

**\*\* Please note INTERACT '88 (4) \*\***

**\*\* Funding Announcements (7) \*\***

## SUMMARY OF ACTIVITIES

### 1. Annual Meeting.

The second Annual Meeting of AATT was held in Baltimore during the MESA conference on November 14, 1987. The meeting began at 8:30 p.m. and lasted until we were asked to leave the room at 10:45 p.m. There were 16 members in attendance in addition to 4 guests, three of whom applied for membership at the end of the meeting.

President K. Burrill presided over the meeting which closely followed the agenda mailed out to the membership.

*Treasurer's Report.* The Treasurer reported on the fiscal year ending June 30, 1987. The Association started its second full year with \$534.35 and had an income of \$3,929.41, yielding a total of \$4,463.76. This figure is made up mainly of income from grants and institutional membership dues in the supporting and sustaining categories.

The expenditures amounted to \$2,768.67. The Vocabulary Project did go over the amount granted by ITS by \$172.66, costing a total of \$672.66. The Survey Project expenses as of September 1987 were \$753.64. The Project is not yet completed, with the remainder of the ITS grant still available.

Cash on hand as of October 30, 1987 amounted to \$3,341.15. K. Burrill pointed out that it was mainly due to the safety net afforded by the Matching Funds Grant by ITS that the Association is currently able to carry on without apparent monetary hardship. As noted further down under Fundraising, the President stressed that we must get more institutional support on a regular basis as we can not depend on matching grants indefinitely.

### *Report on Projects Completed:*

*The Wordlist.* E. Gilson reported that the 'provisional' list was mailed out to the membership accompanied by a letter asking for input and suggestions. There were five responses in all, some concerned with how such a list could be of benefit. The floor was opened and there followed a lengthy discussion: questioned

were the sources for the list, and what the content actually signified. It was stressed that this list is 'provisional' only: it is but a beginning, incorporating all currently used elementary teaching materials for Turkish until such time that a true frequency-based basic list can be culled from a large Turkish language data base.

At present, according to D. Chambers, the list could aid immediately in the preparation of the Bogaziçi tests by providing a common base, the absolute minimum that students can be expected to have acquired. Acknowledging that the list does not take into consideration second year students, J. Stewart-Robinson wanted to know how further vocabulary could be obtained, and to what degree the Bogaziçi Program could provide data in this respect.

As an example of how the Wordlist might be utilized, E. Gilson next drew attention to the response from R. Jaeckel which was a draft of a vocabulary teaching supplement incorporating the provisional wordlist. K. Burrill suggested that perhaps a small group could carefully review Jaeckel's draft and offer suggestions to encourage speedy completion of such a teaching aid. Upon the question by S. Oezel as to why the matter was being discussed without an agreement on a wordlist, W. Andrews made the move that the Provisional Wordlist be accepted with the proviso that it can be altered and amended. This was seconded by G. Kuruoglu, and accepted by the membership present.

U. Schamiloglu pointed out that the same issues regarding the teaching of Turkish faced colleagues overseas and suggested that there might be full cooperation and coordination of efforts with teachers of Turkish in Europe and Turkey. Discussion again turned to the expansion of the Wordlist to accommodate second year students and to increase its validity by including authentic dialogues such as the ones transcribed by G. Kuruoğlu. It was resolved, however, that the list stand as approved before, until such time when with the development of proficiency guidelines and a better understanding what 'competency-based' teaching means for Turkish, meaningful changes can be made.

#### *Projects in Progress:*

*Survey of Teaching Materials* is not completed. E. Ervin was not present at the meeting, but sent word that she is still looking for membership input.

The Committee for *Computing in Turkish* met for the first time in Baltimore prior to the Annual Meeting. One member, G. Bayerle who was in Turkey during the fall semester, was asked to look into the existing situation there regarding ASCII codes and keyboard configurations in use, while the others were asked to collect information regarding usage and preferences among colleagues. The full committee is scheduled to meet in January.

The *Proposal for Proficiency Guidelines* is to be submitted again. Middle East Centers will be asked to endorse the AATT proposal. D. Chambers pointed out that this a crucial year for centers as a new round of competition for government funding which runs in three year cycles begins and they are furthermore directed to offer 'competency-based' language teaching in order to be eligible. As there is no single center that has the staff, expertise, money and time to develop proficiency guidelines, the centers need for an organization such as AATT to do the guidelines for them. Supporting AATT's proposal will enable them to claim that they are 'doing something' about proficiency-based teaching.

