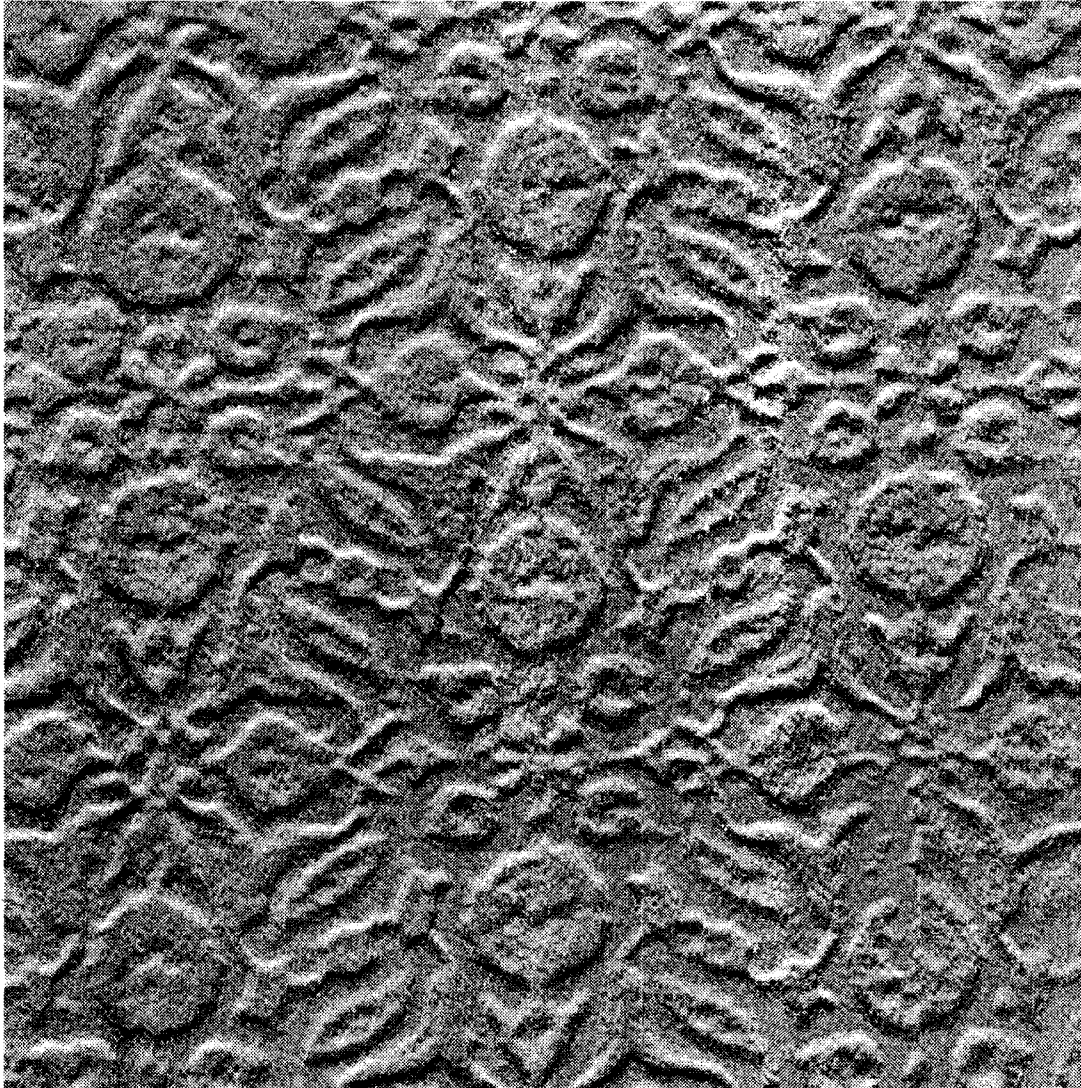


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Pelin Başcı
Portland State University
Contemporary Turkish Studies
Department of Foreign Languages and Literatures
P.O. Box 751
Portland, OR 97207, U.S.A.

