274 pages, it is the one we are using for this program! It usually comes with two cassettes. It can be easily ordered from www.amazon.com or www.amazon.co.uk; coming from the UK is usually cheaper than buying it here.

LAMP (Language Acquisition Made Practical) by Brewster and Brewster, c. 1976. It is published by Lingua House in Pasadena, CA, but is most readily available through the folks who run PILAT (www.mti.org)

Teach Yourself Turkish, by Geoffrey Lewis is out of print, but you can probably find one to photocopy. You may be able to find a used copy at www.bookfinder.com. If not, substitute something that is relatively comprehensive (not Lewis' Turkish Grammar!) to serve as a grammar review.

Buy a picture dictionary. We recommend 1000 Kelime ve Resim (Remzi Kitabevi, c.1999). In addition to have pictures of many categories of items, the "action pictures" give lots to talk about at increasing levels of difficulty.

Buy a first grader's learning-to-read syllable book (Hece Kitabı) from a kırtasiye/kitapevi. Be forewarned – they're only readily available in the early fall; buy in advance or stock up if people are going to be starting language study at other times of year!

If the field leader or sponsor has not bought a pocket dictionary (Turkish-English/English-Turkish), buy one.

Advanced Kit:

There are four required books in Stage 3. They can either be provided by the coach, borrowed from someone, or “tracked down” by the student.

4th grade Din (Religion) book

3rd grade Hayat Bilgisi (Social Studies) book

Nihai Sorular (Ultimate Questions) by John Blanchard (English: c. 1987, Evangelical Press, England; Turkish: Müjde Yayıncılık, İstanbul)

Mesih İnanlılarının İnanç ve Uygulamaları (Beliefs and Practices of Christians) by William Miller (English: published by Fellowship of Faith for the Muslims, Toronto, Ontario)

Check out www.multilanguage.com for both of these books, in both languages.

You should also get the side-by-side translation of Luke and Acts (A Doctor's Story).

Pre-Arrival Language Learning?

For people who are interested in getting some exposure to Turkish before they come, we recommend *The Rosetta Stone*. This is an interactive computer program which children can use as well. You have the opportunity to listen to the language, which is especially important when you're not here to hear it. You can download a demo from their site (www.rosettastone.com), but for purchase, go to www.mti.org (the PILAT folks). They offer it to workers for \$100, instead of the regular \$195. (You can get any of the available languages for that price, not just that of the country you're working in.)

Tape Recorders:

Learners should be instructed to **each** bring a small tape recorder with them when they come (they are available in Turkey but more expensive). This also enables them to be ready to start working with a helper without having to shop for a tape recorder right when they arrive! (Adaptors for 220 volts can be bought cheaply here after arrival.)

The following features are important:

- portability (roughly 4" by 6")
- excellent sound quality (don't buy cheap - \$50+ is worth the investment)
- opportunity to attach an external mike for good recording
- “slow playback” feature to make transcribing easier (by not having to stop it so often)

How to Put the Manuals Together

TalkinTurkey Language Program Manual

- Print the five files (six counting the “Title Page & Table of Contents” file); print the title page on colored paper to easily distinguish the Program manual from the other two ring-bound books.
- Take them to a photocopy place and ask them to do two things:
 - 1) Place a bright-colored paper between each of the 5 sections to make the noticeably separate. (total of 4 papers; none is necessary between the Table of Contents and the beginning of the Introduction)
 - 2) Bind the booklet with a wire spiral (telli spiral) with plastic covers (usually clear front and white or colored in back).

TalkinTurkey General Resources

- Buy a standard-sized sturdy ring binder (1½- or 2-inch, not the thickest size) and an 31’li (days of the month) divider package (ayraç).
- In the *General Resources* folder on the CD are 21 files to print. (You might want to print the “Names of Relatives” file one-sided so that you can spread the two pages out for comparison.)
- The Title Page and Table of Contents go in front of the first divider. The other 20 files go behind each of the dividers according to their number in the Table of Contents.

TalkinTurkey Spiritual Resources

- Buy a narrow ring binder (less than an inch) and a “5’li” divider package.
- In the *Spiritual Resources* folder on the CD are 5 files and one folder.
- One file is called *Title Page and Table of Contents*; those two pages go in front of the 1st divider. The other four files go behind the appropriate divider.
- The folder is called *Discipleship Lessons*; inside it are 4 more files (each a separate lesson) that all go behind the 3rd divider (see the Table of Contents).

Thomson’s *Kick-Starting Your Language Learning and Language Learning in the Real World*

- Have these two booklets bound together with a wire spiral (telli spiral) and plastic covers (*Kick-Starting* comes first), making sure that they place a brightly colored paper between the two sections. Since these are “ready-made” files, there is no cover page inside the file. Print out the last page in the “How to Put the Manuals Together” file (on the CD) to serve as the title page.

DLI Basic Grammar Supplement

- Have this bound with a wire spiral (telli spiral) and plastic covers

Extra PILAT Materials

- This folder has a file of PILAT's current version of their language-acquisition techniques, and another file with project ideas. Take a look at the *Projects* file to see whether you want to print anything or not; it is not a part of the regular program.

Coach's Manual

- Print this file if you need it. The easiest thing is probably to keep it in a plastic sleeve (poşet dosya).

Three-Month Program

If a support person or short-termer is wanting to learn some "survival Turkish", you can print out and use the following files:

- *from the Program Manual:*
 - Introduction
 - Stage 1
- *from General Resources:*
 - Lesson Language
 - Language Helper Orientation
 - Section Activities for Stage 1
 - Pronunciation Helps
 - 2000 Common Words
 - Pattern Cards
 - Social Expressions
 - PILAT Techniques (at least through page 29)
 - Turkish PILAT Techniques (at least through page 23)
 - Pattern Sentences (*optional*)
 - Functions and Topics (*optional*)
 - Basic Texts
 - *Teach Yourself Turkish* Chapter Overviews (*optional*)
 - Proficiency Levels (*optional*)
- Thomson's *Kick-Starting Your Language Learning*
- You will still need to buy all of the books (see the *Books and Materials* file) except Lewis' *Teach Yourself Turkish*. The *LAMP* book is optional, depending on how much other instruction they will receive about setting up, taping and practicing drills and exercises.