

*Kam (Tung-chia, Tong), Malay Pattani, Kortha
Magahi, Khalka (Dariganga, Urat), Chwang
(Chuang, Yungpei), Luchu (Ryukyuan), Sadan
(Nagpuri, Dikkukaji), Kuoyu (Mandarin),
Tuchia, Khmer, Mandla Gondi (Betul), Chinese
Tai, Khmer (Cambodian)*

How to Learn Another Language

*Nimadi (Nemadi, Bhuani), Khalka (Mongolian),
Nesu (Lolo, I, Yi), Shan (Ngio, Sha), Wagdi
(Vagi, Wagholi), Chosenmal (Korean), Miao,
Meo, Tai (Kammyang, Myang), Tehri, Tehri,
Hani (Woni, Ho, Haw), Tai Orkhon (Southern),
Bagri (Baorias), Pai (Minchia, Minkia), Bama
(Burmese), Mina, Chungchia (Dioi, Jui), Lao
(Laotian Tai), Lamani (Lambadi, Kora),
Kirghiz, Chechen, Azeri, Bakhtiari (Luri)*

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**The Missionary Training Service,
Oswestry Christian Centre,
Lower Brook Street,
Oswestry,
Shropshire, SY11 2HJ,
United Kingdom**

*Tel./Fax. National: 020 7932 0728
International: + 44 20 7932 0728
E-mail: coord@missionarytraining.org
www.missionarytraining.org*

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Ian Benson is coordinator of the MTS

We value your comments and suggestions for improvement to this material. Please send them to the Missionary Training Service.

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Basic Language Learning Principles

1. Live with the People and Love Them

When the Lord Jesus Christ came to this world, He was born in a Jewish family, ate their food, and learnt their language and way of life. In John 1:14 we read that He "was made flesh and dwelt among us, and we have seen His glory, the glory of the One and Only who came from the Father, full of grace and truth".

So we, too, when we go to another place, try to live with the people to learn their language and way of life. Then we can demonstrate God's love and share His message with them. We do not go with a superior attitude, but like a **learner**. To learn another language well, we must love people. "If I speak in the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal" (1 Cor. 13:1). Form real friendships with people and learn to laugh at yourself when you make mistakes.

Follow the model of the Lord Jesus Christ who loved us so much that He left heaven to live among us and give His life as a sacrifice. Let us constantly ask His help to take His love and message to people.

As adults, we may think that it is difficult to learn another language. But how is it that every child learns to speak his own language very well by the age of six without the help of books or teachers? What can we learn from children? Let us see some more basic principles that we can learn from them:

2. Be an Active Learner

Children learn the language by themselves without waiting for someone to teach them. They try to learn because they live with people (their parents and friends) who speak the language, and because they want to communicate with them. Do you have a great desire to speak to people? You will need to make a great effort to continue to make progress.

3. Do a Lot of Listening

Children listen a great deal in order to learn the language. You may have noticed that a baby looks closely at the mouth of the person who is speaking to her, and sometimes even wants to touch one's mouth. She knows that she must listen a lot and pay attention to how the sounds are formed. If we also listen a great deal and notice how sounds are formed, we will learn to speak the language well.

4. Learn a Little and Use it a Lot

Children entertain themselves with the language. They speak and speak until even their mothers get tired of hearing the same word repeated so many times. They learn a little and immediately use it a great deal. I once noticed a little boy standing by a water fountain. He was saying to himself, "The water goes up and down. Up and down. Up and down. Up and down..." For about five minutes I heard him saying the same thing many times, and when I went away, he was still there speaking about the water. He was entertaining himself practising his language.

In the same way, adult learners must decide that every day without fail they should learn a little and use it a lot, speaking with people round about. Every time you learn something new, use it in

conversation with many people. This way you will learn to speak more easily and correctly.

If we really love people, we will want to learn their culture and language. We need to learn and appreciate what they know.

Questions:

1. Jesus "was made flesh and _____ among us." (John 1:14)
2. We too should _____ with the people to learn their language and way of life.
3. The best way of learning another language is:
 - * Studying books and dictionaries. ()
 - * With a well-educated teacher. ()
 - * Learn a little and use it a lot, just as children do.. ()
4. An adult learner should decide that each day they are going to _____ and _____.
5. To learn their own language, children:
 - * study a lot. ()
 - * listen a lot. ()
 - * write a lot. ()

Answers:

1. dwelt.
2. live/dwell.
3. Learn a little and use it a lot.
4. learn a little and use it a lot
5. listen a lot.

Summary of the Four Daily Steps

There are four simple steps that you can use daily to learn to speak another language. If you spend two hours or ten hours each day learning the language, you should always fulfil the four steps each day (at least six hours a day is recommended). The word CLUE will help you to remember these steps easily.

1. Choose your dialogue for the day.

With your helper, choose the phrases that you are going to practise today (your "dialogue").

2. Learn the dialogue and do exercises.

By listening and repeating many times, you can learn to say the phrases fluently.

3. Use the dialogue with many people.

Each time you learn a dialogue, it is important to use it with many people. When you have used something a lot, you will not easily forget it.

4. Evaluate your progress and select what you are going to do tomorrow.

What did I want to say today that I couldn't? How can I widen my knowledge of this language? What are my goals for tomorrow?

Each day, review what you have learnt, so as not to forget it. Organize the information and write it down in an exercise book.

The most important step is **using** what you have learnt. From the first day, speak to people and communicate to them your desire to learn the language. Learn a little and use it a lot!