#### *Membership and Fundraising:*

A draft brochure, prepared to acquaint a wider audience with the goals and efforts of AATT, and stressing the place of Turkish language studies, was passed around for comments and suggestions. G. Smith wondered whether such a brochure should not be more visually appealing by the addition of graphics and color.

Although it was agreed that such a display would be desirable, AATT could not, at this time, afford the expense involved.

As of October 1987, there were 12 institutional members, 29 faculty, and 6 student members. Although there was one member from overseas, the dues are handled locally, so that a need to discuss special status and/or fees for overseas members has not arisen at present.

W. Andrews urged that local Turkish communities be contacted and their support sought. It was pointed out that there have already been letters mailed by the President, and that perhaps now colleagues locally could follow up.

#### *New Business:*

*Introduction of New Board Member.* E. Gilson next announced the results of the election for a member of the Executive Board to replace Richard Chambers whose one year term had expired. Balloting was conducted by mail, and Walter Andrews was the winning candidate by one vote. Walter Andrews will serve for three years: thus, the makeup of the present Board is as follows:

G. Kuruoğlu	1 year
E. Ervin	2 years
E. Gilson	2 years
W. Andrews	3 years

The President is elected by the Executive Board, and K. Burrill will serve one more year as president.

R. Chamber's last official duty was to form a new Nominating Committee to submit names of two candidates to replace G. Kuruoğlu whose term expires next year. The floor was declared open for nominations and W. Feldman and G. Kuruoğlu were elected to serve with the President on the Nominating Committee.

*Forming of a Project Committee.* E. Gilson suggested that an ad hoc committee be formed to coordinate projects, write proposals, and apply for funding. Many ideas for projects are generated through responses to the questionnaires. And, although lack of proficiency guidelines at present, or a resolution of the issue, does affect further planning, AATT has to start looking beyond the guidelines and begin developing post-guideline strategies.

There followed a very lively discussion regarding further planning and needs, and the suggestion was made by G. Kuruoğlu to have a special meeting while at MESA to which all interested members were invited. It was resolved that a breakfast meeting be held at 6:45 a.m. on November 16, 1987 (see below).

*Summer Program for Teachers of Turkish.* G. Smith, who expressed her disappointment that the feasibility study on a *Teachers' Summer Institute* was not funded, inquired about the results of the Questionnaire II on this matter. E. Gilson did not have the results as yet, as not enough responses were received prior to the Annual Meeting. D. Chambers, who was asked to bring up the subject in most general terms at Boğaziçi during the preceding summer, reported that Boğaziçi would be willing to discuss the possibility of a summer program for teachers of Turkish if there were enough people interested. Once the scope of interest is established, further moves can be planned. D. Chambers also pointed out that language refreshing opportunities already existed through ARIT since teachers are eligible to apply to the Summer Program. G. Smith stressed that the summer program she had in mind for teachers was based on what is already being done for other language teachers, such as the CASA Program in Cairo. It is to be a workshop for teachers, an intensive summer program covering different pedagogical aspects, spoken ability, and grammatical problems to improve in every aspect the teaching of Turkish.

G. Kuruoğlu wondered how one could accommodate ten teachers with ten different needs in such a program. C. Sawyer who had just attended the Bogaziçi Summer Program suggested that, indeed, it would be most useful for teachers from American institutions to be present. D. Chambers, agreeing with Kuruoğlu, mentioned the very disappointing experience at CASA in Cairo of three colleagues, all of whom had totally different expectations and different goals. It was pointed out however, that this might be the case precisely because CASA is for anyone interested in Arabic, and not only for *teachers* of the language. Also questioned was whether there would be sustained interest in such a summer institute, and how many might attend such workshops. There were six hands raised to indicate interest in a summer program. It was stressed that although ITS would not fund a feasibility study, it would be interested in an actual project as would be the Department of Education. The sense of the meeting was to go ahead and investigate further the possibilities of establishing summer programs for teachers of Turkish.