E-mail: bnpb@odin.cc.pdx.edu

Phone: (503) 725-5289

Fax: (503) 725-5276

Editorial Board

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Kemal Sılay	Indiana University-Bloomington
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Contact Person: Erika H. Gilson
Near Eastern Studies, 110 Jones Hall
Princeton University

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**The AATT Editorial Board is grateful to the
Indiana University Ottoman and Modern Turkish Studies Chair
for their generous contribution to the *AATT Bulletin*.**

FROM THE EDITOR

The editorship of the *AATT Bulletin* has changed hands during Winter 1999. The recently founded Contemporary Turkish Studies Program of Portland State University is proud to be the new editorial and publishing home of the *Bulletin*. During this transition, Dr. Erika Gilson and Dr. Kemal Silay, two of our former editors, have been extremely helpful in coping with my questions and concerns. They have tolerated many demands that I have inevitably made of their time. I am grateful for their help and support. I also would like to thank Dr. Louis Elteto and Dr. William Fischer of the Department of Foreign Languages and Literatures at PSU for their advice on computer matters and overall support for all projects involving Turkish.

This issue of the *Bulletin* highlights two themes: the language-culture relationship on the one hand, and assessment of Turkish as a foreign language on the other. Dr. Alev Yemenici's article incorporates techniques of discourse analysis in exploring political interviews on Turkish television stations. Dr. Sibel Erol's review of *Türkçe "Off"* examines the propositions put forth in this interesting book, most notably that the corruption of language is the source as well as the outcome of the corruption of culture. Meanwhile, Dr. Güliz Kuruoğlu's article entitled "Turkish Proficiency Tests: A National Model" discusses the construction of two model tests for ARIT, a discussion which continues in my own article on the same topic.

I would like to close with a reminder that the *AATT Bulletin* warmly encourages all scholars of Turkic languages and cultures to submit articles and reviews on topics ranging from language instruction material, methodology, and assessment to language, literature, and culture relationships for our next edition, which will appear in Spring 2000.

Pelin Başcı
Portland State University

NEWS OF THE PROFESSION

American Association of Teachers of Turkic Languages Late News

After consultation with board members, AATT has signed an Agreement of Cooperation with the American Councils for International Education: ACTR/ACCELS for cooperation in the areas of materials development, research, and for study abroad in the new independent states of the former Soviet Union (NIS).

AATT believes that this agreement is of benefit to both organizations, and will strengthen the field of study of the Turkic languages spoken outside of the Turkish borders. In particular, with ACIE's considerable expertise and resources in the region, establishing in-country language study abroad programs will be greatly facilitated.

The agreement calls for mutual assistance in curriculum development and testing, recruitment and selection efforts of participants and instructors, site visits and inspection of in-country programs.

AATT Roundtable Proposal to MESA 1999 Accepted

Literature in Foreign Language Teaching

Sarah G. Moment Atis,
University of Wisconsin-Madison
Shahyar Daneshgar, Indiana University
Erika Gilson, Princeton University [Chair]
Güliz Kuruoğlu, UCLA
Hilal Sürsal, University of Toronto

Use of literature in foreign language teaching needs to be carefully re-evaluated. With the move to "functionality" in language teaching, initiated by government language schools, taken up by ACTFL and

mandated by the Department of Education, literature was judged as being the "most difficult text" to access. Accordingly, and following current thinking in foreign language pedagogy, reading literature is not considered a sound learning activity. In government language schools, at all levels, literary texts are excluded.

AATT will hold a roundtable discussion on the place of literature in language teaching in American academic institutions, particularly as it impacts the teaching of the languages of the Turks. While with the advent of proficiency-based language teaching, the role of literature in language teaching has been marginalized, or altogether eliminated, AATT in its "Language Learning Framework for Turkish" strongly defends the role of literature in language teaching.

The participants of this roundtable will discuss the underlying pedagogical issues, and present several samples of successful integration of literature in Turkish language instruction at all levels. Some will defend the practice because it heightens the awareness in learners of the existence of another culture, others will stress the value of the reading of graded literary texts as an enabling learning activity.

Upcoming Conferences

- ▶ August 22-27, 1999
PIAC, Prague
- ▶ November 3-6, 1999
American Translators Association
40th Annual Conference,
St. Lois, Missouri
<http://www.atanet.org>
- ▶ November 19-21, 1999
American Council of Teachers of Foreign
Languages, Dallas, Texas
<http://www.actfl.org>
- ▶ November 19-22
MESA 1999
Washington D.C.
<http://www.arizona.edu/mesassoc/>

► AATT Annual Meeting during Affiliates Day at MESA

Other News

► TÖMER conference entitled “Dünyada Türkçe Öğretimi Semineri” was held during May 17-19, in Ankara, Turkey. For more information please see their web-site: <<http://www.tomer.ankara.edu.tr>>

► First Manchester Conference on Turkic Languages took place in Manchester, England, on April 6-7, 1999. The conference, henceforth to be a yearly event, was organized by Çiğdem Balım-Harding and sponsored by the Research Group on Central Asia and the Caucasus and the North- West Center for Linguistics at the University of Manchester.

