

# AATT

## American Association of Teachers of Turkish

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**NEWSLETTER 8**  
**Fall 1990**

- \*\* Proficiency Project Funding (3) \*\***
- \*\* Announcements (7) \*\***
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The Newsletter is published in the fall and spring of each year. Additional copies may be obtained by contacting the Secretary, or by calling (609) 424-2686.

## 1. Business Meetings

Since the last Newsletter, the Executive Board has had two business meetings via conference call. The first meeting was called mainly to review the status of several grant applications and to discuss and respond to the news that the Department of Education also approved the Proficiency Guidelines Project for which funding had already been secured. Although attempts were made to channel the Department of Education funds to assure continuation and expansion of the Project, we were told that such use of funding required a new application. Thus, we had to decline the current grant.

Further discussed were the ITS grants and the Ford Foundation funds made available through the National Council of Organizations of Less Commonly Taught Languages. As a founding member, AATT is entitled to a grant of \$5,000 for association activities in accordance with guidelines set by the Council. [See below #2, please.]

## 2. New Projects and Grants

### ITS Grants

The Institute of Turkish Studies has again generously accepted our application for matching funds (Newsletter 7, page 3). The Institute has also funded the application to develop a promotional poster for Turkish Studies. The project will be directed by Ralph Jaeckel, UCLA (Newsletter 7, page 4).

### Council of LCTLs Grant

As noted above, the Executive Board of the American

Association of Teachers of Turkish held a special tele-conference to discuss the Ford Foundation grant to the Association. After considering several options available, the Board has decided to make the following utilization of funds allotted:

a) to legitimize and further strengthen the organizational structure, the Association will apply to the IRS for a ruling on independent *non-profit* status 501(c) (3);

allocated funds: \$750

b) a three-member Committee on Curricular Development will be formed to initiate a pilot project for developing and testing language units for three levels of language instruction to elicit models most responsive to learner's needs: allocated funds: \$3,500

c) a AATT representative to the Council's Teacher Training task force will be designated; a feasibility study of instituting summer teacher workshops in Turkey every other year complementing the Council's teacher training workshops in the US will be initiated;

allocated funds: \$750

The Council has the AATT proposal and we await their response. (See Work of Council, #4 below).

## 3. The Proficiency Guidelines Project

The AATT Project on Standards and Guidelines for Competency-Based Turkish Language Teaching began with data collection at the Intensive Language Summer Sessions at Portland State University and Ohio State University. The goal was the collection of unrehearsed speech samples from 22 students enrolled in the intensive Turkish language courses. We have a great need for raw data—speech samples—to study, yet there is very little at hand, especially from

academe. Thus, the purpose was to begin collecting samples of output from lower level language learners in an academic setting.

The first major workshop for the Working Committee of the Project will be held in October at Georgetown University. The workshop will be given by Pardee Lowe, one of the principals of the proficiency movement. The next scheduled meeting will take place in San Antonio before the MESA conference, at which time a draft of the guidelines should be in place. Once the provisional guidelines have been written, they will be circulated among the colleagues for testing and evaluation. Your participation at that stage will be crucial to the success of the Project.

The original Working Committee was enlarged to include the following members: D. Gökçora (Minnesota), R. Jaeckel (UCLA), S. Kanişlı (Columbia), E. Creel (ILR), G. Kuruoğlu (Texas/Austin), M. Onursal (FSI), S. Özsoy (BU and Michigan), J. Stewart-Robinson (Michigan), and E. Gilson (Princeton) who is heading the Project. Further, W. Andrews (Washington), K. Burrill (Columbia) and R. Chambers (Chicago) are members of the Executive Committee. Consultants to the Project are D. Hipple (ACTFL), P. Lowe (ILR), R. Thompson (Georgetown and CAL), and D. Slobin (Berkeley).

#### 4. Work of the Council of LCTLs

At the 4th Annual Meeting of the National Conference of the Less Commonly Taught Languages, held in Washington May 18-20, 1990, the main items on the agenda were the establishment of a permanent National Council, the role for its members, the LCTL teacher organizations,

and strategies for the implementation of the Ford Foundation grant (see, Newsletter 7, page 5). It was stressed that the Ford grant is a seed grant, giving the Council a two year charge to strengthen the individual language associations. If it succeeds, there is the possibility of significant funding for future development.

In order to fulfill its charge, the Council at the national level had formed working groups on organization, shared teacher training, curriculum development, and data collection. The following proposed activities are based on the working groups' findings:

**Teacher Training.** The working group on teacher training examined different models for teacher training, including two already in use:

- \* Workshops for in-service teachers with a focus on specific goals rather than broad attempts to "educate" the field. Where they exist, they should be catalogued as relevant to the LCTLs so that additional needs can be considered.

- \* Models of existing institutes for novice and in-service teachers should be investigated and a strategy for forming linkages with foreign language centers willing to provide regional teacher training should be developed.

- \* A design should be developed for summer programs offering language training or upgrading in several languages, aimed at both native and non-native teachers.

A proposal was put forward to convene a meeting of the Steering Committee together with representatives of Summer Institutes and others with a strong background in teacher training in the LCTLs, such as the Southeast Asian Summer Institute. This planning meeting did take place at Bryn Mawr College, July 12-15, 1990, and will be followed by a pilot Summer Institute for the training of teacher trainers in the Summer 1991.

**Curriculum Development.** Following recommendations of the working group, a Curriculum-Development Task Force has been established. Each language association will designate one member to coordinate the association's curriculum development efforts with this national task force. In order to provide a focus to the many pedagogical concerns of the language associations and involve the members directly, each association is asked to carry out a research project to examine the nature of non-classroom student learning in formal programs.

The National Task Force on Curriculum Development had its first meeting October 19-20, 1990, in Washington. AATT was represented by E. Gilson.

**Data Collection.** The collection and electronic storage of information on the LCTLs is of prime importance for scholarly as well as policy considerations. The working group recommended that data bases be coordinated by a National Task Force on Data Collection made up of representatives of the language organizations. This Task Force will determine what the national data base should contain. It will select or design instruments for the initial collection and storage of data for individual organizations, serve as a consulting arm to organizations in surveying and data collection.

The first meeting of the Data Collection Task Force was held September 22-23, 1990, with K. Burrill representing AATT.

**Allocation of Grant Money.** It was agreed that remaining funds for development be divided evenly among ten of the founding organizations representing the following languages or language groups: African, Arabic, Chinese,

Japanese, Hebrew, Turkish, Russian/Slavic, South Asian, Southeast Asian, and NASILP, the National Association of Self-Instructional Programs.

Each of the ten groups will submit a short proposal and budget to the National Council Steering Committee for use of the allotted grant of \$5,000. In line with the present objectives of the Council, activities which will strengthen the individual language organization, support and strengthen teaching, define and guide research, while linking to work done at the national level, are recommended.

## 5. Reports on Summer Sessions

### Elementary Turkish at Ohio State Summer 1990

The following is the summary description of an intensive elementary level Turkish course taught at Ohio State University during the summer of 1990. This course was part of the Summer Consortium in Persian and Turkish, conducted on a rotating basis among six universities since 1983.

The program was ten weeks long, and took place between June 18 and August 24, 1990. It was organized on the basis of three quarters, each quarter having separate registration, examination and grading. There was daily instruction of three hours, five days a week, and an additional ten hours a week of student-instructor contact which included cultural activities as well as social interaction between the instructor and the students.

#### **Student Body:**

There were twelve students in the first quarter, and thirteen students in the second and third quarters. One student had previously taken two years of Turkish, and two students

had taken the equivalent of the first semester of Elementary Turkish. Eleven students were native speakers of English. The other two students were of Persian parentage, but had mostly lived, and had been educated in the US. The great majority of the students had previously studied two or more languages, and took the course for academic reasons. The age range of the students was from the early twenties to over forty.

### **Goals:**

The primary goal was to teach the four basic skills of the language, reading, writing, speaking, and listening, in an integrated way and to have the students achieve a certain functional level in the language. This level was determined in the following way: By the end of the course the students should be able to understand, and orally answer/ask questions relating to themselves, their family, and their work and interests. They were, also, expected to ask and give simple directions, and tell time. They should be able to read (i.e., pronounce) and write Turkish (i.e., take dictation), and write simple compositions on the above-mentioned subjects. Naturally, to express these, they will need to be familiar with the usage of the simple past, present (both continuous and simple/aorist), and future tenses, the comparative and the superlative, and some of the participial and adverbial forms.

The secondary goal was to provide the students with as many grammatical "tools" as possible. Many of our students go on to read fairly complicated authentic texts in their second year. In order to prepare them well for this task, one feels, as an elementary level teacher of Turkish, a strong sense of obligation towards these students as well as the teachers of second year Turkish.

In addition to the above stated goals, integration of ma-

terial and method in every respect, and stressing the cultural aspects of the language were very important factors. For example, reading and translation of a text on Turkish television was followed by an oral session, using a Turkish TV program, and homework that involved writing a composition on American TV and a TV program.

### **Limited and Controlled Vocabulary:**

Past experience in teaching and student feedback has convinced me that the use of an unlimited vocabulary in language teaching overwhelms the student, resulting in inefficient learning and leading to a very low-level retention rate in the long run. Since the retention level of an intensive course is usually lower than that of a regular one, it seems that a limited vocabulary is even more important, even crucial, for an intensive course.