*The Future of Intensive Summer Programs.* The subject of summer schools, the East and West Coast Consortia, were discussed next. Pointing to the lack of students in the West (1 student in '87, 2 in Utah in '86), the future of these programs was questioned, and need for consolidation stressed. The East Coast setting seems to be preferred, and there appeared to be no instance of a student from the East applying to the summer school in the West. Still, the Bogaziçi Program which is less expensive to attend than the programs in the United States clearly attracts many would-be students away. D. Chambers pointed out that ARIT sponsors only students at the advanced level for the Boğaziçi Program, although it could process the application of students who wish to take the lower level Turkish courses at Bogaziçi with independent funds. There are also some ITS fellowships available to students. There was agreement, however, that generally it was not in the student's best interest to take the first year of Turkish in an intensive study program. There is a need to collect and evaluate data on students taking intensive courses, particularly on the performance of students in their home institutions after beginning Turkish in the summer program at Bogaziçi or at Consortia-sponsored programs in the United States.

Considering the problems in overall student enrollment and adequate staffing for summer programs, some colleagues feel very strongly that in order to consolidate resources, such programs should be re-evaluated. U. Schamiloglu asserted, however, that some of those students whose own concentrations make it difficult for them to take beginning language courses during the regular academic year, would not be taking Turkish at all, if it were not offered in the summer. He suggested that the needs of all students as well as teachers should be met by one summer program at one institution (Boğaziçi). Pedagogical workshops could be held for teachers whose presence and participation, according to D. Chambers, would be welcomed by the Turkish teaching staff. Finding faculty every summer does apparently present a hardship at Boğaziçi as well.

As discussion turned to the last item on the Agenda, on *Attracting Students to Turkish*, it was approaching 10:45 p.m. and we were asked to vacate the room. P. Koelle, himself a student, suggested that perhaps more on campus 'advertising' should be taking place, notices posted, ROTC students made aware of the advantages of taking Turkish, etc. K. Burrill commented that for the first time in 30 years, Columbia attempted campus advertising, and, curiously and also for the first time in as long, there was not a single student registering for first year Turkish. There is clearly a need to take up the subject of attracting students to Turkish again in the future.

## 2. Breakfast Meeting at MESA.

As resolved during the Annual Meeting, an informal Breakfast Meeting was held November 16, at 6:45 a.m. Additional tables had to be requested to accommodate the 11 members who presented themselves: K. Burrill, W. Andrews, E. Gilson, G. Kuruoğlu, S. Atiş, W. Feldman, M. Galin, S. Oezel, U. Schamiloglu, G. Smith, and J. Stewart-Robinson. Discussion was continued on Summer Programs, and new projects, as well as the 'proficiency' or 'competency' issue confronting all language teachers at American institutions receiving funding from the Federal Government. It was decided that a panel or workshop on the question should be prepared for the next MESA Conference.

Also as a result of discussions at this meeting, it was decided that a general agreement on grammatical terminology in use for the teaching of Turkish was needed. It was agreed to that a proposal for a small project to accomplish this task would be prepared and submitted to ITS for funding.

As members rushed off to the various 9 a.m. MESA panels, consensus was that it had been a very fruitful session, and that such meetings should be held regularly at the MESA meetings in the future.

## 3. Questionnaire Results.

The responses received to the Questionnaire II have been evaluated and, based on the 56% return, the following conclusions can be drawn:

### Summer Refresher/Skill Maintenance in Turkey:

interested	71%
ideal length	2 to 4 weeks; next preference : 6 or more weeks
will attend	5; if incorporating new teaching methodologies: 10

All who indicated that they could not attend gave research activities or other obligations as their reasons. Only one respondent, a native speaker of Turkish, saw no need for such a program in Turkey.

### Workshops in the US:

interested in new approaches to teaching	65%
interested in new technologies	53%
interested in pedagogical problems	17%
interested in any workshop offered	47%

Again, most who indicated that they could not attend gave research activities or other obligations as their reasons.

The respondents were evenly divided in their preference of workshops in the US vs. summer programs in Turkey.

### 'Ponies' as Teaching Aids:

useful supplementary material	76%
would like to see such readers	71%
interested in a joint effort	41%

Two respondents did not approve of the idea of 'ponies', the comments were that 'such material does not help in classrooms', and that 'presenting the two texts simultaneously does not encourage the learner'.

