

Setting up your computer for **Turkish**



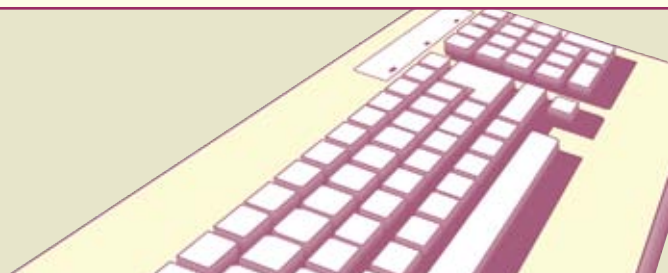
This booklet aims to support teachers, tutors and network managers in UK educational institutions to enable an English language PC to work with Turkish characters. Where teachers and pupils have full access to word-processing facilities, they can begin to integrate Information and Communications Technology (ICT) effectively into teaching and learning. You will find information in this booklet under the following headings:

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This document is interactive so you will find that Web addresses are live hyperlinks and, when clicked on, will give you the option to launch that particular website within your Web browser.

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Why should ICT be used to teach and learn Turkish?

Pupil entitlement

The National Curriculum for England states that pupils have a **statutory entitlement** to use ICT in their **learning of Modern Foreign Languages** (MFL). Effective use of ICT can take the quality of learning to a level above that possible using traditional resources; it can also improve the efficiency of current teaching methods. The Becta ImpaCT2 research report, published in 2002, found overwhelming evidence of a positive relationship between ICT use and educational attainment. Although the research group of MFL teachers was too small to be considered statistically significant, a strong association between higher GCSE grades and use of ICT was reported, which bodes well for further investigation into the use of ICT in language teaching. You can find ImpaCT2 and other ICT research reports at <http://www.becta.org.uk/research/>.

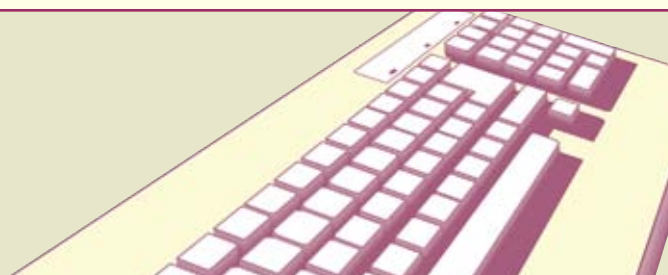
Word-processing can be very beneficial for pupils learning Turkish as they can practise spelling words and building phrases and sentences before they are fully skilled at handwriting the accented characters. They can work from an English keyboard layout, or learn a Turkish layout. Furthermore, being able to produce a piece of written work quickly and neatly in the early stages of learning a language can be very important for motivation. Word-processed, rather than handwritten, teaching materials look more professional and can help to raise the status of a subject in the eyes of pupils, other teachers and parents. Where pupils are studying Turkish as a home language, the use of clearly and professionally presented documentation can help to enhance communication with parents and improve their engagement with school life.

The ICT Curriculum

A further requirement of the National Curriculum is that pupils should be given opportunities to apply and develop their **knowledge of ICT itself** through their learning of languages. Many schools have developed their schemes of work for languages to include learning activities using ICT, which reinforce (or teach) specific elements of the National Curriculum for ICT and/or the KS3 Framework for ICT. For both ICT and MFL, you can find National Curriculum documentation at <http://www.nc.uk.net/> and KS3 Framework documentation at <http://www.standards.dfes.gov.uk/keystage3/>.

National developments

Schools have an obligation to ensure that teachers and pupils of all subjects have adequate access to a range of ICT hardware and software for teaching and learning, as well as to appropriate training. Since the creation of the National Grid for Learning (NGfL) in 1998, the Government has supported the use of ICT in schools through a number of funded initiatives such as NOF ICT training (completed in December 2003), Laptops for Teachers, Curriculum Online, Hands-On Support, Enhancing Subject Teaching Using ICT and Internet connectivity in all schools, which is now being upgraded to broadband. You can find information about these and other initiatives at <http://www.teachernet.gov.uk/wholeschool/ictis/>.



Teaching ideas for Turkish to get you started

All of the following examples relate to pupils working on a word-processed worksheet on a computer where the ICT facilities are exploited to enable pupils to work in a different way or more efficiently than if they were working on paper.

- i) Pupils can sort words or phrases by dragging them into different columns of a table. For example, words can be sorted according to their meaning (e.g. negative or positive concepts, food or drink items.) Such an activity provides a useful alternative approach to vocabulary revision, as well as helping pupils to make connections between words and improve their understanding of how a language works.