In order to overcome the above-mentioned problems, a limited vocabulary was used in this course. By limiting the number of vocabulary items to be memorized, we would be able to circulate the vocabulary as well as the basic grammatical forms, hopefully thus insuring better learning and long-term retention. The course was prepared and taught with a completely limited vocabulary (selected primarily from the first draft of AATT's basic vocabulary) in oral sessions, and in reading and translation of simulated sample sentences which illustrated different grammar points. A partially limited vocabulary was used in all other types of work. The following were the controlling factors in the preparation of the vocabulary:

- \* functional value of the item;
- \* words that could be used as samples in demonstrating the exceptions to the rules;
- \* words that had high cultural value.

A vocabulary that varied roughly between fifteen and twenty five items accompanied each lesson. In addition to this, the students were given three lists that contained some basic vocabulary. One list contained sentences and phrases which would be useful for basic communication during the lessons (*Tekrar edin lütfen. Anladınız mı? . . . ne demek? Bir sorum var. etc.*) A second list contained greetings and other formulaic expressions that play an important role in 'proper' communication in Turkish (*Geçmiş olsun. Buyurun. Efendim.*) The third list contained cognates, mostly from English and French which would automatically enrich the students' vocabulary. The students were asked to memorize, and were expected to master the use of the items in these vocabularies. The size of the limited vocabulary was approximately four hundred and twenty five words by the end of the program.

#### **Method:**

Both traditional and non-traditional methods were used throughout the course. The students were orally drilled in declension and conjugation, and were asked to write out these forms as homework. We read and translated sample sentences and texts from Turkish into English in class, and the students translated sample sentences from English into Turkish in written form (only in the first quarter) as homework.

Non-traditional methods, such as games and role-playing activities which emphasize the function rather than the form of the target language, were liberally used during the course. These methods created a reality base for the use of the language, and gave the students a more active and controlling part in the process of language learning. They, also, relaxed the students, created real communication among the students and the instructor, and minimized learning anxiety.

In order to maintain the full attention of the students, the class time was divided into small portions, usually varying from fifteen to twenty minutes, where different types of oral, written and reading and translation work alternated. The language of instruction was English for the explanation of purely grammatical points, and 'setting the stage' for the different types of gaming activities. The use of English was not permitted during these activities, nor in oral dialog and drilling sessions.

#### **Material:**

We used simulated as well as authentic materials during the course. Simulated sentences and texts, as well as original texts, were used for reading and translation throughout the program. In addition to texts taken from newspapers, magazines and books, the following authentic materials were also used in the course: maps of Turkey, book covers, museum tickets, children's storybooks and readers, poems, songs, and headlines, weather reports, TV programs, obituaries, movie and bank advertisements; book club coupons from Turkish newspapers and magazines. Although these authentic materials were most effective in illustrating the different idiomatic usages of vocabulary and all other types of grammar related points, they were extremely hard to find. Endless hours were spent in search of material that was at the elementary level with respect to vocabulary, usage and grammar.

We began using *Türkçe Öğreniyoruz I* by Mehmet Hengirmen and Nurettin Koç as a reader at the beginning of the second quarter and finished it by the end of the course. We used the reader as supplementary material, mainly for reading/pronunciation practice, translation, and as a source for grammatical and cultural pointers. Audio cassettes that accompany *Türkçe Öğreniyoruz* and a cassette that covered

the basic material that was used in the first quarter were made available to the students. Some of the material that was used in the course was taken from Professor Kathleen Burrill's notes and material with her kind permission.

### ***Supporting Activities:***

At the beginning of the consortium classes, the suggestion was made that it might be a good idea for the instructors to have lunch with their students twice a week. This proved to be an excellent way of getting to know each other, and was faithfully kept up during the program by half the student body of the Elementary Turkish class. These group lunches were followed by a cultural activity. Films related to Turkey such as documentaries, or movies made by Turkish directors were shown on Tuesday afternoons. On Thursday afternoons a guest speaker lectured on a topic that was related to Persian or Turkish art, literature or culture in general. We also had two parties which gave the students a chance to make and sample Turkish food and meet Turkish students who were studying at Ohio State University. Two lunches and a farewell dinner were given by the Department of JaNELL (Judaic and Near Eastern Languages and Literatures, host for the Summer Consortium) for all the participants of the program. These occasions brought the participants closer in a friendly atmosphere, and played an important role in the language learning process.

Judging from the quality of classwork and homework, the results of quizzes and examinations, the goals for the course were achieved to a great extent. By the end of the program, most students reached a level where they were able to use the adverbial forms of the verb -r, -mez, -ip, and -ince, in speaking and writing, and in translations. The present and -di-past participles were correctly translated and used in oral and written sentence practice by the majority of the students.

Students expressed very favorable opinions on the use of the limited vocabulary and the way it was implemented. They thought the circulation of material which was made possible by a limited vocabulary, was very helpful in learning more efficiently and correctly.

Both in the opinion of the students and the instructor, the lack and limited nature of the audio material and the complete lack of audio-visual material were the weakest elements of the course.

The positive attitude of the students toward the course in general, and their genuine interest and curiosity about Turkish in particular, contributed significantly to the success of the course. It was a pleasure to work with a group so highly motivated in learning Turkish and working so hard to reach that goal.

Sevinç Yegülalp  
Columbia and NYU

### **Intermediate Turkish at Ohio State Summer 1990**

The intermediate-level Turkish course as part of the 1990 East Coast Summer Consortium in Persian and Turkish at the Ohio State University lasted ten weeks. The class met five days per week for three hours in the morning. Additionally, cultural events such as lectures and films were scheduled two times per week in the afternoon. The following is a description of my attempt to combine in this course a proficiency-guided approach with a traditional grammar-oriented approach.

While designing the syllabus for this course, I was directed by two goals: teaching the students the four basic skills and enabling them to read texts of various levels of difficulty. I emphasized the four skills to improve the students' ability to use Turkish in all of its facets as a living language. The second goal focused on preparing them to read difficult texts such as newspaper articles and scholarly writings.

To pursue both of these goals, meant to use two different approaches.<sup>1</sup> The first goal required teaching materials and procedures (e.g. essay-writing, oral presentations) that were appropriate for developing the students' listening, reading, speaking, and writing skills on a second-year level. To achieve the second goal, we worked with texts of varying degrees of difficulty that had been selected with the sole purpose of translation. These translations generally forced the students to go beyond their knowledge of Turkish, as many of the texts were designed for the educated native speaker.

The parallel approach helped and forced me to define a clear pedagogic objective for every classroom activity. Gathering and preparing teaching materials therefore became a more focused task. Each item, e.g., dialogue, advertisement, poem, story, article, and audio-visual material, was subjected to the question of exactly why and how it should be used in the classroom.

When teaching a second-year level course one could expect to choose from a wide selection of Turkish texts. If de-

veloping the students' reading abilities is the main objective of the course, finding suitable texts is not very difficult. Virtually any Turkish text can be tackled in such a course, and given all of the class time and homework assignments dedicated to grammatical analysis and translation. If reading is only one of the four skills to be taught, finding authentic materials for each skill becomes more challenging. My decision to choose a hybrid approach made it easier for me to categorize authentic texts according to their specific qualities as potential teaching tools.

Naturally, most authentic texts, be it Nasrettin Hoca anecdotes, short stories or newspaper articles, contain a large number of elements<sup>2</sup> that are unfamiliar to the students. If presented in a meaningful order with respect to their level of difficulty, I considered such texts appropriate for reading and translating. I experienced, however, considerable difficulties in finding "easy" material for the first phase, although I intended to use such texts exclusively for a reading activity. Generally, in even the linguistically and conceptually least demanding short stories<sup>3</sup> or small non-fictional texts in my selection, the unfamiliar outweighed the familiar so much that the students described these introductory readings as a struggle rather than a learning experience. After the first two or three weeks they could handle the task with more ease. However, as the texts became progressively more complex, the wide gap between the the students' knowledge of Turkish and the level of difficulty in the readings remained visible until the end of the course. I believe that this

<sup>2</sup> Some of these are forms, vocabulary, expressions, devices used for organizing and presenting discourse, and cultural knowledge.

<sup>3</sup> These were especially the following stories by Aziz Nesin: "Amerika'yı keşfeden mimar", "Misafirin yanında" (both in: *Şimdi ki Çocuklar Harika*, 1980.), and "On beş numara" (with glossary and explanatory notes in *Müge Galin, Turkish Sampler*, 1989.)

<sup>1</sup> This combination a grammar-oriented syllabus with one that is skill-oriented, is also reflected in my treatment of grammar: forms that occur typically in written Turkish were taught by means of grammatical exercises, while those which frequently used in speaking were practiced in the context of interactive situations.

gap should be as minimal as possible. The guiding principle I used when selecting reading material was that a student will benefit more from a translation exercise if it requires that he spend less of his time and energy trying to decode a text.

Finding authentic material that is suited for the oral activities of speaking and listening is even more difficult. The students rely on their (limited) knowledge of Turkish when performing oral exercises in the classroom as their only resource. Therefore, the texts must be fully comprehensible to the students in order for them to produce a successful response. The following example may clarify this point: the students listen to a Hoca story and have to answer questions during a listening comprehension exercise. This activity is only productive if the students are thoroughly familiar with the vocabulary, the constructions, the expressions, and the cultural information.