### Computers:

students owning PCs: only 35% of the respondents answered, the average is thought to be 20%; Macintosh seems to hold a slim edge over IBM and compatibles.

**Networking:**

familiar with 53%;  
no one named the network(s) to which he or she had access.

**Language Data Base:**

interested 71%  
thorough discussion 71%  
take part in planning 29%  
no interest 29%

Only one respondent indicated he could benefit from 'any text/lexicon' in machine-readable form immediately.

**Newsletters:**

will contribute regularly 1  
will contribute once in a while 50%

The following were mentioned as desirable newsletter items:

general sharing of ideas and teaching experiences, information on new teaching materials, availability of visual materials, language courses in the US and Canada, current research on teaching material, reports on activities of members, news of activities of similar organizations, and job, grant, book, and conference announcements and reviews.

**Projects:**

Summer refresher course in Turkey, workshops in US, text editing, proficiency guidelines, collection of on-line Turkish texts, on-line lexicon, collect data on library holdings and specialized collections (on folklore, ethnography, history, literature, etc.) in the US, coordinate new acquisitions.  
by libraries

**4. INTERACT '88.**

An interactive teleconference will be broadcast on  
**Emerging Technologies in Modern Language Instruction**  
May 10, 1988 5:00 to 7:00 PDT.

The teleconference will be hosted by Dr. Wilga Rivers, Dean of Languages at Harvard University and author of numerous books on foreign language teaching, and Dr. Frank Otto, Executive Director of CALICO and producer of interactive audio and video disks for purposes of language instruction.

This first satellite teleconference was designed specifically for language educators. During the two-hour broadcast language laboratories and learning centers in institutions from Boston to Hawaii will be shown. Different types of technologies presently in use for language instruction will be discussed and their cost-effectiveness evaluated. Why new technologies should be used in language teaching, what these should consist of, and how they should be used by language teachers will be at the heart of the presentations. Audience participation will take place via a free 800-number provided by the organizers.

Any institution, library, motel/hotel/home with a satellite dish will be able to receive this broadcast upon site registration for the conference. Any number of people can participate at one site. If you are interested in instructional

technology, contact or have your language lab or foreign language center contact:

Dr. John Ittelson  
Center for Instructional Technology Research  
CSU, Chico, CA 95929-0504  
916 895-5367.

Should your institution not be planning to participate, you could inquire about neighboring institutions which have signed up by calling John Ittelson and ask to attend.

Additional conferences of note *during the summer months* for those interested in developing computer-aided instructional materials are noted below. Further information can be obtained from the AATT Secretary (609 424-2686) or by calling the telephone numbers provided.

**May 26-28, 1988, Omaha, Nebraska.** The Scola Conference, promoting satellite communications for learning, should now be of interest to AATT members as 'live news' programming from Turkey is apparently now included and available. For information: 402 2800-4063.

**June 8-10, 1988, Stamford, Connecticut.** A conference sponsored by the Society for Applied Learning Technology on *Development of Effective Interactive Instruction Materials*. For information: 703 347-0055.

**June 14, 1988, New York, New York.** A one day seminar on CD-ROM development and applications sponsored by Philipps Du Pont Opticals, Microsoft and Meridian Data. Contact 408 476-5858.

**June 15-17, 1988, Dallas, Texas.** The *National Educational Computing Conference (NECC)*, considered the major national conference on educational computing, not only foreign language teaching. Contact person: James Poirot, Computer Services Department, North Texas State University, Denton, TX 76203.

**July 21-25, 1988, Middlebury, Vermont.** *CALICO Conference on Computers in Language Teaching*. Contact Middlebury College at 802 388-3711 for information.

**August 14-16, 1988, Washington, D.C.** The Society for Applied Learning Technology is sponsoring another conference on *Interactive Videodisc in Education and Training*. For information contact the Society at 703 347-0055.

Some of these conferences and seminars can be very technical, and, in particular those organized by commercial outfits can be rather costly.