To learn another language well, you need the desire to do so. You also need to **take a decision** that, "Yes, I'm going to do it". Some people are enthusiastic about learning... until they see it is hard work. They then become disheartened and don't want to learn any more. Your motive cannot depend simply on enthusiasm, but on a solid and fixed decision: *I love these people and I know that the Lord wants me to learn their language to be able to serve here. That's why I'm committing myself to learning their language, even though it costs me time and effort.*

Your Helper

You need a **helper**: a native speaker of the language who is willing to help you learn to speak. It is better if you can find someone who speaks English (or any other language you already know). The helper need not be a teacher, nor very educated, but it is better if he or she knows how to read and write their own language. It is better not to call the helper "teacher" but "helper". If you cannot find a bilingual person, you can always learn something new each day by observing carefully what people say and by signs and expressions.

Useful Materials

Exercise books and a pen are necessary. A tape recorder is very useful if you can obtain one. This helps you to listen to the same phrase over and over again without boring your helper.

PRACTICAL WORK:

Learn the four daily steps by heart:

1. Choose the dialogue (the new phrases that you are going to practise)
2. Learn the dialogue, and do exercises.
3. Use the dialogue with many people.
4. Evaluate your progress and select what you are going to learn tomorrow.

Questions:

(Mark the right answer:)

1. The four daily steps are:

C _____

L _____

U _____

E _____

2. The most important step is

_____.

3. To learn a language well, I need to _____ that I *am* going to learn it.

4. My helper should be:

* a well educated teacher. ()

* someone willing to help me learn their language. ()

Answers:

1. Choose the dialogue
 - Learn the dialogue and do exercises.
 - Use the dialogue with many people
 - Evaluate progress and select what I am going to learn tomorrow
2. Use the dialogue with many people.
3. Decide.
4. Someone willing to help me...

Step 1: Choose the dialogue for the day

With your helper, choose what you are going to practise today. This includes the following activities:

1. Explain to your helper what the AIM is - what do you want to be able to accomplish today.

Examples:

- "Today I want to greet many people and say to them that I am learning their language."
- "Today I want to go to the market to buy oranges. How can I ask the price?"
- "Today I want to learn how to use the bus. I need to ask people where it stops and how much it costs."

Your aim the first day is to speak with many people and tell them that you want to learn their language. Say that you cannot say any more, and then take your leave. As most people are not yet known to you, you will have to learn to speak with people who are new to you. (Another day you will learn to speak with people you know.)

Explain your aim to your language helper and ask him how you should express that in their language. Do not ask for a translation of the English, but rather find out how people express themselves in that language and culture.

For example, in English, to greet someone, we might say, "Good morning. How are you?" But in one language one would say, "Good morning. Have you eaten yet?" In another language, one must first ask, "How is the family?" We do not want to change their way of greeting. We want to speak the way they do

normally. If you try to translate exactly from English, you will distort the new language.

The phrases you practise each day are called your "dialogue". For the first day, your dialogue could be like one of the following examples:

"Good morning. I am learning German. I cannot say much yet. Thank you. See you later."

or - *"Where are you going? I'm going a walk. I want to learn your language. This is all I can say for now. Go with God."*

or - *"How is your family? Mine is well, thank you. I would like to learn the Wa language. I almost know nothing of Wa yet. May you remain well."*

Do not learn isolated words, but **phrases**. For example, do not learn to say, "tree", but rather, "This is a tree". Do not try to learn too much in one day. Learn sentences that you are going to use a great deal that same day. Each day learn a few sentences and use them a lot.

2. Your helper writes on a paper the sentences that you are going to practise today.

Ask him to read them aloud. Ask him whether he would speak in that way to someone who was not very well known to him. If not, ask him to change them.

3. Write the phrases down in an exercise book so as not to lose them.

Write the date and the theme of the dialogue. Then ask your helper to write the phrases down in your exercise book. If the

language is not written in characters like English, you should also write the words down in a way you can read them.

4. Write down what the phrases mean in English (the general idea)

Do not ask for a translation of each word, because this takes up a lot of time and is not helpful at first. If you know the translation of each word, you may want to translate each word of English into the language, and from the language to English. It is much better to think in complete phrases in the language itself, and not think in English. So do not ask for an exact translation. Try to understand approximately what each phrase means. Write the English version on the back of the page, so that you learn to say the dialogue without thinking about the English.

5. On another page of the exercise book, note anything new or difficult

If there are new sounds, write them down to practise them later. Each time you make a mistake, write it down to be able to correct it later.

If you become used to always asking people to correct your errors and practising, you will learn to speak better.

Questions:

1. Each day I am going to learn:
 - * a list of words. ()
 - * whole sentences. ()
2. Each day I want to learn:
 - * a few sentences to use them a lot. ()
 - * many sentences. ()
3. At first, it is better to know:
 - * the exact translation of every word. ()
 - * the general idea of each sentence. ()
4. If I ask people to correct me:
 - * I will learn better. ()
 - * I will get discouraged. ()

Answers:

1. whole sentences.
2. a few sentences to use them a lot.
3. the general idea...
4. I will learn better.

Step 2: Learn the dialogue and do exercises

Listen to and repeat the phrases of the dialogue with the helper. This step includes doing exercises to learn to speak the dialogue fluently, and understand the language.