Most of the authentic materials I was able to use for speaking and listening activities came from newspapers in form of carefully selected advertisements, price lists, weather maps, exchange rate tables, etc. Due to the structurally and lexically limited nature of these materials it was easier for the students to understand them, and, subsequently speak about them in short and simple Turkish sentences.<sup>4</sup>

The texts used for speaking exercises were mostly not authentic. These simulated materials generally consisted of mini-dialogues dealing with situations such as introducing oneself, giving personal information or buying a ticket. Because the mini-dialogues were short and practical, they served as effective tools for teaching speech in interaction.

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<sup>4</sup> Visual material such as pictures and maps were also frequently used in this context.

The students used these brief exchanges in simulated situations and repeated these exercises many times. The frequent recycling of the material eventually enabled the students to have a command of the vocabulary and forms required for specific communicative functions. For example, it taught them to use the optative for expressing suggestions, the aorist for requests, and verbal nouns for indirect commands. They learned to use these forms through experiencing them in a particular context. Longer dialogues, for example those appearing in Hengirmen's *Türkçe Öğreniyoruz*, often deal with a number of topics, use a wide range of complex forms, and introduce a large amount of new vocabulary. Due to its length and difficulty such material is less than optimal for teaching spoken Turkish. I found this type of dialogue nonetheless useful as supplementary reading when it was topically related to the situations I presented in mini-dialogues.

My students agreed to share with me their views on the course. I am grateful for their serious and constructive responses and will report them below.

(1) At the beginning of the course all of my students expressed their interest in improving their oral skills, although two students were learning Turkish with the primary goal of using it for research.

(2) The Hengirmen tapes did not allow them to repeat the sentences in the dialogues.

(3) Listening and watching two speakers of Turkish interact in the classroom would have additionally enhanced their speaking abilities.

(4) Their reaction to listening comprehension activities in the classroom was extremely positive. Dictations were viewed as helpful for developing listening and writing skills. Listening comprehension exercises using a cloze test or questions were considered beneficial.

(5) The writing of a journal that I collected at the end of every week was considered by them instrumental for developing their writing skills. Using the language for self-expression gave them the opportunity to test their understanding of new material.

(6) They unanimously expressed a preference for reading material with glossaries and explanations. Instead of having to spend hours looking up words in the dictionary, they were allowed to concentrate on understanding and translating the text. The works by Galin and Murphy & Somay<sup>5</sup> were praised in this context.

(7) When asked what they believed to be the most effective method for teaching vocabulary, they responded clearly in favor of a limited vocabulary. They preferred it definitely for the first year of Turkish, and would have liked to be given a body of core vocabulary - particularly for verbs - in their second year.

Suzan Özel  
Indiana University

## 6. A New Turkish Program

*Editor's Note:* After a ten-year break, a beginning level Turkish course is being re-introduced at the University of Minnesota. The following comments were submitted by Deniz Gökçora, as she prepared herself for her new task of teaching Turkish. Not mentioned in her report is the fact that, as the Newsletter is going to press, there are 28 registered students plus two auditors taking the course, and that the University of Minnesota is considering to offer hence-

<sup>5</sup> John D. Murphy & Metin Somay, Turkish Newspaper Reader, Wheaton: Dunwoody Press, 1988.

forth Turkish as part of the regular curriculum.

### Starting a Turkish Language Program at the University of Minnesota: Challenges and Risks Facing the Teacher

For the first time at the University of Minnesota, beginning level Turkish classes will be offered once a week through the University of Minnesota's Continuing Education and Extension Program starting with the fall quarter of the 1990-1991 academic year.

Teaching a language requires more than the learning of letters, words, sentences, or paragraphs. Without a cultural context a word has no real meaning for the learner. Both the teaching and the learning of a language involves more a meaningful and holistic process. Foreign language educators have accepted intellectually that language and culture are essentially inseparable. However, in most language textbooks that are currently on the market, culture is being treated as a trivial topic, so that teaching of culture in the language classroom is left to the initiative of the classroom teacher. Without processing the target culture the learner will have a very superficial knowledge about the language she or he is trying to learn.

Students should be made aware of the content of an utterance rather than its form only, even if the setting where the language is being learned and taught is away from the country where the language is spoken. It is the duty of language teachers to foster a cultural mind-set in their classes by using authentic materials in their classes. It is extremely important for the students to realize why they want to learn this target language. It is very paradoxical, but true

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that apart from linguists and language teachers the rest of the world views language not for its own sake, but something they need to learn for a purpose.

The teaching of culture is a very delicate matter. The target language should be the primary vehicle used to teach culture. Allen (1985), Galloway (1984), Kramsch (1983), Crawford-Lange and Lange (1984), indicate that if we approach culture from a factual point of view (only giving the facts) this could be detrimental for the learners because learners are forced to learn the stereotypes rather than getting a more humanistic and objective understanding of the target culture. Ideally it is desirable to learn the target language by experiencing the culture. Students engage in in-class activities and simulations that reflect the culture, and observe the people and artifacts from the target culture. Also, most importantly, interacting with the target culture people and institutions they learn more about the culture. However, at the University of Minnesota students do not have the luxury of the community resources at their disposal. The environment in which the learners are situated is a kind of artificial setting. So we will make use of experiential devices such as role-playing, simulation, different objects, pictures. They do not learn the language in the country where the target language is spoken so there are fewer chances of practising the language.

As a beginning teacher of Turkish I need different collections of materials on various topics of the target culture that students have shown an interest in. The following is a list of materials that could be very useful for teachers who are interested in integrating culture into their language classrooms. These could be organized according to different topics.

- \* Newspaper, magazine, journal articles
- \* Posters
- \* Role plays
- \* Literary works belonging to different genres (poems, plays, short stories, folk tales etc.)
- \* Videotapes of TV programs (news, talk shows, magazine programs, commercials)
- \* Slides
- \* Letters, diaries
- \* Audio/videotaped interviews
- \* Movies
- \* Various documents
- \* Documentary films (e.g. local arts)
- \* Taped phone conversations

It does not matter if students do not understand every single word in using these authentic materials. Authentic materials could be used from the beginning, starting from the most familiar topic and moving to the less familiar. Also, the tasks that are required from learners could start from simple progressing to complex as the proficiency level increases. Even if the material used is difficult for learners to comprehend, the task given can be simple and at the student's level, making the students feel that they've accomplished and learned something.

Topics should be chosen according to the interest of learners. Students are very much aware of their interests and know why they want to learn the language. Involving learners in the curriculum is very important in this process. Student input should be given the credit that it deserves because it effects student motivation in the learning process. Crawford-Lange and Lange (1984) think that culture should be taught in a process that they proposed. This is an integrative process that compares target and native cultures, lan-

guages and perceptions. By studying another culture the individual rediscovers his or her own culture and clarifies the values that were established before.

The rationale for integrating culture and language is very simple: the use of language and culture establishes a dialogue between the learner and the target culture. The experience of learning becomes more meaningful, enjoyable and rewarding. For a teacher this is a challenging task, but at the same time, it offers teachers the opportunity to learn and grow professionally.

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Deniz Gökçora  
Second Languages and Cultures Education  
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## 7. Announcements

Princeton University announces:

### The Mustafa Kemal Atatürk Professorship in Modern Turkish and Late Ottoman Studies

The government of Turkey has chosen Princeton University as the first recipient of a \$750,000 challenge grant to endow the Mustafa Kemal Atatürk Professorship in Modern Turkish and Late Ottoman Studies. Under the terms of this grant, Princeton must match the Turkish government's contribution by December 31, 1991. When fully funded, this endowment would establish the first endowed chair in Turkish and Ottoman Studies at an American university.

Princeton University has a long and distinguished record in Turkish studies. It is no exaggeration to state that Princeton has launched and nurtured the academic study of Turkish civilization in this country. Since the mid-1940s, the University has offered a full range of courses in Turkish language, literature, culture, and history. It has been the home of many eminent scholars in the field, including Walter Livingston Wright, Lewis Thomas, Bernard Lewis, Cyril Black, Charles Issawi, Talat Halman, and Dankwart Rustow. These scholars published many of the seminal, western works of Turkish and Ottoman Studies, such as Bernard Lewis's *The Emergence of Modern Turkey* and Charles Issawi's *Economic History of Turkey, 1800-1912*.

In addition, the University's Department of Near Eastern Studies is responsible for training some of the na-

tion's leading Turkish and Ottoman studies scholars. Princeton-trained scholars include Richard Chambers at the University of Chicago, Stanford Shaw of the University of California at Los Angeles, and Norman Itzkowitz, professor of Ottoman history at Princeton.

Professor Abraham L. Udovitch, chairman of the Near Eastern Studies Department, describes the criteria for the first incumbent of the new professorship: "The professor will be selected on the basis of a worldwide search for the most eminent and able scholar available, with a direct knowledge of Turkey and Turkish studies and extensive experience with the archives and other original sources of Turkish history, culture, and civilization."

Establishment of the Mustafa Kemal Atatürk Professorship in Modern Turkish and Late Ottoman Studies at Princeton will highlight the importance of Turkish and Ottoman Studies in the United States. Given Turkey's unique role and its more recent prominence as a model for national and social modernization and as a bridge between East and West, a center of this kind at a major American university is very much needed.

For further information, call Professor Abraham L. Udovitch, Chairman, Department of Near Eastern Studies, 110 Jones Hall, Princeton University, Princeton, NJ 08544 (609) 258-4427.