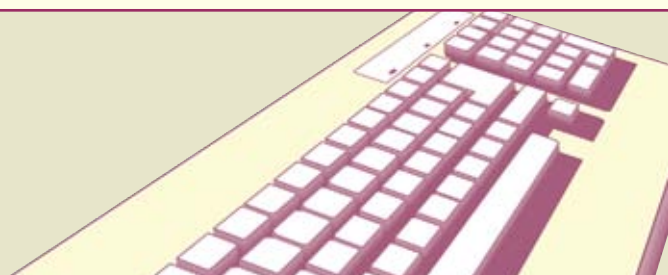
çorba	sandalye	dondurma	baklava
masa	peynir	yumurta	ayran

yiyecekler	içecekler	yenilmeyen
ekmek		kaşık

- ii) You can support pupils' transition from the spoken to the written word, a more complex process in languages such as Turkish due to the demands of working with new characters. Pupils can re-order the jumbled-up sentences of a dialogue, where recognition of every character is not necessary. Each sentence can also be hyperlinked to a sound recording of the utterance, which pupils can click to hear if they need support. You can create sound files using simple-to-use software such as Sound Recorder

(which is part of most versions of Microsoft Windows).

- iii) Pupils can re-order the lines (not the sentences) of a text, using the copy and paste functions. As sentences are broken at random points, pupils need to focus on the grammar of the sentence to complete the activity, rather than the meaning of individual words. The problem-solving nature of the activity makes it particularly appropriate for pupils working in pairs.
- iv) Pupils can develop confidence in working with longer pieces of text by completing gap-fill exercises, where they have to delete incorrect options to create a coherent and accurate text. As a follow-on task focusing on grammar rather than meaning, pupils could be asked to change the subject or verb tense of the text. Such text-level work can be a stimulating alternative to traditional grammar practice exercises.
- v) You can support pupils to make links between sounds and the written word, by displaying a story written in Turkish on their computer screens, which you then read aloud for them to follow. However, you change words as you read, such as verbs, adjectives or the subject. When pupils hear a word that is different from what is written, they have to highlight the relevant text in colour. As a follow-up task for more able pupils, you can ask them to change the highlighted words into those you actually said, using context to help them.
- vi) Pupils can be daunted by a writing task, as it requires them to think up what to write, manipulate vocabulary and grammar **and** handle some new characters. You can support their initial attempts at writing by using electronic writing frames. For example, they can personalise a text on the favourite sports of a Turkish-speaking child, editing key facts to make the content true for them. Another way of supporting pupils is to use pictures or symbols



to prompt what pupils should write, which also means that pupils are not given the answer through multiple-choice questions, nor exposed to too much English.

- vii) Pupil work can be stored on your school network and redrafted at different stages of pupils' learning. Initially, pupils may simply increase the length of their work as they cover new topic areas, but you can encourage more sophisticated drafting as time goes on. Pupils can improve the quality of their work by expanding the text from within, by adding adjectives and descriptive clauses, for example, or by introducing more complex verb structures. These skills are very important in achieving the higher grades at GCSE and beyond.
- viii) To develop focused writing skills, manipulation of grammar and awareness of different audiences, pupils can be given a text to reduce to its core information. Pupils edit the text, deleting any superfluous detail and reconstructing its grammatical structure to produce a coherent, tightly worded and accurate summary.
- ix) Pupils can edit a text to make it suitable for a different purpose. For example, an account of a holiday could be developed into a letter to a pen-friend, with pupils inserting the questions and personal comments necessary for good letter-writing.

Once you can create word-processed text, it is usually possible to import this text (or type directly) into other applications, such as presentation software (e.g. Microsoft PowerPoint.) Pupils can use text, images and sound files to report on project work, to explain a new grammar point to peers or to give a target language oral presentation using bullet points and images as prompts. Pupils can also forward their work by e-mail and access it on their home PC, thus encouraging more parental involvement and motivation to complete and improve work.



Ali köyde yaşar.

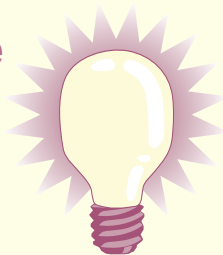
Ali lives in the countryside



Serkan şehirde yaşar.

Serkan lives in the city

Some tips for good practice



ICT can be a powerful and effective tool for teaching and learning, but only when used appropriately. Here are some tips to help you use ICT to best effect and to avoid the pitfalls.

- **Pupils at the keyboard**

ICT is an excellent whole-class teaching tool, but try to provide plenty of opportunities for pupils to use ICT for learning too.

- **Encourage risk-taking**

Pupils should take advantage of on-screen work for trying out new words and language structures as electronic text is flexible and can be easily edited.