1. Listen a Lot

No language is pronounced exactly like English. To learn the correct pronunciation, you must listen a great deal. You need a helper from the language who will model for you how to pronounce correctly. If you try to read it from a book, you will make serious mistakes. Your helper will teach you how to say the phrases correctly. He will also correct your mistakes so that you learn to speak the way the people do.

Listen while your helper says the whole dialogue several times. Ask your helper to say it as if he were speaking with a person who knows the language - not too slowly or carefully (as one sometimes talks to someone who is beginning to learn). You need to learn to speak as they speak. Watch your helper's mouth, tongue and lips to see how he produces the sounds.

Listen several times **without trying to say it yourself**, and as you listen, pay much attention especially to the tone of voice. Each language communicates a lot by tone, the intonation or "tune" of the sentences. Every language has a unique intonation and uses it in its own way. The intonation is the "music" of the sentence. For example, English is not pronounced with the intonation of Spanish. Neither is Japanese spoken with the intonation of Spanish. Each language has its own intonation. Learn it well so that you do not speak with a bad accent. In some languages, the

intonation changes the meaning of the words. Bad pronunciation comes from not listening sufficiently. **Listen very carefully.**

2. Repeat the Phrases

A. Ask your helper to **DIVIDE THE LONG SENTENCES INTO SHORT PHRASES.**

For example, let us say that your first dialogue is the following:

Good morning. Today I'm beginning to learn German. That's all I can say for now. Thank you. See you later.

Your helper could divide it in phrases like this:

Good morning./ Today I'm beginning/ to learn German./ That's all/ I can say/ for now./ Thank you./ See you later./

B. The helper says **EACH PHRASE SEVERAL TIMES.**

You repeat each time. Ask your helper to correct you when you make mistakes.

Helper: *Good morning.*

You: *Good morning.*

Helper: *Good morning.*

You: *Good morning.*

Helper: *Good morning.*

You: *Good morning.*

Helper: *Today I'm beginning*

You: *Today I'm beginning*

Helper: *Today I'm beginning*

You: *Today I'm beginning*

Helper: *Today I'm beginning*
You: *Today I'm beginning*

Helper: *to learn German.*
You: *to learn German.*

Helper: *to learn German.*
You: *to learn German.*

Helper: *to learn German.*
You: *to learn German.*

Helper: *That's all*
You: *That's all*

Helper: *That's all*
You: *That's all*

Helper: *That's all*
You: *That's all*

Helper: *I can say*
You: *I can say*

Helper: *I can say*
You: *I can say*

Helper: *I can say*
You: *I can say*

Helper: *for now.*
You: *for now.*

Helper: *for now.*
You: *for now.*

Helper: *for now.*
You: *for now.*

Helper: *Thank you.*
You: *Thank you.*

Helper: *Thank you,*
You: *Thank you.*

Helper: *Thank you.*
You: *Thank you.*

Helper: *See you later.*
You: *See you later.*

Helper: *See you later.*
You: *See you later.*

Helper: *See you later.*
You: *See you later.*

- C.** Now the helper says **EACH PHRASE ONCE**, and you repeat it. Ask your helper to keep correcting you when you make mistakes.

An example:

Helper: *Good morning.*
You: *Good morning.*

Helper: *Today I'm beginning*
You: *Today I'm beginning*

Helper: *to learn German.*
You: *to learn German.*

Helper: *That's all*
You: *That's all*

Helper: *I can say*
You: *I can say*

Helper: *for now.*
You: *for now.*

Helper: *Thank you.*
You: *Thank you.*

Helper: *See you later.*

You: *See you later.*

- D.** When you can repeat the phrases easily, you are ready for the helper to say **EACH COMPLETE SENTENCE SEVERAL TIMES.** You repeat it.

Helper: *Good morning.*

You: *Good morning.*

Helper: *Good morning.*

You: *Good morning.*

Helper: *Good morning.*

You: *Good morning.*

Helper: *Today I'm beginning to learn German.*

You: *Today I'm beginning to learn German.*

Helper: *Today I'm beginning to learn German.*

You: *Today I'm beginning to learn German.*

Helper: *Today I'm beginning to learn German.*

You: *Today I'm beginning to learn German.*

Helper: *That's all I can say for now.*

You: *That's all I can say for now.*

Helper: *That's all I can say for now.*

You: *That's all I can say for now.*

Helper: *That's all I can say for now.*

You: *That's all I can say for now.*

Helper: *Thank you. See you later*

You: *Thank you. See you later*

Helper: *Thank you. See you later*

You: *Thank you. See you later*

Helper: *Thank you. See you later*

You: *Thank you. See you later.*

- E.** Now your helper can say **EACH COMPLETE SENTENCE ONCE**. You repeat it.

Helper: *Good morning.*

You: *Good morning.*

Helper: *Today I'm beginning to learn German.*

You: *Today I'm beginning to learn German.*

Helper: *That's all I can say for now.*

You: *That's all I can say for now.*

Helper: *Thank you. See you later.*

You: *Thank you. See you later.*

- F.** The following exercise is very useful. The helper says **ONLY THE FIRST PART OF EACH SENTENCE, BUT YOU REPEAT THE WHOLE SENTENCE**. You can do this exercise several times, and each time the helper can say less of each sentence.