## FELLOWSHIP

### Rockefeller Foundation Residency Fellowships in the Humanities Middle Eastern Literature Program at the University of Michigan

The Center for Near Eastern and North African Studies announces two fellowships for the 1991-1992 academic year for the study of Middle Eastern Literatures. An understanding of these literatures provides a window into the issues and values of contemporary Middle Eastern societies. In recent years there has been vigorous activity in the production of imaginative writings in fiction, drama and poetry in Middle Eastern Societies. These writings are of significant value to serious students of the area since they reflect attitudes toward contemporary and traditional Middle Eastern cultures as well as toward local and international policies and events. Much of this material, however, has received scant attention through commentary, translation into English or analysis; it is the primary purpose of these fellowships to encourage such work.

Fellows will devote their time to their writing, translation, and research related to Arabic, Hebrew, Persian, or Turkish literature; a willingness to participate in Center programs or seminars appropriate to their interests will also be expected. Senior and junior faculty members, as well as writers and scholars without institutional affiliation are eligible.

Application deadline is January 15, 1991. For further information and application, contact:

Dr. Ernest N. McCarus, Director  
Center for Near Eastern and North African Studies  
The University of Michigan  
144 Lane Hall  
Ann Arbor, MI 48109-1290  
Tel: (313) 764-0350

## CONFERENCES

### **AATT Annual Meeting November 10, San Antonio, Texas**

We will hold our annual meeting again in conjunction with the MESA conference on Saturday, the 10th, at 6 p.m. in Room 207 of the Convention Center.

### **MESA Conference November 10-13 in San Antonio, Texas**

### **ACTFL Conference, 17-19 November in Nashville**

This year's ACTFL Conference has the theme "Professional Priorities: Phase II." Presumably, the conference will pick up where ACTFL 89 left off and work on priorities established at that earlier conference. These conferences are becoming very large gatherings, and include several hundred sessions.

For information, write or call  
ACTFL, 6 Executive Blvd., Upper Level,  
Yonkers, NY, 10701; (914) 963-8830.

### **MLA Convention 27-30 December in Chicago**

This is the largest conference in the country devoted to the study of 'modern languages'. Besides sessions on Applied Linguistics and the Teaching of Language, a cursory glance at the huge program reveals again only one or two sessions which have some bearing on the Middle East:

Advisory Committee on Foreign Language Programs sponsors "Translation of Middle East Classics as Second-Level Discourse: Problems in Selection, Production, Marketing, and Interpretation." Further, a session entitled "Improving Students' Oral Expression in a Foreign Language Introduction to Literature Course: Interactive Methods of Teaching Literature."

[Please see #12 Ve Saire].

### **CALICO '91 Symposium April 2-6, 1991 in Atlanta, Georgia**

The CALICO Symposium brings together educators, administrators, materials developers, researchers, government representatives, and other interested persons to participate in a forum for discussing state-of-the-art technology in a variety of disciplines, with a view to adapting that technology to the more effective teaching and learning of languages.

## **8. On Foreign Language Acquisition**

### **VYGOTSKIAN PERSPECTIVES ON EDUCATION**

With his ideas on the social foundations of cognition and his emphasis on the role of instruction in the cognitive

development of a person, the Soviet psychologist Vygotsky shed new light on contemporary psychology. Basing his primary assumption on ideas of Marx and Engels, he claims that, in order to understand a person, it is essential to know the social network in which (s)he is involved (Wertsch & Lee, 1984). Vygotsky states that a person's psychological make-up is a sum-total of internalized social relations. While placing the primary stress on the social dimensions of consciousness, he treats the individual dimensions of consciousness as a derivative phenomenon. With this axiom, he differs vastly from earlier psychologists, whose primary interest was individual aspects of consciousness. In other words, he discards individual psychological reductionism.

Furthermore, Vygotsky claims that all higher mental functions of an individual can be understood when they are traced back to their social origins, namely, to the interpsychological plane. He explains this process, which he terms "genetic explanation", as follows:

Just as verbal thought is the transferal of speech to an internal level, and just as reflection is the transferal of argumentation to an internal level, the mental function of the word, as Janet demonstrated, cannot be explained other than through a system broader than individual humans. The word's first function is the social function and, if we want to trace how the word functions in the behavior of the individual, we must consider how it functioned formerly in social behavior (Vygotsky, 1981, p.154).

For Vygotsky, functions emerge twice in the cultural development of a child: first, on the social plane, and then on the psychological plane. That is, functions "appear be-

tween people as an interpsychological category, and then within the child as an intrapsychological category" (Wertsch, 1984, p. 194). Interaction on the interpsychological plane of the child has an effect on his/her potential development on the intrapsychological level. Consequently, potential development can be assessed through what (s)he can do with an adult or a more knowledgeable peer, while his/her actual development can be traced by means of what (s)he can do on his/her own.

As for the transition from interpsychological plane to intrapsychological plane, Vygotsky pays special tribute to the role of speech. Being more concerned with the social activity of speech rather than the structure of language, he defines speech as "first a communicative function [which] serves the goals of social contact, social interaction, and the social coordination of behavior" (Vygotsky, 1981). He opposes the idea of looking at speech as a mere combination of sounds which are produced, received, encoded, and decoded. In other words, he perceives speech in a holistic way, "as a kind of activity [deyatel' nost'], namely as speech activity [rechevaya deyatel' nost']" (Leontiev, cited in Wertsch 1980), which allows for interaction and, thereby, mental development. Speech first emerges as "social speech" on what Vygotsky calls the interpsychological plane, in other words, speech which mediates interaction between individuals. Later, speech appears on the intrapsychological plane turning into "inner speech". This process occurs via egocentric speech which is "actually an intermediate stage" between social speech and inner speech. "When it disappears, it does not simply atrophy but 'goes underground,' i. e., turns into inner speech" (Vygotsky, 1986, p. 33-34). The fundamental feature of egocentric speech is its duality: it is similar to inner speech because of its psychological make-up; but, in form, it is external like social speech.

Vygotsky schematizes the development of an individual's speech as first social speech, then egocentric speech, and finally inner speech. His schema differs vastly from Piaget's who believes that children start out their mental development with egocentric speech which fully develops into inner speech and, finally, socialized speech (Vygotsky, 1986). This sequence emerges from Piaget's emphasis on the individual dimensions of consciousness.

The second issue that Vygotsky extensively talks about is the importance of instruction in the development of an individual's cognition. For him, to maximize the development of intrapsychological functioning, the interpsychological plane needs to be structured. That is, by providing effective instruction, there would be an improvement in the intellectualization process of a child (Wertsch, 1985a). Although Vygotsky believes that instruction and intellectualization have a "rhythm" and a "measure" of their own, they are somewhat "interconnected" (Vygotsky, 1986, p. 185). Their relation starts long before children reach their school age. Furthermore, Vygotsky perceives instruction as a main component of the social line of development and as leading to higher mental functions. His ideas are verbalized as:

If all the development of a child's mental life takes place in the process of social intercourse, this intercourse and its most systematized form, the teaching process, forms the development of the child, creates new mental formations, and develops higher processes of mental life. Teaching, which sometimes seems to wait upon development, is in actual fact its decisive motive force. ... The assimilation of general human experience in the teaching process is the most important

specifically human form of mental development in ontogenesis. This deeply significant proposition defines an essentially new approach to the most important theoretical problem of psychology, the challenge of actively developing the mind (Forman & Cazden, 1985, p.323).

Vygotsky thinks that "*under adult guidance or in collaboration with more capable peers*" a child can move from his/her "*actual developmental level as determined by independent problem solving to the level of potential development as through problem solving—zone of proximal development*" (Cole, John-Steiner, Scribner & Souberman, 1978, p. 86). In the process of intellectualization and internalization of speech, Vygotsky acknowledges the importance of instruction by either an adult or a peer. With regard to this phenomenon, he states that, in order to see the mental development of a child, one has to observe what (s)he can do with the assistance of adults or more knowledgeable peers. Such adults or peers would act as mediators between the child and reality or as co-constructors of the child's thought. By providing external stimulus, these co-constructors would assist the child to become a voluntary, formal thinker.

Vygotsky encourages adults or more capable peers to have high expectations which would eventually turn the child into an active participant in the learning process and, ultimately, into a formal thinker. Language is the most effective means that these mediators can use in this developmental process. Despite this appraisal of language, Vygotsky cautions against the futility of using language that is beyond the child's comprehension. That is, the child will make a progress in his/her zone of proximal development as long as the mediator provides language which is appropriate to the comprehension level of a child.

Vygotsky's ideas on the social foundation of cognition and the importance of instruction have allowed many educators to reconsider their approach to education, thereby revising its implementation in the classroom. The belief is that teachers, especially of foreign languages, can vastly benefit from Vygotskian perspectives on education. That is, they may use the social network the foreign language student is in to enhance the learning process. Furthermore, foreign language teachers might acknowledge their own role as mediators as well as the role of student interaction (e.g. pair work, group work) in the classroom in order to accomplish a successful language learning. Finally, foreign language teachers can use language, not only as a means of communication, but also as a facilitator to assist learners to become formal thinkers in another language.

Sibel Kamlıslı  
Mireia Trenchs

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## 9. Textbook Reviews

*Editor's Note:* AATT would like to be able to offer regularly reviews and discussions of teaching resources. Members are encouraged to submit their reviews, or comments on teaching resources they are using, for this column.

Galin, Müge

*Turkish Sampler:*

*Writings for All Readers*, Indiana University Turkish Series VII. Bloomington, Indiana 1989. 356 pages, maps and photos.