- **Avoid copy-typing**

Encourage pupils to draft written work directly onto the computer. They tend to 'switch off' when typing up work they have completed on paper, so the time and opportunity of working with flexible text can be wasted. You may also find that they make mistakes non-existent in the original draft.

- **Facilitate collaboration**

From time to time, set up drafting tasks in pairs, where pupils can improve their work by discussing content, choice of language and points of accuracy. Learning through 'talk' is very powerful.

- **Support different learning styles**

Much word-processing software offers features as such font colour, inserting pictures, text you can drag and drop and clickable sound files. You can exploit such facilities to support pupils who learn in different ways, such as those who tend towards visual, kinaesthetic and auditory learning styles.

- **'Add value' with ICT**

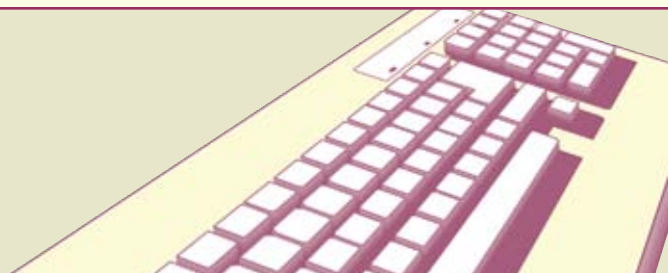
ICT should improve an activity, so that pupil learning is supported in new ways which are difficult to achieve with pen and paper or whiteboard. Try to avoid using ICT simply to make work seem attractive to pupils, the novelty will wear off.

- **Remember 'process over product'**

ICT can significantly improve and support the learning process because of the collaboration, reflection and improvements it encourages. It may not always, therefore, be appropriate to complete a formal assessment of written work produced using ICT.

- **Share and improve resources**

Save time by working with colleagues to build up teaching materials, which you can share via an area on your school network, for example. Materials can easily be adapted for different classes and sometimes languages. To cater effectively for ability groups, you can differentiate resources according to the length or nature of a task, or by the level of support available within a worksheet.



Which Turkish options are available for Windows?

There are a number of software solutions you may wish to consider for setting up your English language computer and/or network to cope with Turkish characters, as detailed below. Contact the manufacturer or your supplier for more information on individual software titles.

Enabling support within Microsoft Windows

You can enable Turkish support within your Windows operating system (e.g. Windows 98, Windows ME/2000, Windows XP) at no cost. This then allows you to switch easily to Turkish within Microsoft Office software applications, such as Word, PowerPoint and Excel. See the step-by-step instructions on Pages 7–9.

StarOffice 7 Suite

This alternative to working with Microsoft Office comes from Sun Microsystems and can support Turkish along with many other non-Roman script languages in Windows 98, 2000 or XP. Star Writer, which is part of the Star Office suite can be downloaded free for educational use. You will find more information at

<http://www.sun.com/products-n-solutions/edu/> and <http://www.sun.com/software/star/staroffice/>.

A useful feature is that it can easily export word-processed documents to PDF format, which can be read using the free software Adobe Reader (available at <http://www.adobe.com/products/acrobat/readmain.html>). Such 'Portable Document Format' documents can be opened by other users, regardless of whether they have Turkish fonts installed or not.

Multi-Language Software programs

If many other non-Roman script languages are taught in your institution or in your LEA, a Multi-Language Software program may be a high-quality, easy-to-use and economical solution. Such a program can be installed to enable the use of over 100 languages, with similar methods of use for each language. Discount licences are sometimes

available for groups of schools or an LEA. A couple of available titles for use with Windows 98, 2000 or XP are:

- **Global Office**

This is an add-on to Microsoft Office, enabling the use of Word, Excel and PowerPoint in 100+ languages. It is very easy to learn and use and is compatible with Office 97, 2000 and XP. The Turkish keyboard layout options are 'Turkish-F Windows' and 'Turkish-Q Windows' and there are 8 Turkish fonts. The keyboard can be displayed on screen, allowing the user to type either from the physical keyboard or by clicking the mouse on the on-screen display. Global Suite is Global Office and Global Writer in a combined pack.

- **Global Writer**

This simple multilingual word processor is very easy to use, but has limited page design features. For example, borders, pictures and multiple columns cannot be included in documents. The keyboard can be displayed on screen, allowing the user to type either from the physical keyboard or by clicking the mouse on the on-screen display. The Turkish keyboard layouts and fonts are the same as Global Office.