FIRST TIME:

Helper: *Good*

You: *Good morning.*

Helper: *Today I'm beginning to learn*

You: *Today I'm beginning to learn German.*

Helper: *That's all I can say for*

You: *That's all I can say for now.*

Helper: *Thank you.*

You: *Thank you. See you later.*

SECOND TIME:

Helper: *Good*

You: *Good morning.*

Helper: *Today I'm beginning*

You: *Today I'm beginning to learn German.*

Helper: *That's all*

You: *That's all I can say for now.*

Helper: *Thank you.*

You: *Thank you. See you later.*

THIRD TIME:

Helper: *Good*

You: *Good morning.*

Helper: *Today*

You: *Today I'm beginning to learn German.*

Helper: *That's*

You: *That's all I can say for now.*

Helper: *Thank you.*

You: *Thank you. See you later.*

G. FINALLY, SAY THE WHOLE DIALOGUE WITHOUT ANY HELP.

This might seem too much repetition to learn a few sentences. If you can learn your dialogue well without so much repetition, well and good. But perhaps another day you will need more. Each day you ask the helper to do the repetitions you need to learn your dialogue by heart. Do not forget that it is important to learn correctly - don't just learn the words, but also the pronunciation, the rhythm, and the intonation of each sentence.

3. Do Comprehension Exercises.

You must understand what people say to you in the language. We do not just want to speak: we also want to listen and understand.

A useful exercise to learn to understand is called "**the physical response**". It is easy and entertaining, both for your helper and you. The helper says something to you, and you demonstrate your understanding by doing it physically.

When children learn a language, they begin by understanding before speaking. For example, a mother says to her little girl, "Come here" and she shows she understands by going to her mother. We learn much more quickly when we obey orders.

To learn the imperatives: stand up, sit down, walk, put your hand up, put your hand down, follow these steps:

A. Ask your helper to write them in your exercise book:

<i>Stand up</i>
<i>Sit down</i>
<i>Walk</i>
<i>Put your hand up</i>
<i>Put your hand down</i>

B. The helper says the first order, and he himself carries it out. Do it yourself too, without saying anything. (For now, your aim is just to learn to understand.)

- C. Then the helper says another order and shows how to do it, and you do it too (but without speaking).
- D. Then the helper alternates rapidly between these two, but without doing the action himself, and you do what he asks.
- E. When you know these two, the helper says and demonstrates another: "Walk". Now he can say any of these three and you respond by doing what he says. Do the exercise with only three actions until you respond correctly each time. Then you add the next one.
- F. Do not try to translate into English: just hear the phrase and do the action immediately, without translating in your mind.

So you don't have time to translate mentally into English, tell your helper to give the orders rapidly without pausing between them. This way you have to act without thinking too much.

- G. The next day, you can go over these exercises and add others - for example:

Put your right hand up.

Put your left hand up.

Put your right hand down.

Put your left hand down.

Touch your right leg.

Touch your left leg.

- H. Another day, you could learn to indicate **numbers** 1 to 5 (or 10) with your fingers. Ask your helper how finger counting is done in that culture (sometimes one uses the first finger of the right hand to point to fingers on the left hand; sometimes it is done by raising the number of fingers on the right hand).
- I. During the day, when you feel the need of variety in your learning, let your helper encourage you with physical response comprehension exercises.
- J. Write the exercises in an exercise book. You do not need a translation. Another alternative is to write them on cards.

Other themes for comprehension exercises:

(Try to do physical response comprehension exercises each day.)

- Pointing to numbers: write numbers on cards. When your helper says a number, you point to it.
- Following directions: turn right, straight on, etc..
- Distinguishing colours, different sizes, places, e.g. "Touch the green pencil", or "Put the large book on the table".
- Follow instructions to do things in the garden, the kitchen, etc., etc..

Write other themes for Comprehension Exercises that you will do:

1. _____
2. _____
3. _____

Step 3: Use the Dialogue with Many People

Practise your dialogue with many people.

This is the most important step. Every time you learn something, you should use it with many people. Before saying something many times, one does not really know it. But when one has used it a lot, one never forgets. Each day learn a little and use it a lot with many people.

If at all possible speak your dialogue with between **30 and 50 people**. Use the new phrases you have learnt. This means that you cannot stay very long with just one person. You are going to say the same sentences that you learn that day with every person you meet. You want to use a lot the little you have learnt. Commit **two to four hours** each day to speaking with people. After using the sentences so many times, you will know them very well.

Some people find it difficult to speak to unknown people. But it is important to do it anyway. How can we cultivate friends in the community if we do not speak to people? The person who wants friends must show that he is a friend. If you speak with many people every day, you will soon have many friends. They will be more interested in listening to the message of the Gospel when you are able to talk to them.

- Speak with your neighbours.
- Speak with children and young people.
- Speak to people in the market and tradesmen.
- Speak to people in the town square.
- Etc.

People will respond to you in different ways. Be always respectful and patient with them. Some will be friendly and patient with you. Others will laugh at you or make fun. Do not be inhibited by this. Of course you will make mistakes, and no harm is done if they think it amusing.

Some will want to teach you many new words. You must tell them that you cannot learn all the vocabulary in just one day.

Some will take no notice when you begin to speak their language because they do not believe it is possible for foreigners to speak it or understand it. But in a few days they will become used to seeing that you are learning and then they will begin to speak to you. Some will think that you already know a lot and begin to say many things that you do not understand. Listen a lot and soon you will understand more.

Entertain yourself today speaking with people. Speak, speak and speak!

As you go, it is useful to take a pencil and notebook. Use any new word three times, and you will have learnt it.