Since the reader edited by Richard Chambers and Gülay Kut, this is the first one available in the United States for English speakers who wish to learn Turkish. In contrast to its predecessor—which did yeoman service but was rather difficult for the second-year level—all the selections are literary, with the exception of several memoirs by literary figures. Müge Galin has classified them into four levels of difficulty and has added some explanatory notes. She has chosen to relegate all vocabulary to a glossary.

There are 226 pages of poems, Hoca stories, and fragments from novels and plays, including part of a Karagöz play and some lines from one by the contemporary writer Adalet Ağaoğlu. Although Yunus Emre and Karacaoğlu are included, the focus is on modern works including the 1980s.

First, let me say that any teacher of Turkish will be grateful for this attractively presented volume. It is an easy adjustment to make one's own determinations about level of difficulty and skip around. I, for one, would not want to serve up part of a Karagöz play for my first Turkish literary meal. It seems too far removed from contemporary concerns and, apart from the difficult and low-frequency vocabulary, requires the total play with its live imitation of accents to compensate for the inevitable loss of nuance to a foreigner. The poems by Orhan Veli would make an easier starting point. Their vocabulary and situations are familiar. For reasons of syntactic difficulty, the Hoca stories as presented also do not seem to belong under *çok kolay* as advertised. They could be written more simply by the editor (no source is given for them), or they could be introduced in a more advanced section. Also, the first Hoca stories a student of Turkish culture needs are those with punch lines that have entered the lan-

guage as frequently cited commonplaces, which only need to be uttered for their hearers to recall the entire anecdote and its relevance to the current conversation, but which leave the outsider baffled.

Liberal use of poetry at an early stage has the great advantage of giving the work as a whole, and a work that repays the kind of close attention required at that point in language acquisition. The "questions on the text" could be less literal and could benefit from looking at the work done for ESL and European languages. For example, one can ask about marches and parades, and about individual experience, rather than "*dağ başında ne var?*" (p. 10) The individual teacher can expand these sections or replace them easily. Certainly the poem "*Dilek*" by Cevdet Kudret would give any feminist a field day. After enumerating *ev, halım, pencereleirim* under the rubric *benim öz malım olsa!* he adds *içinde bir kadın, bu kadın benim karım olsa!* The editor has skirted the issue by asking only, "*şair bu hayattan ne bekliyor?*" and "*Sizin dileğiniz nedir?*" Often the questions on the text are either too easy (requiring only a yes or no answer) or too general and open-ended for a first or second year student ("*Seçtiğiniz bir şiiri anlatınız.*") Again, the individual teacher can substitute or expand.

One must also watch out for awkward and un-English renditions in the explanations of such story-telling devices as the rhetorical question probably best rendered as "Wouldn't you know." (An example is "*Derken Hoca eşeginden düşmesin mi?*" translated as "What should he suddenly do but fall off his donkey?" p. 19.) Similarly, under "Notes (see glossary for literal definitions)" we get "He is not a wealthy man that he should (be able to) replace it" as the nonliteral translation of "*Varlıklı bir kimse değil ki yerine yenisini alsın.*" Something like, "He's not wealthy enough to be able to buy another one," or, "He's not so wealthy that he can buy another one" might help the student toward understanding that Turkish is not untranslatable!

Is it carping to mention that Adalet Ağaoğlu was never the director of TRT and that it is hard to find much similarity between her and Beckett? A longer selection from Ağaoğlu's *Evcilik Oyunu* would reveal that the play is a slashing attack

on the hypocrisy of sexual morality in contemporary Turkey. It is "absurdist" not in its style, only in that Ağaoğlu finds the sexual morality absurd. This play is well within the reach of intermediate level students, and can be given in its entirety.

Müge Galin has given her reader the title of *Turkish Sampler*, and her far-ranging choices will stimulate further reading and additional selections from a rich and timely as well as timeless literature. The book is a substantial contribution which will make teaching Turkish pleasanter and easier.

Ellen W. Ervin  
New York City

## Review of *Türkçe Öğreniyoruz*

### A. Publication Information:

1. Author(s):

Mehmet Hengirmen & Nurettin Koç (Book I)  
Mehmet Hengirmen & Nurettin Koç (Book II)  
Mehmet Hengirmen (Book III)

2. Title: *Türkçe Öğreniyoruz* I, II, III

3. Place of Publication: Maltepe, Ankara

4. Publisher: Engin Yayınevi

5. Publication Date: 1983

6. Language: Turkish

7. Level of Instruction (Student Population)

*Türkçe Öğreniyoruz* series is designed for beginning, intermediate and advanced non-native speakers of Turkish. These books are most probably designed for international students studying at different universities in Turkey. These students could be from Nigeria, Saudi Arabia, Iran or Iraq.

Language programs for children of guest workers in Germany and other language institutions could find these books suitable for their purposes also.

8. Edition: First Edition

9. ISBN#: Not available

10. Components:

(Ancillary Materials; Consumables; Media)

There are three audio tapes for each book, 60X3= 180 minutes. Translation books (Anahtar Kitaplar I, II, III) which contain translations of words and sentences illustrating the grammatical point being taught in each lesson provide learners with another set of books along with the main three texts. Slides of the photos used in the books are also available. Also, there are video cassettes that contain grammar explanations and pattern drills for the three books. The quality of the audio-tapes is not very good. Although they were prepared by professional speakers, they do not sound very realistic, but rather mechanical.

11. Comments: *Türkçe Öğreniyoruz* I, II, III could be considered providing an innovative (not traditional) step in teaching Turkish. Most Turkish language text books written before 1980 or even in the early 80s used the grammar translation approach, and they were pretty dull. However, this series provides the learner with realistic, contextualized dialogues; these are authentic spoken Turkish rather than textbook type dialogues. Each chapter starts with a dialogue (in book III there are mostly lengthy texts) and proceeds with grammar explanations and exercises. Grammar explanations do not go beyond just giving examples. There are plenty of mechanical or repetitive grammar exercises. All three books contain colorful pictures depicting different parts of the country. Black and white photographs next to dialogues help the learner to understand what is going on in the dialogues and they could be used functionally for speaking activities. These books are also full of cartoons which give examples of Turkish humor. There are also some poems by 20th century poets.

## B. Physical Properties

### 1. Aesthetic Appeal

Pleasing 4 3 2 1 Unpleasing

*Comments:* Overall there are many pictures all through the series. At the end of each book there are 22 colorful photographs showing different parts of the country. Among these photos there are some that show examples of traditional Turkish arts, such as kilims, carpets and traditional copper tea kettles. Besides these, there are black and white photos next to dialogues in order to illustrate scenes about these texts. These are functional tools which can be useful for both the learner and the teacher in a classroom situation. Further there are cartoons which usually illustrate in a humorous way a grammatical point explained in that unit.

### 2. Durability

Sturdy 4 3 2 1 Flimsy

*Comments:* These are not hard bound books, but well-bound paperbacks. The kind of paper used is fine also.

### 3. Print Quality

Legible 4 3 2 1 Illegible

*Comments:* The size of the print is neither very small nor very big, and suitable for the potential audience (adult learners). The directions and examples are presented in bold-face print. The examples are given in boxes in order not to confuse them with the actual grammar exercise items.

### 4. Layout (e.g., print, pictures)

Clear 4 3 2 1 Unclear

*Comments:* The size of the prints is suitable for the age and level of students. The headings are printed in boldface. Directions are always given in the target language. The examples are given in a box with dark background. There is enough space for students who would like to do the exercises in their books. Vowel harmony which is an important concept in Turkish is explained through charts wherever it appears. There are both photos and cartoons. The photos are functional :they could be a good source of gestures that Turkish people use in their daily conversation. On the other hand, cartoons mainly provide humour and serve to illustrate

a grammatical point.

### 5. Size of Book

Comfortable 4 3 2 1 Uncomfortable

*Comments:* The size of the book is 6" X 8,5". It has normal thickness and is not heavy at all. Each book has the same dimensions. The second and the third books are a little bit thicker than the first one.

## C. Content

### 1. Approaches

(1 indicates most used; where the method is not used, space is left blank.)

Audio-lingual	1
Cognitive Code-Learning	2
Grammar-Translation	
Direct	3
Communicative	5
(pictures bring communicative approach)	
Functional-National	
Proficiency-Based	
Comprehension-Based	4
Suggestopedia	
Total Physical Response	
Other	

*Comments:* These books contain dialogues or texts to read on daily topics which are followed by pattern drills. In this respect, they seem very repetitive and mechanical. These drills are most of the time very structural, but some permit learner-based answers. However, most of the time students are provided with questions to give answers. Some examples of drills are: making sentences negative or converting affirmative sentences into questions, putting several words into a correct order to form a statement, etc.

Exercises mostly require written work, but they can be used as oral work also. There is no discussion or analysis of

grammar. There are very few comprehension based exercises where students are asked to study a given material and give answers depending on their understanding. For example, there is one exercise where students are asked to read a train schedule and answer the questions in the following exercise.

2. Modalities and Learning Components

(Au stands for Authenticity, Ac Accuracy, and Ap for Appropriateness)

Component	Au	Ac	Ap
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LISTENING ( 55 %)

I. Dialogues	4	4	4
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II. Listening Activities 4	4	4	
(Materials):			
pattern drills	4	4	4

III. Phonetic Exercises

*Comments:* Pattern drills constitute the listening activities. Each dialogue and text has been read on a tape. Just listening to them without working on pronunciation of different sounds special to Turkish can be a disadvantage for the beginning learner. However, sentence level repetition and pronunciation drills could be created by the teachers. There are no phonetic exercises.