Other software options

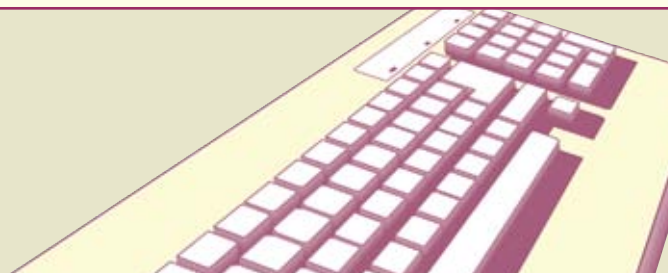
If your operating system or versions of Microsoft Windows and Office do not support Turkish, you can buy a font and keyboard driver, which will enable you to input Turkish. For example:

- **Laser Turkish**

A single font version and a Professional version with six font styles are available.

- **Turkish spell checker**

If you are using Office XP or later, Microsoft Proofing Tools version 2002 offers a Turkish spellchecker and thesaurus. This will work with Windows 98 or later, but Turkish Proofing Tools for pre-XP versions of Office have been discontinued.



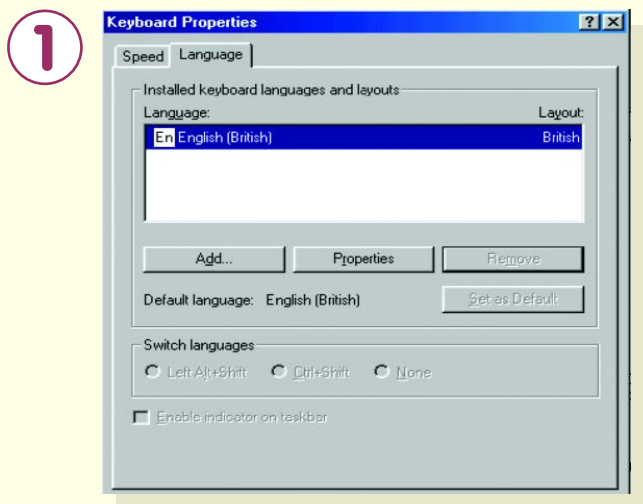
Step-by-step: enabling Turkish support on your Windows 98 computer

You will need Administrative privileges to do this. This will not be a problem for your home computer, but will require the intervention of your network manager in an educational institution.

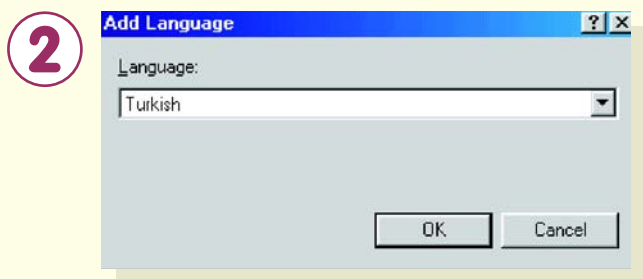
Go to **Start > Settings > Control Panel** and choose **Keyboard**.



When the **Keyboard Properties** dialogue box appears, select the **Language** tab.



Click on **Add**. A dialogue box will appear entitled **Add Language**. Choose **Turkish** and click **OK** (see below). If Turkish option is not available this will return you to the **Keyboard Properties** dialogue box.



Before you click **OK again**, make sure that **Enable indicator on taskbar** is selected. This will place an icon on the taskbar in the bottom right-hand corner of the screen, which will enable you to switch between English (**EN**) and Turkish (**TR**) as the input language.



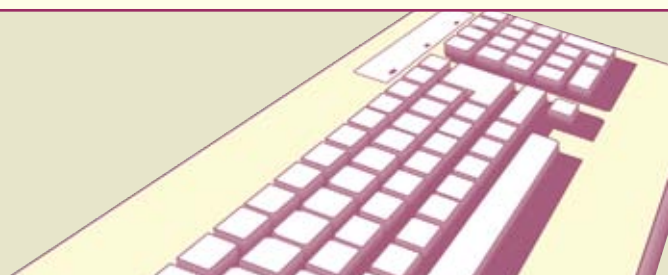
If Turkish is not available in the list in the **Add Language** box, you will first have to enable 'Turkish support' within Windows:

Go to **Start > Settings > Control Panel > Add/Remove Programs** and click on the **Windows Setup** tab.

In the **Components** list, click **Language Support**, and then click **Details**.

Click **Turkish** and then click **OK**.