## **5. Proficiency Guidelines Proposal to the Department of Education.**

As noted above (1), AATT has again submitted a proposal to the Department of Education to develop Proficiency Guidelines for Turkish on the ACTFL model. This time, we have included as supporting documentation letters of support obtained from various center directors approached. All letters were endorsing AATT's project in very strong terms.

The supporting letters came from the following institutions: Berkeley, Chicago, Columbia, Harvard, Michigan, Princeton, Texas at Austin, UCLA, Utah, and Washington. In addition, the president of the Association of Central Asian Studies based in Wisconsin wrote in support of the guideline project as the guidelines for Turkish could serve as the proto-type for the other Turkic languages.

## 6. Business Meeting of the New Executive Board.

The Executive Board, made up of newly elected W. Andrews, in addition to K. Burrill, E. Ervin, and E. Gilson, held its first business meeting via a conference call on February 10, 1988. G. Kuruoğlu was unable to participate due to unexpected circumstances.

As of February, there were \$2,533.86 in the Treasury. It was stressed, however, that almost \$2,000 were special funds for projects in process. Because of the relatively small amounts involved, the Board again recommended that an outside auditor not be called in at this time.

While reviewing the status of current projects, E. Ervin pointed out that there had been no additional responses to her mailing regarding the **Teaching Materials Survey**, and that she would try to elicit further information by phone. Although most colleagues noted that they have their own material for teaching, few have made them available for review and/or circulation for use among the members. W. Andrews suggested that perhaps this might be due in part because colleagues are under pressure and might not have the time to collect and collate all materials that they distribute during the course of a year; and that colleagues could for some compensation ask one of their students to do the compilation for the benefit of AATT.

**Fundraising and Publicity** were the next items on the agenda. K. Burrill noted that there were only few responses to the letters she mailed out in December to have members contact their departments or centers regarding membership. E. Gilson will contact those center directors who were very happy to see the proficiency guideline proposal and readily endorsed our efforts. It was also decided that **newsreleases** regarding AATT and its projects should be sent regularly to appropriate organizations and institutions to be included in their regular publications. Also, a proto-type will be prepared and mailed out to the members who are asked to 'personalize' the newsrelease as appropriate and present it to their intra-mural newsletter as well as to Turkish-American societies that might exist in their community. The Board further authorized to print 500 copies of the brochure as distributed for comment during the Annual Meeting, and mail them to the membership, institutions and other interested organizations.

Discussed next were new projects. It was decided that in addition to seeking matching funds again from ITS, the Association would also present a proposal to work on the **standardization of grammatical terminology** for teaching Turkish. After a lengthy discussion of the Summer Institute for Teachers of Turkish, the project was shelved without prejudice as the general consensus was that more research into and discussion of the issues are needed. In the meantime, the members are to be reminded that ARIT does accept applications for the Bogaziçi Summer Program from faculty members.

The Board again took up discussion of the **Provisional Wordlist**. A letter will be addressed to the Director of ARIT seeking a formal commitment from ARIT that the Wordlist will be taken into account in the preparation of entrance exams for the Bogaziçi program. It was agreed that no further lists should be compiled until proficiency guidelines for Turkish are in place. However, as suggested at the Annual Meeting, members are encouraged to make use of the Wordlist and devise ways to best present the items for instructional purposes. Any such teaching aids, as the one suggested by R. Jaekel, will be printed in-house and distributed for use to the membership. If proven useful, these can then be published as 'Occasional Papers' with AATT endorsement.



In general, whether developing 'ponies', an item that attracted a strong and favorable response in the Questionnaire, or preparing new tapes for dictation and comprehension, a project K. Burrill suggested, individual members are encouraged to prepare a proposal and apply for funding with AATT endorsement and cooperation, as needed.

As a final item, the President was asked to address on behalf of the Executive Board a letter of appreciation to outgoing Board Member R. Chambers.

## 7. Funding Opportunities.

Announcement received from the National Foreign Language Center:

### *1989 Research Fellowship Opportunities*

The NFLC encourages empirical research in foreign language pedagogy and the study of related policy issues. Its aim is to improve the spoken and written use of foreign languages in the United States.

Through support from the Andrew W. Mellon Foundation, the Institute of Advanced Studies provides a residential environment in which scholars, teachers and administrators interested in improving foreign language competence can pursue their research and share their findings with others concerned with similar foreign language issues. Research undertaken at the Institute is expected to have a broad applicability from a national perspective, focus on improving foreign language instructional systems and address related questions relatively unattended elsewhere.