SPEAKING ( 5 %)

I. Dialogues	4	4	4
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II. Speaking Activities:			
pattern drills	4	4	4

*Comments:* Students can provide answers to the drills either orally or in written form. Besides these grammar drills, there are some comprehension questions after dialogues or text. These can also be done both orally and in writing. Unfortunately, there are no communicative, proficiency oriented speaking activities. There could have been open-ended speaking activities where students communicate their ideas by using the expressions introduced in each unit. In these books language practice is emphasized over language usage.

READING (30 %)

I. Reading Activities

(Materials):	4	4	4
comprehension ques.	4	4	4
vocabulary exercises	4	4	4

(creating nouns by adding suffixes to verbs)

*Comments:* There are occasional comprehension questions in the first and second books after dialogues or short paragraphs. Although the third book contains longer reading passages, there are no exercises that follow them. There are some vocabulary exercises on word formation and suffixes. These seem very mechanical and grammar oriented as are the other drills.

There should be opportunity for learners to come up with their own questions or true-false statements in the exercises in these books. Students could be divided into groups and each group could come up with questions about the content of the reading/listening texts. True and false statements from students can be used in the same interactive way. In this way there could be some kind of interaction between the students and the teacher. The third book which is more for high intermediate and advanced students, could benefit from these suggestions.

WRITING ( 5 %)

I. Writing Activities:

answers to grammar drills	4	4	4
answers to comprehension qs.	4	4	4

*Comments:* There is no variety of writing activities for learners in these texts. Writing answers for the pattern drills and comprehension questions are the only two kinds of writing exercises. A variety of topics is covered in these books. A visit to a grocery store, hospital, ordering food at a restaurant are some examples. There is appropriate content in these books to do more functional and meaningful writing activities. There is no progressive development in the writing activities. There should have been activities for students to practice how to write informal letters, recipes, paragraphs or different kinds of essays. Overall the activities in the book

emphasize listening and speaking (only through drills) rather than writing.

CULTURE (5%)           4       4       4

I. Culture Notes

Explanations (There are no cultural notes or explanations)

II. Culture Activities

Pictures	4	4	4
Reading passages	4	4	4
Topics of dialogues	3	4	4

*Comments:* There are neither cultural notes nor explanations. Photographs and pictures might give some ideas about the Turkish culture. Some pictures give examples of traditional Turkish handcrafts, and scenes from the Ottoman period. The texts in the third book contain a lot of information about the historical background of Turkey. There are also some examples of Turkish humor in the form of short stories, for example Nasrettin Hoca stories.

ALL

I. Vocabulary           4       4       4

II. Vocabulary Exercises (There are none)

III. Grammar Explanations (There are very few)

IV. Visuals           4       4       4

*Comments:* In the third book there are some exercises on noun formation using suffixes. There are no dictionary exercises. Guessing meaning of words out of context is discouraged. Instead, in the translation books of each text book Turkish words and grammatical suffixes or sentences showing the grammatical point for that unit are translated into English. These books serve both as bilingual dictionaries and grammar translation books.

3. Cultural Representation

(a) Geographical Representation in Language  
Accurate 4 3 2 1 Inaccurate

(b) Geographical Representation in Culture  
Accurate 4 3 2 1 Inaccurate

(c) Current Use of Language  
Current 4 3 2 1 Outmoded

(d) Current Aspects of Culture  
Recent 4 3 2 1 Historical

(e) Representation of Age Differences  
Equal 4 3 2 1 Unequal

(f) Representation of Both Sexes  
equal 4 3 2 1 Unequal

(g) Ethnic Representation Within Culture  
Accurate 4 3 2 1 Inaccurate

(h) Socio-Economic Representation Within Culture  
Accurate 4 3 2 1 Inaccurate

(i) Political Representation in Culture  
Accurate 4 3 2 1 Inaccurate

(j) Occupational Representation Among Speakers  
Accurate 4 3 2 1 Inaccurate

*Comments:* These books represent mainstream, middle class culture of Turkey. There are a variety of professions introduced in the dialogues (a teacher, a physician, a government officer, a waiter, etc.) Occasionally, international students are present in dialogues. The choice of topics of conversation or dialogues is pertaining to their everyday survival needs. The type of Turkish being used in the books is an example of standard Turkey Turkish that an educated person would use in daily interaction.

4. Estimated Percentage of Activities Which Are:

100 % Learning (Skill-getting; where learner uses activity for language learning)

0 % Communicative (Skill-using; where learner uses language to communicate for own purposes.)

*Comments:* The activities are mechanical, repetitive drills. Students almost all the time know the content of the answers they are expected to give. They either listen to the conversations or give answers to the drills following the dialogues or reading/listening to passages.

5. Use of Target, Native, and Both Languages

(TL indicates Target Language, N Native Language, and B Both Languages)

Use	% T	% N	% B
a) In grammar explanations	100		
b) In directions	100		
c) In cultural notes			
d) In glossaries	50	50	
e) As exercise translations	100		

*Comments:* These books do not use too many directions, instead several examples are provided in order to explain a grammatical structure. Whenever there are directions they are given in the target language. The first book of the series has 18 different translation books.

6. Rate Aspects of Grammar Presentation, If Such Presentation Is Present in the Material

a) Accurate	4	3	2	1	Inaccurate
b) Clear	4	3	2	1	Unclear
c) Concise	4	3	2	1	Vague
d) Appropriate	4	3	2	1	Inappropriate

*Comments:* *Türkçe Öğreniyoruz* I, II, III do not provide the learner with detailed and lengthy grammar explanations.

Sometimes subject conjugations are given in charts. Whenever there is a need for grammar explanation which is related to the vowel harmony in Turkish that is laid out very explicitly and clearly.

Since there is an emphasis on the audio-lingual approach throughout the series, grammar presentations are not used systematically, and if they are used, it is in the form of examples for students to read and repeat.

7. Rate Aspects of the Organization of the Material ( 4 being most; 1 being least; NA=not applicable)

a) Clarity of directions	4	3	2	1	NA
b) Adequacy of review activities	4	3	2	1	NA
c) Systematic reintroduction of material	4	3	2	1	NA
d) Integration of grammar and vocabulary into language use	4	3	2	1	NA
e) Integration of visuals with activities	4	3	2	1	NA
f) Integration of activities and content	4	3	2	1	NA
g) Thematic integration of skills within units	4	3	2	1	NA
h) Adequacy of pronunciation activities	4	3	2	1	NA
i) Adequacy of preparation before tasks	4	3	2	1	NA
j) Progression of steps toward accomplishment of a task	4	3	2	1	NA

*Comments:* The organization of the dialogues are from very simple to complex. In the first book there are simple dialogues that a learner would need to carry on a daily conversation. Gradually the dialogues get longer, and more complicated structures are introduced. In the third book there are mostly reading/listening passages about important historical and touristic places in Turkey.

In the first two books the main tenses are covered and in

the third book there is expansion on these tenses (for example, past form of present tense: *gelir-gelirdi*). Thus, there is progression from the essential tenses to variation of these tenses. However, there is no review of the previous tenses when an expansion on the same tense is given.

#### 8. Specific Features Liked and/or Disliked About the Material.

##### LIKED

- \* Pictures in the book could be useful for the instructor in explaining the vocabulary. There are also several pictures at the end of each book to give an idea of what the country looks like.
- \* Students get plenty of mechanical practice of the structures in a unit.
- \* The content of the dialogues and reading/listening passages is relevant for the purposes of most learners. There is a variety of topics covered (introductions, reserving a room, ordering food, an appointment with a physician, etc.) The reading passages are also interesting and cover universal topics, such as world peace as well as dealing with historical aspects of Turkey which give a lot of information about the target culture.

##### DISLIKED

- \* There is no opportunity to use the language for in communicative ways. The books lack communicative activities in every modality.
- \* They contain very mechanical and structural grammar drills.
- \* There is no teacher's manual.
- \* Although an audio-lingual approach is used there are no phonetic exercises that show the difference in pronunciation of various sounds.

- \* The dialogues are not acted out in a realistic setting. There are no realistic background acoustics.

Overall, I would recommend *Türkçe Öğre-niyoruz* with some modifications—more communicative activities and some other meaningful context—for high beginning students.

Deniz Gökçora  
University of Minnesota  
Second Languages and Cultures Education

## 10. New Teaching and Learning Aids and Resources

*Note:* Any member who is interested in reviewing the following books for the Newsletter is urged to contact the Secretary.

- \* *Turkish in Three Months*, Bengisu Rona. Hugo's Language Books Ltd. 1989. 206 pages, four audio-cassettes.

This recent publication appears to be yet another grammar-driven, concise introduction to Turkish in 18 lessons. Although the author indicates that it is primarily intended for self-study, she suggests that it could also serve as a textbook in class.

- \* *Adım Adım Türkçe, I*, Belgin Çamlı, Üniversiteler Kültür ve Eğitim Vakfı, İstanbul 1989. 355 pages.

[The following is excerpted from the author's Preface.]

This book was prepared to teach the Turkish language to native speakers of English. Although

a native Turkish speaker's help is always invaluable, this text is designed to be self-teaching with a great number of drills.