A good idea is to go to shops and buy just **one** apple or **one** sweet, and talk as much as you can with the people you meet there.

Questions:

1. With how many people must I practise the new phrases each day? _____
2. My aim today is to speak with about _____ people to use what I have learnt.

Answers: 1. 30 to 50. 2. Personal answer.

Step 4: Evaluate your progress and select what you will learn tomorrow

After practising your day's dialogue with people, think:

- What did I want to say but couldn't?
- How can I widen my knowledge of this language?
- What dialogue shall I learn tomorrow?
- What do I need to understand?
- What are my goals for tomorrow?
- And for next week?

In this way, select the theme of the dialogue you will learn tomorrow. In your exercise book, note down in English some ideas to discuss with your helper tomorrow.

More Ideas for Dialogues

Each day learn something new and use it with many people. You could mark each box when you have dealt with each suggestion:

- Speaking about myself:** Where I am from. My name. My family. How long I have been here. For example: *My name is Ruth Parlan. I am from Nigeria. I came here a week ago. I live in Macora. I am married and have one daughter.*
- Greetings, thanks** (thank the people for helping you with the language), **congratulations, saying sorry.**
- Explain that you are here to learn the language:** that you are not a tourist. Ask people to correct you. Learn phrases which encourage people to continue speaking.
- Objects** What is this? What is it called? Did I say it correctly? What is it used for? This word is new for me. Please repeat it. I'm going to write it down so as not to forget it. Thank you very much for your help. (You can take pictures, photographs or other objects with you to stimulate conversation about other subjects.)
- Questions to ask strangers in order to get to know them.**

- Questions to ask for descriptions:** e.g. Where do people do this? When do they do this? Which is better? How long does it take? Who does it? What colour is it?
- Using public transport.** For example: How much does it cost to go to the centre? Which bus goes to the centre? Where is the bus-stop?
- Asking permission:** Every day I learn a little and use it with many people to learn properly. I would like to come back another day and tell you the new things I have learnt. Is that all right?
- Directions:** Where is the market? Is it far? How can I get there?
- Expressing emotions:** happiness or sadness. Expressing sympathy.
- Actions:** What is she doing? What is she doing it with? How does one do that? Does one do it every day? What is his work?
- Descriptions of activities:** e.g. What is he doing? Why? Can I help him? Can you show me how to do it? (Take part in all sorts of activities as much as you can.)
- Shopping.** Types of food and meals. The Post Office.
- Gestures** when speaking, taking one's leave, pointing to something (this may be rude in some cultures).
- Arithmetic:** adding, subtracting, multiplying and dividing.
- Using the telephone.**
- Writing letters.** Forms which are used.
- Saying the date and time.**
- Themes which people are always talking about.** Maybe people always talk about certain themes which interest them. Learn to talk about them, even if they don't interest you: Write these themes here:

- Themes from *How to Make Disciples in Other Cultures*** (the questions on pages 9-12). See page 2 for information on how to obtain this.

Each day choose a theme with your helper and write down your daily dialogue. Make up your own themes as needs arise. Learn a little and use it a lot.

Note other themes you will deal with in your dialogues:

Questions for Self-Evaluation

Every day go over what you have learnt so that you do not forget. At the same time, evaluate your progress and see what you can do to learn better.

Think:

- What did I learn today?
- How much have I learnt this week?
- Do I learn something new every day?
- Do I listen carefully and try to pronounce words correctly?
- Do I learn my dialogues well?
- What problems do I have with forming and doing pronunciation and grammatical exercises?
- When I learn something, do I use it with many people? How many people?
- Am I forming friendships with people?
- Am I patient with my helper and with myself?
- You should also note down and carefully organize all your material: in different exercise books, or on cards filed in different sections of a box.

Examples of different types of material:

- * dialogues
 - * comprehension exercises
 - * pronunciation exercises
 - * grammatical exercises
 - * sounds that I need to practise
 - * themes that I want to deal with
 - * new phrases and words
 - * interesting experiences
 - * etc..
- Each part of the material should have a name, a date, and, if you use a tape recorder, the number of the cassette and the counter number where it begins.
 - Each day repeat the dialogues that you have already learnt.

Besides reflecting on these themes, each day write your answers to the following **Self-Evaluation Questions** - in your exercise book under the dialogue, or somewhere else.

- *What other phrases did I learn when speaking with people in the community?*
- *How well did I learn the dialogue today? (not very well, well or very well).*
- *With how many people did I speak?*
- *What should be the theme of the dialogue for tomorrow?*
- *What sounds did I find difficult to pronounce? Make plans to construct an exercise that will help you to master the sound. (See page 33)*
- *Did I have difficulty saying something? Do I need to construct an exercise on any grammatical aspect to practise it? (See page -36.)*
- *Did I grasp the melody or intonation of the phrases? Do I need to construct exercises on this? (See page 37)*
- *Can I distinguish between different grammatical constructions? For example, what is the difference between "I want to eat kimchi" and "I don't want to eat kimchi". (See page 39)*
- *What did I learn about this culture?*

On the following page is an example of a page from an exercise book where someone has answered the above questions.

Be accountable to others for your goals and progress

Each week set goals for which dialogues you will learn, how many hours you will spend speaking in the community, etc.. Being accountable to another person helps us to be disciplined.

Sometimes it is good to spend a morning in prayer and evaluation of your language learning.