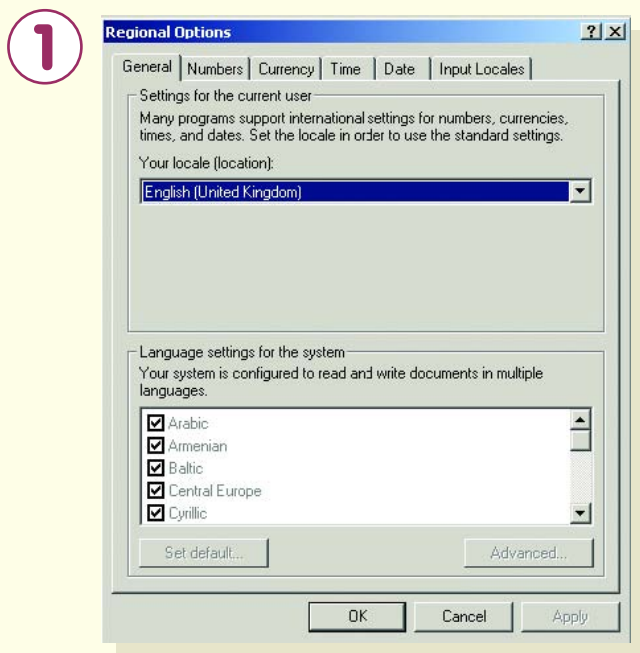
If you are asked to insert the Windows installation CD, please do so and follow the instructions. Once you have Turkish support installed on your computer, you can return to the guidelines at the start of this page to enable your keyboard to work with Turkish.



Step-by-step: enabling Turkish support on your Windows 2000

You will need Administrative privileges to enable the use of Turkish on your computer. This will not be a problem for your home computer, but will require the intervention of your network manager in an educational institution.

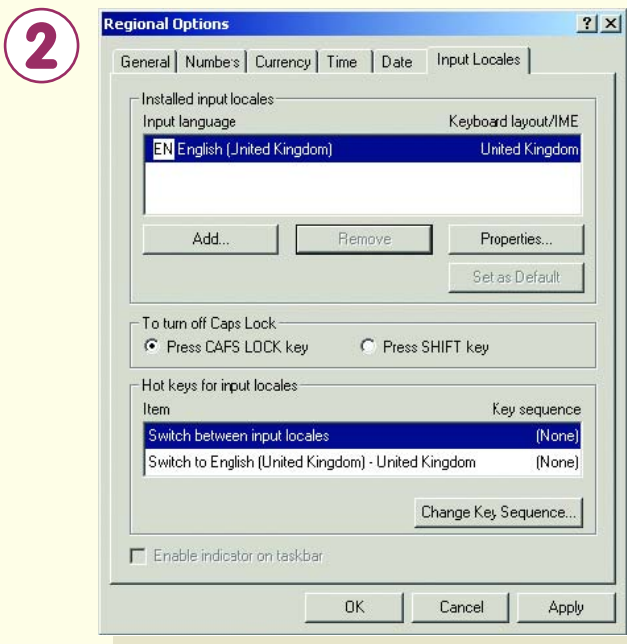
Go to **Start > Settings > Control Panel** and double-click on **Regional Options**.



When the **Regional Options** dialogue box appears, select the **General** tab and then select **Turkish** from the list under **Language settings for the system**. If the files necessary for Turkish are not already installed, you will be asked to insert the Windows 2000 CD. This will allow you to install the missing files; simply follow the instructions, which appear automatically.

When the necessary installation has been made from the CD, select the **Input Locales** tab at the top of the **Regional Options** box.

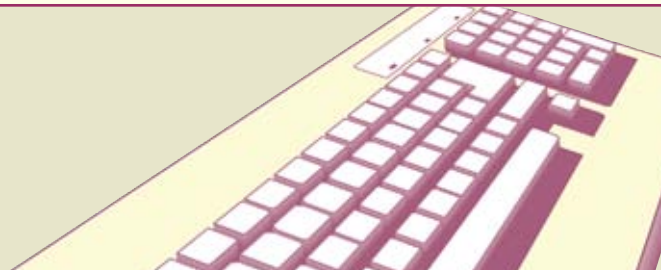
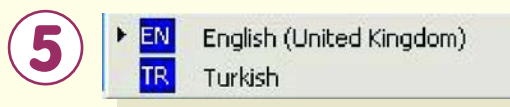
Now you need to add Turkish as an input language before your computer will accept typing in Turkish.



Click on **Add** in the **Regional Options** box. A dialogue box will appear entitled **Add Input Locale**. Choose **Turkish** under **Input locale** and make sure that **Turkish Q** is selected under **Keyboard layout/IME**. Click **OK**.