Fellowship awards will be made on an individual and/or collaborative basis. The closing date for applications is **November 1, 1988**.

For further details and application materials, please write to:  
Program Officer, NFLC at The Johns Hopkins University, 1619 Massachusetts Avenue, N.W., 4th Floor, Washington, D.C. 20036.

As a source for funding to develop teaching materials, the **Consortium for Language Teaching and Learning** should not be overlooked. The Consortium is made up of eleven private research universities, and any member on the faculty of these institutions can apply. According to the director, faculty members of any of the participating universities can propose **Consortial Projects**; the next deadline for such projects is **October 21, 1988** with funds made available in January of 1989.

There are also **Campus Based Projects** which the individual Campus Consortium Committees control. Application policies vary according to the local committee's preference, with many reviewing applications as they are received and making their recommendations to the Consortium. Individual as well as collaborative projects are encouraged. In the latter case, collaborators can be from outside the Consortium institutions.

For information contact your Campus Consortium Committee, or  
Dr. Peter C. Patrikis  
Consortium for Language Teaching and Learning  
111 Grove Street  
P.O. Box 2497 Yale Station  
New Haven CT 06520-2497

Announcement in the Federal Register of April 1, 1988:

**DEPARTMENT OF EDUCATION, *Secretary's Discretionary Program for Mathematics, Science, Computer Learning, and Critical Foreign Languages for Fiscal Year 1988.***

Application Deadline is June 3, 1988.

... the Secretary is particularly interested in applications that through workshops, seminars and institutes familiarize teachers and administrators with outstanding examples of the uses of technology for educational instruction...

For further information, contact:

Secretary's Discretionary Fund, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 4132, Washington, D.C., 20202.

## 8. New Project Proposals.

The Association has applied for funding to the **Institute of Turkish Studies** for the following two proposals, both in the 'Miscellaneous Projects' Category:

**\*Matching Funds.** In its second full year in existence, the Association is again applying for matching funds as seed money in order to further establish itself and promote the continuing growth and development of AATT. Institutional membership now stands at 13. It is significant that the composition of our institutional membership has shifted so that there are now more academic institutions; furthermore, their combined contributions amount to more than those received from non-academic institutions and organizations. The goal of the Executive Board is to advance this trend further and develop a strong institutional support base which will lessen the need to seek matching funds in the coming years.

Sustaining Member:

University of Michigan.

Supporting Members:

UCLA, Columbia, Chicago, Princeton, and the Turkish Women's League.

Regular Members:

Assembly of Turkish American Associations, Harvard, NYU, Ohio State, University of Pennsylvania, Utah, and the Turkish-American Friendship Society of the United States (Philadelphia).

**\*Standardization of Turkish Grammatical Terminology.** This application is for a grant to sponsor two workshops devoted to the problem of standardizing Turkish grammatical terminology. The first is a local working session of the Working Committee on Standardization of Turkish Grammatical Terminology, the other a workshop at the annual meeting of AATT held during the MESA conference.

The Association is actively participating in the national movement towards proficiency-based teaching and testing of foreign languages. One essential element in this movement is the establishment of universally accepted standards and guidelines. One of the negative results of a lack of uniformity in teaching materials is the absence of a common body of grammatical terminology that has universal acceptance among the many teachers and scholars dealing with the Turkish language. To address this issue, AATT created at its 1987 meeting a Committee consisting of E. Gilson, G. Kuruoğlu, and Uli Schamiloglu (chair).

The committee's work will cover a number of points. The first will be to draw up a list of the grammatical terminology used by the major modern grammars of Turkish (written in English, Turkish, and other languages). After the open workshop at MESA, the committee will agree upon a clear, rational, and consistent set of terms

which will serve effectively the needs of the student, teacher, and scholar.

The expected results will not only allow all teachers and students access to a common grammatical terminology, but rather it is hoped that this terminology will form the basis of terminology used in language-specific guidelines and in future teaching materials developed for Turkish. Such a common terminology would then be an effective standard against which one could create a grammatical terminology for other Turkic languages as well. In fact, in creating the terminology for Turkish, care will be given to allow principles devised for Turkish to be extended to the grammatical structure of other Turkic languages. The committee therefore expects to create a system with sufficient flexibility to find a wide audience.