The vocabulary, the drills and the readings are based on common Turkish words, terms and expressions. The book does not go into complicated forms or unnecessary details. The vocabulary and the sentence construction in the drills and in the readings exemplify good spoken Turkish with enough necessary grammar. The difficult, infrequently used grammatical forms and rarely used words are not stated.

. . . As the reader progresses he/she will discover that the drills do not cover only the specific grammar point in that particular unit, but those in former units as well. In this way the reader always has the chance to review former grammar points.

. . . Readings in the book are selected from daily life in Turkey. They inform the reader about the country, shopping, communicating with people, and with Turkish customs.

The author taught for nine years at the Turkish American University Association in Istanbul. She is currently giving Turkish language courses at the Turkish Center in Manhattan sponsored by the Turkish-American Islamic Cultural Center. The classes are held in the evenings and meet twice a week for ten weeks.

Mrs. Çamlı, who also gives private lessons, can be reached at  
39-20 47th Street, Sunnyside, NY 11104.

**\* Turkish Culture for Americans** Hasan Dindi *et al.* Boulder, CO: International Concepts, 1989. viii, and 180 pages.

Seventy-three made-up but common incidents of Turkish-American interaction are presented with four or five explanations or interpretations following each for the reader

to choose the one which best answers what about Turkish culture, relationships, manners, etc. is being represented. This makes the book like an entertaining and also informative game. What it lacks in systematic introduction to Turkish culture, it makes up for in engaging the reader and getting the reader to think about living in Turkey in a more active way than many other titles aimed at increasing intercultural awareness.

The incidents—"Cultural Episodes" they are called—are grouped into primary concerns and circumstances, such as Invitations, In the Workplace, In Public, Traveling, and Adjustment. The episodes within these larger categories are also named, such as Clearing the Air, Sightseeing in Istanbul, Other People's Kids, etc. Following each scenario are short comments from the four authors (two Turks and two Americans) on the choices, noting how each one applies to the scenario. Short introductory chapters supply an overview of Turkish culture and point out general differences between American and Turkish culture.

[The Small Press Book Review, July/August 1990]

#### **\* Sentences and Grammar Drills: Teaching Aids in the Making**

Walter Feldman, University of Pennsylvania, reports that he has been creating sample Turkish sentences and grammar drills with the help of his Turkish teaching assistants. This year, the project has received funding, and is expanding to include Güliz Kuruoglu and Dan Stilo as consultants. The resulting materials will be available to teachers of Turkish.

Watch for more on the project in the next Newsletter.

## 11. Reports and Concerns from the Field

### The Future of Turkish Literary Studies and Proficiency

#### A Different Set of Guidelines

In the Spring 1990 issue of the AATT Newsletter, Walter Andrews urged us to consider carefully the effects of the proficiency movement as it enters the Turkish field. I couldn't agree more that we must control its impact by making clear to "Washington, private granting agencies, and our colleagues in language teaching that the case of L[ess] C[ommonly] T[aught] languages is different..."<sup>6</sup> I offer the opinion of a newcomer to the discussion.

The proficiency-based method derives much of its glamour from popular trends in education policy in the U.S., and its momentum from broader response to a proverbial crisis in the humanities taking place within the context of a proverbial crisis in education. Andrews warns that our traditional "low-cost/high return" strategy, which thriftily assigns language and literature teaching to one faculty, will be strained to bankruptcy by the special training proficiency requires, at the expense of literary and cultural studies.

Proficiency method demands that the teacher, rather than the student, be held responsible for statistically verifiable results of language instruction. This demand alone is revolutionary, and while it may humanize treatment of students on a mass scale non-existent in our field, surely it dehumanizes treatment of our double professional as it swings to its labor-intensive extreme. The Turkish components of Near and

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<sup>6</sup> Andrews, Walter G. "Proficiency Based Teaching: The Shrinking of Turkish Studies and the Death of Turkish Literature," *American Association of Teachers of Turkish Newsletter*, No. 7 (Spring 1990), pp. 17-19.

Middle East Etc. departments have traditionally been low man on the budget totem pole, and I agree with Andrews that under these circumstances our lack of strategic response to the proficiency movement could "add up to a future in which the number of programs in Turkish language and literature shrinks to a precious few, in which Turkish language is taught by poorly paid native speaker specialists in support of programs in history and social science, in which the number of specialists in literature in the United States has been reduced to one or two at the most" (18).

The movement would transfer considerable power to university departments of Education. If language instruction require an Education degree, that degree would gain new prestige heretofore denied it. And as the proficiency's know, big-budget "revolutionary" projects command institutional attention; that is to say, they attract funding. Among the most popular of alternative trends in literary studies, some distinctly favor the "different" and demand new forms of professionalism from the humanities scholar. One example of the new and different professional is Henry Louis Gates Jr., the professor of Black Studies at Duke with the six-figure income and well-funded wish list, whose career recently made cover story of The New York Times Sunday Magazine.<sup>7</sup>

Some with closer ties to the European academic inheritance may wince at commodifying strategies adopted by programs in the humanities, but consider how painful it will be if Near and Middle East departments do not survive the decade as institutional home of Turkish literary studies. There has been talk of how opportunities will open up to young professionals in the humanites as senior faculty retire in the the 1990's. But there has also been whispering that the tenure-track positions of retiring faculty in Turkish/Ottoman, if not Turkic, will be retired with them.

Of the students, all Ph.D. candidates, who spoke at The "Other" Turkey: A Graduate Student Conference in Difference and the Turkish in the Literary Arts I directed last

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<sup>7</sup> April 4, 1990.

spring,<sup>6</sup> only one is pursuing a degree awarded by a Middle East university department. This fact suggests something I felt as a graduate student: Near/Middle East departments have been losing students of literature for years. Here is a list of the students' departmental affiliations and the titles of their papers:

Carel Bertram, Art History, University of California at Berkeley/Los Angeles, "*Carsija / Market-Place, Cuprija / Bridge, Kavane / Coffeehouse, Konak / Residency: Perception of Place by Ruler and Ruled in Ottoman Bosnia.*"

John M. Crofoot, Comparative Literature, University of Michigan, "*Batlılaşma* does not mean Westernization."

Mine Ener, History, University of Michigan, "Latife Tekin's *Berci Kristin Çöp Masalları*."

Gönül Erhan, Anthropology, University of Texas at Austin, "Representations of 'The Turk': U.S. Social Memory in the Making."

Sibel Erol, Comparative Literature, University of California at Berkeley, "Reşat Nuri Güntekin's *Çalığışu* : A Search for Personal and National Identity."

Craig Hansen, Sociology, University of Texas at Austin, "The Secularization Paradigm and the Turkish Experience: Some Initial Considerations."

Tracy Maria Lord, Comparative Literature/Liberal Studies (home dept. Judaic and Near Eastern Languages and Literatures), University of California at Berkeley/Ohio State University, "Negotiations of Access to Yusuf Atılgan's *Motherland Hotel*."

Daryo Mizrahi, Anthropology, Columbia University, "Popular Poetics: Discourse on Modernity in Early

Republican Istanbul."

Süha Oğuzertem, Comparative Literature, Indiana University, "Fictions of Narcissism: Metaphysical and Psychosexual Conflicts in the Stories of Ahmet Hamdi Tanpınar."

Caroline Sawyer, Middle Eastern Languages and Cultures, Columbia University, "Nomadic Society and World View in the Kirghiz Oral Epic, *Er Töshtük* ."

Russell Zanca, Anthropology/Harriman Institute, Columbia University, "The New Face of Uzbek Literature: Upstarts Re-Connect To A Fighting Heritage."

This list indicates that the Near/Middle East departments at these universities are providing service courses to literary studies taking place in Anthropology, Art History, Comparative Literature, History, Sociology, and Sovietology, rather than providing the major institutional site for Turkish literary studies themselves. This trend has been some decades in the making, and it impoverishes our departments intellectually and financially. The proficiency movement favors and compounds the drain by appropriating language instruction to Education degree graduates who are not concerned with literary studies. Faced with the choice between a well-funded "language person" in a terminal position and a tenure-track professor of literature with a few graduate students, whom will our departments choose?

Why are these students not candidates for the Ph.D. in our departments? A spectacularly obsolete feature of Middle East departments is the role there forced upon Literature of handmaiden to History. Disciplines of political science, history, economics, and to some extent folklore and linguistics, have been valued, and literary studies undervalued, in academic departments housing Turkic languages in the United States. Study of Ottoman poetry, in particular, has been discouraged by a British Orientalist—blended with a Turkish republican—legacy received in this country.

A reason often given for low enrollments in Turkish is that Americans are provincial and just not interested in far-

<sup>6</sup> The conference was held at The Ohio State University on May 5 and 6 1990, with the assistance of doctoral candidate Tracy Lord. The conference papers will be published in special sections of the fall 1990 and spring 1991 issues of the *Turkish Studies Association Bulletin*.

away places. Yet even the newspapers of small cities in the U.S. regularly feature stories about the Middle East; TV news, almost daily. There is no lack of curiosity about far-away places in the U.S., on the contrary Americans have a peculiar habit of going questing to the unknown. I suggest that droves of freshman take French, for example, not because they've heard it's "easy" or took it in high school, but because French culture is assigned an attractive image, and French literature, both snob and sex appeal - which academic programs and publishers consciously exploit and reproduce. It may be that the cause of low enrollments in Turkish is the low-profile and colorless image projected by many Near and Middle Eastern Etc. departments in which it is housed—itsself a product of a certain tradition.