**Example of a page of an exercise book
(from someone who is learning Korean):**

Date: 2/6 Theme: *Introducing myself the first day*

Today's dialogue:

*añong ha seyo.
hangung marul peugo shipsumnida.
igoshi negahal suinum hangung marul modu imnida.
añong hi keshipsho.*

In English this means, approximately:

*Hello. I would like to learn Korean. This is all I can say
of Korean. May you remain well.*

Other phrases I learnt from people:

añong hi kashipsho. - May you go well.

Assessment of my learning today: 80%

Number of people I spoke with: 45.

Theme for tomorrow:

*Buying at the market. Perhaps. What is this? How much does
it cost? I want two please. Thank you very much.*

Pronunciation: *Problems with the sound "sh". I will make an
exercise about this tomorrow with my helper (page 33 of book).*

Notes about this culture:

*Older people wear white traditional clothes. Young people use
bright colours and fashionable dress.*

Carry on with the Four Daily Steps

You will probably need to commit six concentrated hours each day for at least a year and a half to reach a level where you almost never make grammatical mistakes, and almost always understand people when they speak. Of course, your speed of progress will also depend on the difficulty of the language, your other responsibilities, and your learning abilities. Ask God for His help in this great task.

Each day (five days a week), try to complete a cycle of the Four Daily Steps, no matter how small the cycle is.

4. Evaluate your progress and select what you are going to do tomorrow. (pages 27 to 31)

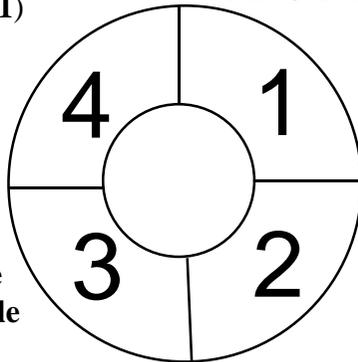
1. Choose your dialogue

- things that you want to say
- topics of interest in the community
- ideas from pages 27 and 28.
- topics from pages 9-12 of *How to Make Disciples in Other Cultures* - Part 5 of this Series.

2. Learn the dialogue and do exercises

- Learn the dialogue (pages 15 to 21)
- Comprehension exercises (pages 22 to 24)
- Pronunciation exercises (your priority during the first month) (pages 33 to 36)
- Grammatical exercises (pages 38 to 43)

3. Use the dialogue with many people (always the most important part of the day). Try to speak to new people every day. (page 25)



Pronunciation Exercises

Your priority during the first weeks is learning the correct pronunciation. Exercises to practise sounds, and others to distinguish similar sounds, will help you master them.

Use another exercise book to write down pronunciation exercises for the different sounds of the language.

Examples of sounds:

- the vowels
- groups of vowels - e.g. "ai", "ei"
- the consonants
- groups of consonants e.g. "dr", "st"
- the tones (in some languages, different tones indicate different meanings)
- intonation and emphasis in the phrases - for example, note the differences between:
 - * a statement - e.g. "He ate it."
 - * a question - e.g. "He ate it?"
 - * an exclamation - e.g. "He ate it!"
 - * an order - e.g. "Eat it."

Every language has different sounds. Even when sounds appear the same, they may be slightly different. When we speak another language, we have the tendency to substitute the sounds of our mother tongue for the correct sounds. If we do not correct this habit **at the beginning** of our learning, we will always have a foreign accent.

Exercise to practise one sound

This exercise will help you to practise each sound in the language, one by one. Some difficult sounds may take several days to learn. Do not try to perfect them in just one day: you may feel frustrated if you do.

- A.** When you find a sound that you need to practise, with your helper make a list of words that contain it.
- B.** Organize the words in columns and write them in your exercise book or on card (e.g. first column: where the sound comes at the beginning of a word; second column, where the sound comes in the middle; third column, where the sound comes at the end). The sound may not occur in every position: it does not matter: you can make just two columns. Note that in some languages different letters of the alphabet may sometimes be used for the same sound, or one letter may represent several sounds: concentrate on the **sounds**, not the letters. Someone learning English could practise the sound "sh" like this:

<i>Pronunciation of the sound "sh"</i>		<i>3rd July</i>
<i>Initial</i>	<i>Middle</i>	<i>End</i>
sham	bashing	ash
shed	threshing	fresh
shine	wishing	fish

- C. Listen to the sound:** Ask your helper to read each word three times, reading down the columns, and afterwards reading across the columns. You listen and watch his mouth, lips and tongue to see how the sound is made.

- D. Imitate the sound:** Ask your helper to read each word several times, and you repeat each time. Your helper corrects your pronunciation.
- E. Produce the sound:** You read the words, your helper says them after you, and you repeat the correct version.
- F.** Practise saying the words in longer phrases.
- G.** Continue these exercises every two or three days until you can reproduce the sound perfectly.

An exercise to distinguish similar sounds

Sometimes you will find two or three sounds that seem very similar to you, but are in fact different. For example, in Korean there are three types of "t". If you cannot distinguish between them, you will not be able to say the words correctly. This exercise will help you to differentiate between them.