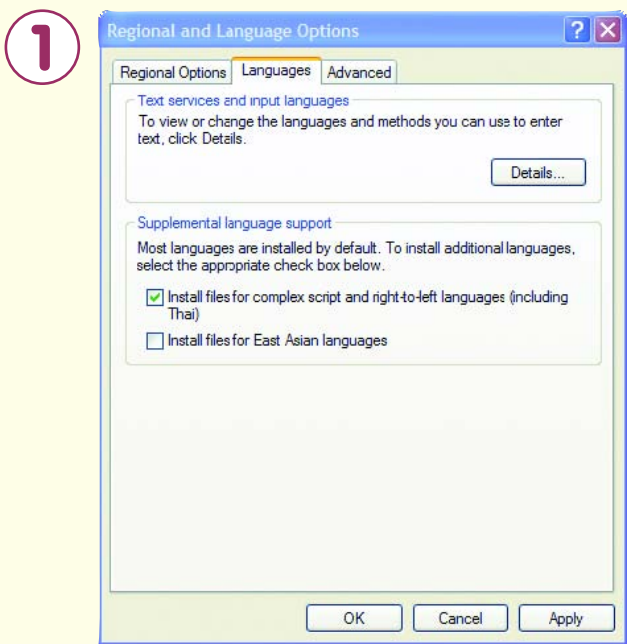
Before you click **OK** again, make sure that **Enable indicator on taskbar** is selected. This will place an icon on the taskbar in the bottom right-hand corner of the screen, which will enable you to switch between English (**EN**) and Turkish (**TR**) as the input language.



Step-by-step: enabling Turkish support on your Windows XP computer

You will need Administrative privileges to enable the use of Turkish on your computer. This will not be a problem for your home computer, but will require the intervention of your network manager in an educational institution.

Go to **Start > Settings > Control Panel** and double-click on **Regional and Language Options**. When the **Regional and Language Options** dialogue box appears, select the **Languages** tab and click on the **Details ...** button. A new dialogue box will appear entitled **Text Services and Input Languages**.



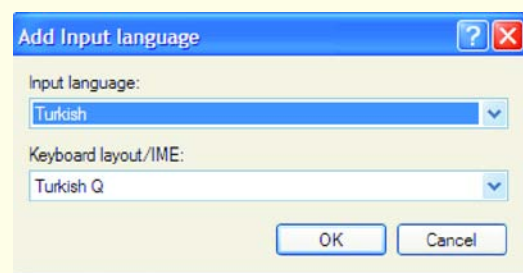
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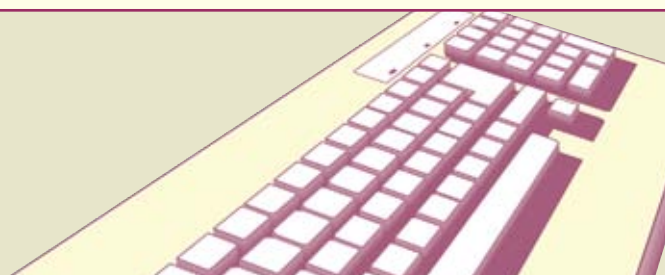
You need to add Turkish as an input language before your computer will accept typing in Turkish.

Click on **Add** in the **Text Services and Input Languages** box. A box entitled **Add Input Language** will appear. Choose **Turkish** under **Input language** and make sure that **Turkish Q** is selected under **Keyboard layout/IME**. Click **OK**.

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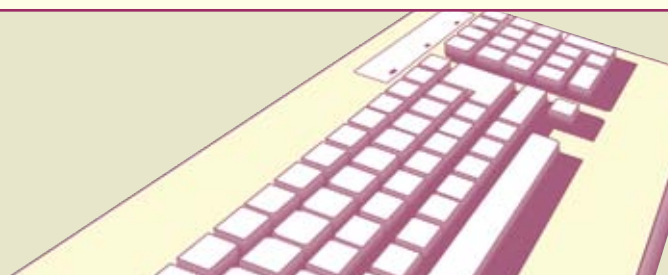
Back in the **Text Services and Input Languages** box, you need to specify where you want your Language Bar to be, which will allow you to switch between typing in English and Turkish. Click on **Language Bar ...** and a dialogue box will appear entitled **Language Bar Settings**.





Select **Show the Language bar on the desktop** and click **OK**. Click **OK** to exit all the dialogue boxes you have opened.

The Language Bar will appear somewhere on your desktop; you can move it to where you find it most convenient (probably the System Tray located in the bottom right hand corner of your screen.) When you want to input Turkish in a document, you simply need to click on **EN** (for English) to bring up the option **TR** (for Turkish.) Whichever you select, the keyboard will insert the characters of that language.



Questions to ask when choosing software for Turkish

It is expected that PC users in the UK who are satisfied with Microsoft Word for their word-processing needs will choose to enable Turkish support in their English Windows system as this is cost-free. Please see Pages 6–10 for details.

Institutions teaching a wide range of non-Roman script languages, however, may prefer to find a common solution for all, so a multilingual programme could be of interest. Those with non-Microsoft solutions may also wish to consider proprietary software. If you are considering the purchase of software, please read the following guidelines.