(U. Schamiloglu)

The Association has also submitted a workshop proposal to MESA entitled:

***\* Guidelines and Standards for Proficiency-based Teaching of Turkish.***

This workshop hopes to address a series of questions in the creation of language-specific guidelines and standards for Turkish as raised during AATT's annual meeting held in conjunction with the 1987 MESA meeting. The workshop will address the following topics:

-- The draft recommendations of the Working Committee on Standardization of Turkish Grammatical Terminology of AATT. The recommendations are an essential step because of the lack of a standard textbook and wide disparity in usage. Since Western grammatical terminology is often inadequate, this represents an obstacle to developing uniform guidelines.

-- Recent steps in creating frequency-based wordlists for Turkish and how this can be incorporated into teaching methods and materials.

-- Identification of features of language-specific guidelines for Turkish.

The workshop will be chaired by U. Schamiloglu; the participants are E. Gilson, Güliz Kuruoğlu, and Ralph Jaeckel.

(U. Schamiloglu)

## 9. Student Survey.

The ADFL Bulletin of January 1988 includes statistics regarding foreign language enrollments in US institutions of higher education compiled by R. Brod, the director for Special Projects for MLA. The figures are for Fall 1986 and the data were obtained through questionnaires sent to the registrars of some 2,900 institutions. The response rate is reported to be 98%.

The figure for Turkish enrollment is 259, and for Ottoman Turkish, a separate entry, 2. This last entry is very curious since more than 2 were registered at one certain institution alone. It is quite possible, then, that the 2% not responding might have affected the data in a way which is not in our favor.

It is to our advantage to keep accurate and current statistics on student enrollment. The membership is asked, therefore, to participate annually in a survey of student enrollment in all categories, *i.e.*,

undergraduate, graduate;  
full time, part time;  
regular, audit, 'guest';

the last being a category with which all colleagues are probably familiar.

Data should be forwarded to the Secretary towards the end of the fall semester, and will be published regularly in the Spring Newsletter.

## 10. New Institutional Members.

We welcome as *new* institutional members the Center for Middle Eastern Studies at Harvard University, the Department of Judaic and Near Eastern Languages and Literatures at Ohio State University, the Department of Middle East and Islamic Studies at the University of Toronto, the Middle East Center at the University of Utah, and the Turkish American Friendship Society of the United States in Philadelphia.

Do please speak to your institutions regarding membership if they have not already joined the Association.

## 11. Ve Saire.

As you will have noticed, we have devised a letterhead for the Association. It was done in the most economical way in-house, with a laser print-out serving as the master for our stationery. Although a more elaborate and clever logo could certainly be commissioned, and stationery printed, we feel that for the time being, our purposes are adequately served by the present solution.

Please circulate the **AATT brochure** as suggested in the letter accompanying the brochures. More samples are available and will be forwarded promptly by return mail upon request. Also, as you receive the 'news release(s)', do please pass them on to your institutions' newsletter, almanac and such, to afford more exposure for AATT and, just as important, develop greater interest in Turkish. In a related matter, there are apparently two new 'centers', which will incorporate Turkish and Ottoman Turkish, in the planning stages. One will be at SUNY in Binghamton of which D. Quataert will be the director. The other is being planned at Brandeis University, with A. Levy the prime moving force.

Anyone who would like to contribute to the Newsletter should please do so. They are mailed twice a year, early in the month, in April and October. Any communication that reaches the secretary by the end of each preceding month can be included in the following month's Newsletter. As noted above (3), members would very much like to know about colleagues' projects and research interests involving language teaching and learning.

Last but *maalesef* certainly not least, those (very few) of you who have not yet paid dues will find a reminder attached to this Newsletter. Please note again that our fiscal year begins in July and ends in June. Initial dues notices go out in the fall before the annual meeting and most members hand in their dues personally at the meeting. In order to save funds, reminders are usually included in regular mailings, rather than sent out separately. We are a small organization, and it is essential that all dues are paid on a regular basis.

April 1988  
Erika H. Gilson  
AATT Executive Secretary-Treasurer