- A.** First, select pairs of words that are the same (or similar) apart from the sound that you want to differentiate. For example, someone learning English might have difficulty distinguishing between the sounds "s" and "sh". They could put together the following pairs:

<i>Differentiating between "s" and "sh"</i>		<i>5th July</i>
<i>Column 1</i>		<i>Column 2</i>
sale		shale
sell		shell
mess		mesh
lease		leash

- B. Listen to the sound:** Ask your helper to read each word three times, reading down the columns, and afterwards reading across them. You listen and watch his mouth, lips and tongue to see how the sound is made. Do not say anything yet.
- C.** Ask your helper to select and say any two words. You have to say if they are from the same column or from different columns. For example, if the helper says "sell" and "mesh", you would say that they are from different columns. Do this several times.
- D. Imitate the sound:** Ask your helper to read each word several times, and you repeat each time. Your helper corrects your pronunciation.
- E.** Ask your helper to read the pairs. You repeat them, and your helper corrects you.
- F. Produce the sound:** You read the words of the first column, one by one, and your helper corrects you. You then say the word again, correctly. Then read the pairs, one by one. Your helper corrects you, and you repeat the corrected version.
- G.** Afterwards, your helper points to any pair of words and you say them. Your helper corrects you, and you repeat the corrected version.

This same method can be used to highlight all sorts of differences. For example, there follows an exercise to distinguish between the intonations of statements and questions:

Intonation of statements and questions *5th August*

Statements

He ate it.

He painted the wall.

He visited school.

Preguntas

He ate it?

He painted the wall?

He visited school?

Grammatical Exercises

Do not impose English grammatical structures on the new language: every language is organized in a different way. For example, here are several translations into English of a sentence *maintaining the order that those languages use*:

English: *The blue house is very large.*

Spanish: *The house blue is very large.*

Hopi: *Blue house very large.*

Vietnamese: *The house colour blue is very large.*

Farsi: *The house blue very large is.*

You will gain fluency in the language as you use it a lot. Exercises like the following are also helpful. It is not so important to memorize grammatical rules.

Exercise to practise a grammatical structure

Every time you learn a new type of sentence, create an exercise to master it.

- A.** Take a sentence from your dialogue, and with your helper, create an exercise like the following:

<i>Substitution exercise</i>		<i>15th August</i>	
<i>Cardinal numbers</i>			
Model:	This is my	first	day here.
Substitution words:		second	
		third	
		fourth	

- B. Listen to the model:** Ask your helper to read the model sentence. Then ask him to say "second" and then, "This is my second day here". Your helper then reads the word

"third", and afterwards says, "This is my third day here."
Think about the meaning of the sentence as you listen.

C. Imitate: Ask your helper to do the same as in B, but this time you repeat everything he says. Your helper corrects your pronunciation, and you repeat the corrected version.

D. Produce: Your helper just says the substitution words. You reply by saying the whole sentence. For example, when your helper says "second", you say, "This is my second day here." Your helper says it correctly, and you repeat the correction.

Note: Do not write the English translation for this exercise. To remember the meaning, you can do little drawings. It is important that you begin to **think** in the new language.

An exercise to differentiate two grammatical structures

This exercise will help you to differentiate one grammatical form from another. It will also develop flexibility: taking one grammatical form and changing it into another. The following example takes a positive statement and changes it into negative statement:

<i>Positive and negative statements</i>	<i>19th August</i>
<i>Positive</i>	<i>Negative</i>
This is a book.	This isn't a book.
This is a pencil.	This isn't a pencil.
This is a shirt.	This isn't a shirt.

A. Listen: Ask your helper to read each of the positive statements two or three times. **Do not look at what he is reading: you must learn to differentiate just by listening.**

Then your helper reads the negative statements two or three times. Then the pairs: positive and negative. You decide how many times you want to hear the sentences - they may be very much more difficult than the structure in English. As you listen, try to understand the relationship between the two structures: positive and negative. For example, in some English constructions the word "is" is changed to "isn't" to alter a positive statement to a negative one.

B. Imitate: Your helper does the same as in A, above, but this time you repeat everything.

C. Produce: When your helper says the positive statement, you say the negative. If you touch the objects as you speak, this will help you to remember much better. For example your helper could touch a book and say, "This is a book". You reply by touching a pencil and saying, "This isn't a book". Your helper could also point to a pencil and say, "This isn't a shirt." You reply by pointing to a shirt and saying, "This is a shirt."

Learn the basic structures of sentences

Be careful: no language is the same as another: do not try to transfer the forms from the following examples in English directly to the new language. The language will have its own way of expressing these ideas.

There are about seven types of sentences that are found in many languages. However, not all these exist in all languages. For each of the following types, think about your dialogues. See which of the seven are used:

1. **Type 1:** Someone (or something) does something. For example, "The man is sleeping". This type is called **intransitive**: it has no object.
2. **Type 2:** Someone (or something) does something to another person or object. For example, "The man eats the apple". This type is called **transitive**. Another example, "I want to learn Arabic".
3. **Type 3:** Someone (or something) does something to himself. For example, "The man washes himself". This type is called **reflexive**.
4. **Type 4:** Someone (or something) is identified. For example, "This is an apple". This type is called a **classification** sentence.
5. **Type 5:** Someone or something is described. For example, "The man is tall". This is called a **descriptive** sentence.
6. **Type 6:** Someone (or something) belongs to someone. For example, "The dog is John's." This is called a **possessive** sentence.
7. **Type 7:** The **location** of someone (or something) is stated. For example, "The man is in the house".

Construct exercises to practise all the grammatical structures of the language (see pages 38 to 40). Practise them and use them.