Image and appeal are products of discourse, as is "The Middle East" itself; Edward Said pointed out the well-known fact a decade ago. If knowledge of things Turkish/Ottoman/Turkic is to be recognized as a discipline in the present climate, it will be because it is identified in an intellectually legitimate way.

There are many different kinds of efforts which can contribute to such identification. An example of a forum for our participation in literary-critical debates shared by the rest of the literature programs at our universities is that of "minority discourse,"<sup>9</sup> which has recently moved from the national to the international arena.<sup>10</sup> Our materials offer sources for re-articulation and redefinition of such debates. Poetics, genre, rhetoric, medieval sign theory, modernism, postmodernism, and feminism are a few of the categories we transform—and could even lead—by our intervention.

Language teachers can remove Ottoman-bashing from all

<sup>9</sup> Such a project has been undertaken in Modern Greek Studies. See Vassilis Lambropoulos, "Modern Greek Studies at the Crossroads: The Paradigm Shift from Empiricism to Skepticism," *Journal of Modern Greek Studies* (Vol. 7 1989:1-39), and the "Introduction" of Gregory Jusdanis, Guest Editor of the journal's special issue on minority discourse, and his paper "The Importance of Being Minor," *JMGS* (Vol. 8, No. 1 1990:1-33).

<sup>10</sup> Gates's "Global Literacy Project," a response to the "Cultural Literacy" of Hirsch, is one forum of debate.

levels of instruction, including the first-year language classroom. A basic course in language, proficiency-based or no, which excoriates Turkish words of Arabic and Persian origin while referring to Ottoman literature as "old," favoring study of a small island of recent literary production in a vast sea of the discarded, has no intellectually defensible place today in any university. Such instruction produces students sufficiently brainwashed by exile-mentality ideology obsolete at its point of origin to remain merely confused.

Critical reflection upon discourses of language reform and other-ising of the past, recuperation of Ottoman literary and intellectual traditions—these projects offer exciting intellectual opportunities for which the proficiency with an Education degree lacks preparation. They require reflection upon the master narratives of the fields of Turkish studies.

The students who responded to the call for papers of The "Other" Turkey: A Graduate Student Conference in Difference and the Turkish in the Literary Arts form a group representative of a new generation of scholars of literary and cultural studies working in Turkish/Ottoman/Turkic fields. One of their hallmarks is variety and versatility in interdisciplinary approach. Another is their creative involvement with contemporary critical theory. All participate in debates now taking place within and between disciplines and culture-specific areas of scholarship.

They have been forced, for lack of institutional support, to develop original strategies for bridging disciplines, not to mention accommodating the extra course work and research which difficulty of access to their special materials demands, often without aid of guidance by an appropriate advisor (a specialist in a tenure-track, having the knowledge and clout to direct and support their developing careers). Their work is evidence that theoretical articulation alternative to traditional undervaluing of literature is underway in Turkish studies in the United States at the graduate level. Ironically, Turkish literary studies are alive and well, with or without our participation.

Exchange of theoretical articulations between disciplines is an exciting feature of our present intellectual scene, and of-

fers opportunities to professionals in Turkish studies fields in particular. Materials not long ago considered proper to literary criticism—fiction, for example—have been explored as sources of anthropological, art historical, military/socio-historical, political-scientific, and sociological enquiry. Literary criticism has appropriated materials once considered beyond its scope, such as philosophical, historical, and journalistic writing. Theoretical articulations imported from the social sciences have been revised in literary-critical and comparative literature fields, thence imported by the social sciences in turn. In this moment of disciplinary flux, an interdisciplinary perspective unique to Turkish studies can be articulated.

Departmental patterning in U.S. universities remains, at present, favorable to language-specific literature departments. At the moment I notice no strong trend towards culture-specific history or social-science departments which could provide a viable alternative institutional home for Turkish literary studies. Literary criticism has served in recent decades as a kind of interdisciplinary crossroads where terminologies of the social sciences have been revised for the purposes of analysing metaphorically conceived "texts," as well as writing in the literal sense. There is freedom in this atmosphere to offer original perspectives, and a wide latitude of tolerance for varieties of style, in approaches to "different" materials more creatively self-reflexive than the merely evaluative. Institutionally, this opportunity resides in language-specific departments where literary and cultural studies are encouraged.

If sufficient funding were marshalled, it would be possible to set up one center or institute, such as exist in Europe, though there following the pattern of politico-"modern" studies - but just one. The immediate future of Turkish literary studies will depend on whether or not the departments in which Turkish is now housed exploit present circumstances to promote literary studies.

Success will require a more aggressive administrative stance; it's the big-budget "revolutionary" projects that attract followers. The departmental chairman plays a crucial role here. The opportunity to contribute insights gained by working with our specific materials to broader articulations of

knowledge currently underway may be grasped so as to attract students from other language-specific programs which offer less opportunity for original research, thereby justifying funding, etc. The interdisciplinary Graduate Theory Group at Ohio State has been sufficiently interested in Turkish and Ottoman literary studies to provide funding for visiting speakers. Its director, Susan Ritchie, a doctoral candidate in English, acted as "roving respondent" at The Conference in Difference, offering an outsider's literary-critical comment to all of the papers.<sup>11</sup> Graduate seminars and colloquia with syllabi assigning Turkish titles in translation, titled and advertised to appeal to the interdisciplinary-minded student, may be offered.

Guidelines for promotion and tenure may be revised to include fine literary translation as a primary category of evaluation, and innovative presses may be helped to piece together funding paying translators to speed appearance of titles from Turkish on the new world literature syllabi. Mahfouz's Nobel Prize brings all translation of Middle Eastern literature up to the Simon and Schuster level. If we can attract significant enrollment, we can cut a deal for two tenure-track faculty instead of one.

Turkish-American communities may be encouraged to combat grievous popular imagery and take command of the means of representation by establishing university chairs and scholarships in Turkic literatures. The Assembly of Turkish American Associations has an organizational structure in place ready to disseminate ideas and direction. Immigrant communities have exploited these strategies before; university departments of Hebrew and Modern Greek, for example, have been established with community support.

Scholars may place themselves firmly as critics in the American context by engaging in deconstruction of literary, film, and media representations of Turkish people. Lobbying

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<sup>11</sup> Contacts between the Theory Group and the Turkish program have also brought students from the group to attend occasional lectures offered by the Turkish program. This in turn has led to incorporation of Turkish titles in translation on Comparative Literature syllabi of courses the theory students teach as T.A's.

Washington in opposition to individual propaganda items is all very well, but the power of American *inkiraz* -mentality narratives such as "Midnight Express" has proved most pervasive.

Those who have for years been doing these things I recommend, and many more I haven't thought of, should be rewarded with the kind of official recognition which enhances the effects of their efforts. We can concentrate on sending a generation of scholars of literary studies, competitive because they are professionally competent to debate curricular revision and articulate original perspectives on literary and cultural studies as well as engage in knowledge of Turkish, to market. A senior colleague recently remarked to me that considering the state of literary studies in Middle East departments, the best advice one can give a student who wants to specialize in Middle Eastern literature is that he or she take a degree in Comparative Literature.

However arguably beneficial that advice might be for the student's short term, one should consider how competitive a Ph.D. graduate in Anthropology, Art History, Comparative Literature, or Sociology, who specializes in Turkish, will be in the academic job market over the next five years. If a search committee receives his or her application in a stack including specialists in, for example, Latin American or Eastern European things, is the Turkish specialist likely to get the job? If not, it is because no sufficiently strong institutional site has been established for Turkish studies. If Turkish studies are not competitive, neither is their specialist.

Becoming competitive will also require a more public airing of professional self-reflection. There is a certain gentlemanly tone to our field, which is admirable. At the same time, spirited polemic is a vital sign, and we lack a tradition of polemical debate. Without such a tradition we founder when required to re-group, in solidarity, for our best interests. In a recent book review, James Stewart-Robinson remarked: "Teachers of Turkish, like many of the teachers of foreign languages have a tendency to dismiss or be overly-critical..."<sup>12</sup> I suggest it is not just teachers of Turkish who may be so de-

scribed, but members of broader Middle Eastern fields in general who, seeking acceptance, internalize the structures of authority by which they are marginalized.

At this moment when new personnel positions in Turkish/ Ottoman/ Turkic are being created, the major challenge is to articulate an institutional space for Turkish studies such that the disciplines with which the conference students are affiliated provide service courses to us, not we to them. The new positions could be filled with this project in mind. Are they?

Victoria Rowe Holbrook  
The Ohio State University

## 12. Ve Saire

As has already been mentioned in this column in the last Newsletter, we encourage again our members to participate in national conferences on any aspect of 'modern languages' by presenting papers germane to both Turkish Studies and the particular forum. AATT stands by its offer to help with expenses for presentation of accepted papers to scholarly conferences.

**Breakfast Meeting at MESA.** As in the past, there will again be an open 'breakfast brainstorming session'. Time and place will be posted on the MESA Bulletin Board.

**Student Surveys** will be sent in December. Please fill in and return the form promptly.

And, last but NOT least, it is time to renew your membership. Renewal forms for 1990-1991 have been included in this mailing. Again, please be prompt. Do remember that repeated calls for payment only add to our operating expenses rather needlessly.

September 1990  
Erika H. Gilson

<sup>12</sup> AATT Newsletter, Spring 1990, pp. 15-16.

**AAATT American Association of Teachers of Turkish**

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