Which languages are included?

Multi-language software can be very good value, but check whether all languages you need are included and whether they work in the way you want them to. For example, are the fonts and scripts the correct ones for your purposes? If you need other Turkic languages (such as Azeri or Kazakh), do the fonts include the additional characters required?

Compatibility

Which operating system (version of Windows) does the software work with? If you change to a different operating system will it still work, or will you have to pay to upgrade? How much will this be? Do you need the menus to be in Turkish? How easily will you be able to swap files with other users?

Features

Not all software offers the same level of features, so you should think about what you will need to do with it. For example, do you need to design pages with a complex layout? Do you want to create presentations, such as in Microsoft PowerPoint? Is a Turkish spellchecker included or can one be added? If you need to write in more than one language, is it easy to alternate between them?

Keyboards

Which keyboard layouts are included with the software? Are these easy to use and how long will they take to learn? Do the Turkish keys relate to the English keyboard ('Turkish Q' layout) or are they completely different (e.g. 'Turkish F' layout)? Is it possible to re-configure the keyboard to the layout of your choice?

Training & support

How easy will the software be to use and will training be required? If so, is this available and at what price?

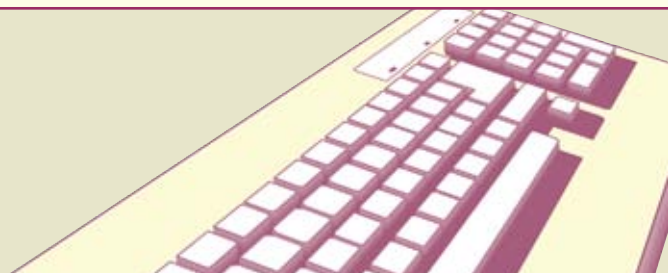
How easy will the software be to install? Most software is simple to install on stand-alone PCs but installing on a network can be more involved – do you have access to the skills to do this?

Is technical support available and by what means (phone, e-mail, website)? Is support available in the UK and does it cost anything?

Cost

Are there special prices for network versions or site licences? Are these one-off costs or are they renewable?

How often is the software upgraded and how much will you have to pay if you want to upgrade to the latest version? Will you still receive technical support if you have an old version?



Which fonts can I expect to use?

A font is graphic design applied to a collection of numbers, symbols and characters. A font describes a certain typeface, along with other qualities such as size and spacing. You will probably already be familiar with fonts such as Arial and Times New Roman in English.

Here are some examples of how different fonts appear in Turkish:

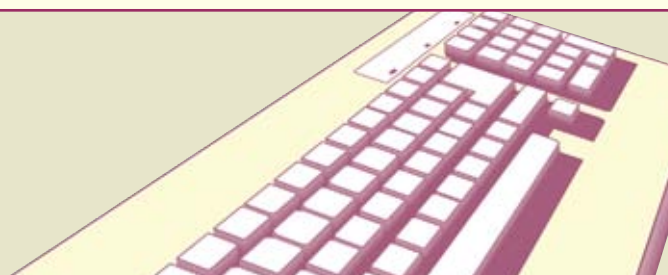
Times New Roman	güzel
Arial	Türkiye
<i>Monotype Corsiva</i>	ağaç
Comic Sans	şeftali

Not all fonts include Turkish characters, so you will need to test different fonts on your computer to find the ones you like best.

Installing a new font

You may find other fonts that you would like to install, which you can do so by following these instructions:

- 1) Go to **Start > Settings > Control Panel** and double-click on **Fonts**.
- 2) Go to **File > Install New Font**. A dialogue box will appear.
- 3) In the list of **Folders** before you, double-click on the folder that contains the fonts you want to add.
- 4) A List of fonts will appear; click on the font you want to add, and then click **OK**.
- 5) If you wish to replace an existing font with a later version of the same font, you must first delete the old version. Having opened **Fonts** in the manner described in 1 above, click on the font you wish to remove to highlight it. Then go to the **File** menu and select **Delete**. You can now install the newer version as described above.
- 6) The fonts available on a computer are stored in their own directory, which can be accessed via the **Control Panel** as described above.



What options do I have for working with the keyboard?