Multiply the basic types of sentence

Once you know the basic types of sentence in the language, you can extend the use of these types in the following ways:

1. **Negation:** Multiply each type by making them negative. For example, Type 1: "The man is sleeping", becomes, "The man is not sleeping". Type 5: "The dog is John's" becomes, "The dog is not John's".
2. **Questions:** Several types of question can be applied to each type of sentence:
 - * Questions which require the answer "Yes" or "No". For example, Type 5: "The man is tall", becomes, "Is the man tall?"
 - * Questions What? Who? How? Whose? Why? When? etc.. For example, Type 3: "The man washes himself", becomes "When does the man wash himself?".
3. **Emphasis or exclamation:** For example, Type 5: "The man is tall", becomes, "How tall the man is!"
4. **Order or instruction:** For example, Type 3: "The man washes himself", becomes "Wash yourself" (or, "Get washed").
5. **Replacement:** One part of the sentence is replaced by another grammatical form. For example, Type 1: "The man is sleeping", becomes, "The man was sleeping": the tense changed.
6. **Expansion:** by adding extra words to the basic sentence. For example, Type 7: "The man is in the house", becomes, "The tall man is in the white house". The words "tall" and "white" were added.

- 7. Combination of sentences:** Two or more sentences are added together. This is done by means of:
- * Words like "and", "or", and "but". For example, "The dog is John's" and "The apple is Sylvia's": can be combined by the word "but": "The dog is John's **but** the apple is Sylvia's".
 - * Words like "after", "so that", "if", etc. which make one sentence depend on another. For example, "The man washes himself", and "The man eats the apple" can become, "The man washes himself **after** eating the apple".
 - * Make one sentence part of another. For example, "The man washes himself", and "The man is in the house" can be combined as follows, "The man **who** washes himself is in the house".
- 8. Abbreviation:** Some words may perhaps be omitted to abbreviate the sentence, without changing the sense. For example, in English, in reply to the question, "Did the man eat the apple?", one could say, "Yes, the man ate the apple." Or one could abbreviate: "Yes, he ate it".

Construct substitution and differentiation exercises with all the above types which appear in the language. You may find structures which are very different from English. It is all the more important to practise exercises with these.

How to record dialogues and exercises

Recording the dialogues and exercises enables you to listen to them many times without boring your helper.

Before recording the dialogue or exercise:

- Write a number on the cassette casing to distinguish it from others
- At the beginning of the cassette, put the number counter on "000".
- By the side of the dialogue or exercise in your exercise book, or on a card, note down the counter number and the number of the cassette. This way you will be able to find the recording easily afterwards.
- Record the name of the dialogue or exercise, and the date.

Record the dialogue or the exercise:

- In exercises where you are expected to repeat or say something, leave a silence for the time it would have taken to say the words: one way of doing this is to say the phrase in a quiet whisper.
- After the silence, the helper records the phrase that you would have said (so that when you listen to the cassette, you can compare what you say with the correct version).

An example:

To record exercise F of completing sentences (on page 19), you would proceed as follows:

- In your notebook you could write "*Exercise of completing sentences - Dialogue No. 2, 14th July. Cassette No. 2, counter at 103*".
- Record the name of the exercise and the date - "*Exercise of completing sentences - Dialogue No. 2, 14th July.*"
- The helper records: "*Good*".

- Then record a silence sufficiently long to say the complete phrase, "*Good morning*".
- The helper records the complete phrase, "*Good morning*".
- The helper records the beginning of the next sentence: "*Today I'm beginning*".
- Record a silence sufficiently long to say the complete phrase, "*Today I'm beginning to learn German*".
- The helper records the complete sentence, "*Today I'm beginning to learn German*".
- Deal with all the sentences in the same way.

As well as recording dialogues and exercises, the tape recorder can be used to:

- Record a series of instructions on how to carry out an activity. When you listen to the cassette, you can follow the instructions.
- Record a normal conversation between your helper and a friend. This will help you to grasp the normal vocabulary that people use every day. Afterwards, you can try to write the conversation down and see what words are used.
- Record radio programmes, especially the news and the weather where important words are often repeated.
- Record poems, dramas and speeches.

Review

1. What are the four daily steps to learn another language?

C _____

L _____

U _____

E _____

2. Which of the four steps is the most important? _____

3. To learn a phrase well, one must:

* listen and repeat many times. ()

* read and write it many times. ()

4. Describe how a child learns a language:

Practical Work

1. With prayer, decide that you will learn the language to share God's message and show His love for people.

2. Live with the people and learn how they think, live and speak.

3. Use the four steps of CLUE to learn the language.

NOTES

Dr. Ralph D. Winter, founder of the US Center for World Mission:
I am delighted to become aware of the very significant thrust of the new Missionary Training Service, and its programme. Here is a set of materials designed specifically for missionary training. Many people study in schools that are not primarily designed for this purpose and do not get as concentrated and as strategic an exposure as is offered in this programme.

The Missionary Training Series

The Missionary Training Guide	PART 1
Resources For Missionary Work	PART 2
Unreached Peoples of the World	PART 3
The Missionary Team	PART 4
How to Make Disciples in Other Cultures	PART 5
How to Learn Another Language	PART 6
The Effective Sending Church	PART 7
Tentmaking Missionaries	PART 8
Evangelizing Muslims	PART 9
Evangelizing Hindus And Buddhists	PART 10

**The Missionary Training Service,
Oswestry Christian Centre,
Lower Brook Street,
Oswestry, Shropshire, SY11 2HJ,
United Kingdom**

Tel./Fax National: 020 7932 0728

International: + 44 20 7932 0728

E-mail: coord@missionarytraining.org

www.missionarytraining.org