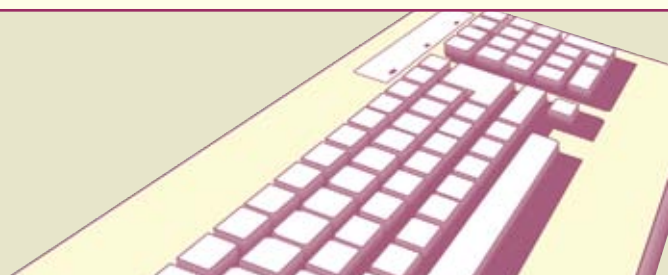
Dedicated keyboards

Turkish keyboards are widely available with in two different types: 'Turkish Q' (similar to qwerty with the letter Q at the top left); and 'Turkish F' (a completely different layout which doesn't match an English keyboard). They are expensive in comparison to English keyboards (around £40 + VAT), but are cheaper in batches of 10. There is the choice of a PS2 (round plug) or USB (rectangular plug) connection to your computer. It is very important to check that the keyboard you are purchasing matches the layout used in your Turkish software (or the layout you want to use). Some software allows you to choose a keyboard layout and may also allow you to re-configure the layout to your own preference.

Keytop stickers

These are transparent to allow the English characters to remain visible. As with keyboards they can be supplied in either 'Turkish Q' or 'Turkish F' layout. They can be fiddly and a little time-consuming to apply, but once attached are very secure. The stickers are quite durable with printing on the underside so it does not wear off with use. They are supplied with either blue printing (for standard buff-coloured keyboards), or white printing for laptops and other black keyboards. Typical price is around £12 + VAT per set.

If you don't want stickers permanently on the keyboard you can affix them to a keyboard 'glove'. which is a moulded transparent plastic cover, usually fastened with velcro. These cost around £25 + VAT.

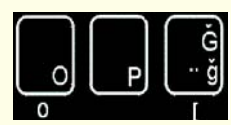
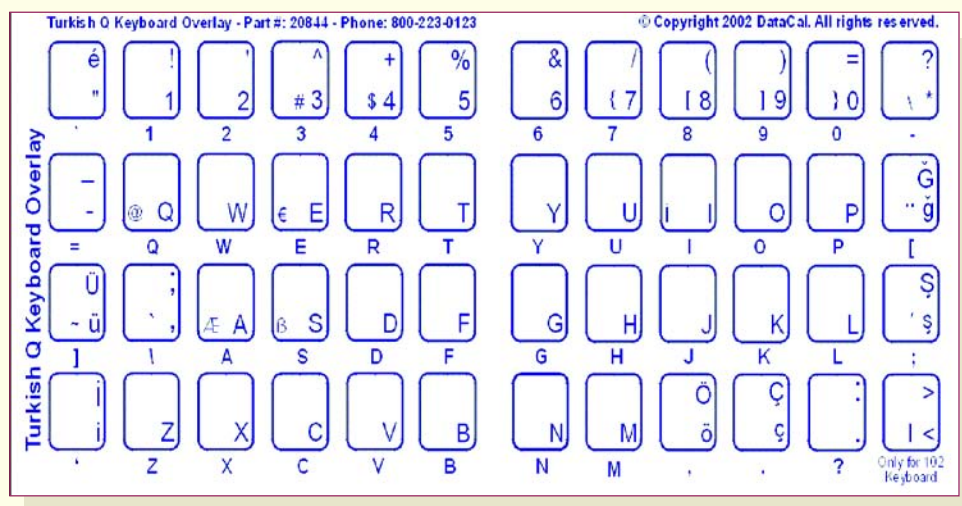


On-screen keyboard display

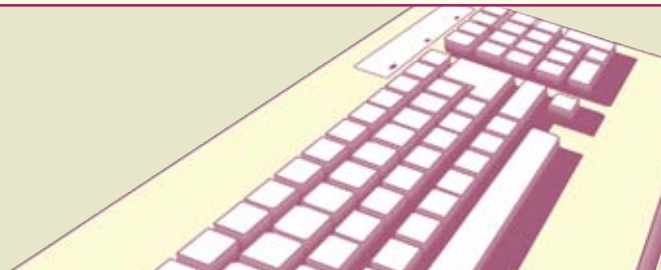
Some software allows the option of an on-screen keyboard display. This can be used for reference, avoiding the need for pupils to keep looking across to a separate printed sheet. In some software, it is possible to type by clicking on the on-screen keyboard with your mouse, but this is very slow for all but the shortest texts.

Printed keyboard chart

Some software packages are supplied with a printed keyboard chart or will allow you to print your own.



This overlay is also available in white characters on clear stickers for laptops and black keyboards.



This booklet has been produced as part of the Languages ICT project from CILT, the National Centre for Languages and the Association for Language Learning (ALL). Visit the Languages ICT website for more information and resources:

www.languages-ict.org.uk.

Information in this booklet has been collated by a number of practising teachers and advisers and is accurate to the best of our knowledge at the time of writing. CILT and ALL do not take any responsibility for inaccuracies contained within. The inclusion of any software products and/or companies within this document does not imply endorsement by CILT or ALL in any way.

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