Following are the papers presented at the conference:

“Partitive Constructions in Turkish,”
by Jaklin Kornfilt, Syracuse University

“Specificity and Subject Positions in Turkish,” by Nigar Gülsat Tosun,
Harvard University

“Evidence for Configurationality of Turkish in Early Child Language,” by Natalie Batman-Ratyosyan and Karin Stromswold,
Rutgers University

“Does Turkish Prefer Events to States?”
by Celia Kerslake, University of Oxford

“Directives and the Use of the Modal Adverbials *mutlaka* and *kesinlikle* in Turkish,” by Şükriye Ruhi,
Middle East Technical University

“Towards a Typology of Spatial Deixis in Turkic and Finno-Ugric,” by Charles F. Carlson, Kazakh/Kirgiz Services,
RFE/RL, Czech Republic

“Towards a Typological Analysis of Noun Compounds in Turkic and English,”

by Aida Sadikova,
Kazan Pedagogical University

“On Agreement in Modern Turkmen,”
by Engin Sezer, Harvard and Bilkent Universities

“Reflections on –MIS in Khalaj,”
by Filiz Kırıl, Mainz University

“Independent Kazakhstan: Language Policy,” by Merhat Sharipzhan,
Kazakh/Kirgiz Services, RFE/RL,
Czech Republic

Special Session on Language Teaching and Technology:

“Teaching the Languages of the Turks: Where Are We?” by Erika Gilson,
Princeton University

Closing Remarks:
Geoffrey Lewis, University of Oxford

INTERRUPTIONS IN NEWS INTERVIEWS: HOW POLITE ARE THEY?

Alev Yemenici
Middle East Technical University

Introduction

This research, a part of a larger project, aims to investigate the functions of interviewees' (also, IEs) interruptions of interviewers' (also, IRs) talk and the use of politeness maxims in interruptions during political debates in news interviews broadcast live on Turkish private TV channels.

Data

The corpus is comprised of seven full interviews recorded from Kanal D, Show TV and HBB, amounting to six hours. The participants in these interviews are generally well-known politicians and prominent public figures.

The interviews broadcast between December 1996 and May 1997 were video-recorded and then translated into English. The transcription conventions introduced by Sacks, Schegloff and Jefferson¹ were adapted and the transcripts have been partially simplified to prevent confusion that may arise due to translation.²

Framework of Analysis

Interruptions are analysed within the framework of the news interview context³. As the turn-taking provisions attribute interviewees' and interviewers' pre-specified institutional roles, interviewers are expected to stay within their roles to manage the interview, asking questions, keeping a neutralistic stance, conducting openings/closings/exits from disagreements, controlling the topic organisation and assigning the overhearing audience as their

primary addressee while interviewees are expected to answer interviewer questions, being oriented to interviewer turns, avoiding topical shifts and co-operating with interviewers in maintaining their roles. However, there are deviations from the turn-taking provisions when there is a need to strengthen disagreements. Thus interruptions are regarded as disagreement intensifiers which are a form of deviation.

In the present study, interruptions with a competitive goal are considered an interruption when the speaker's utterance is completed grammatically but the propositional content of the utterance is not. This is called aggressive interruption⁴ or disruptive interruption.⁵ These interruptions aim to gain the floor and keep it for a while. When the goal of the interruptive utterance is supportive and cooperative, the intervention is considered cooperative or supportive.⁶

Interruptions in political interviews are generally regarded as impolite and require mitigation. When one party interrupts the current speaker, the interrupter is expected to minimize the impoliteness inherent in the act of interruption or mitigate the illocutionary force of the interruptive utterance.

In the news interview context, the institutional character of pre-allocation of turns requires that both parties should observe the news interview provisions and act accordingly. Therefore, the news turn-taking provisions are taken as a criterion by which the employment of the maxims of politeness⁷ (henceforth, PP) in interruptions is assessed. The preservation of the institutional roles of interviewees and interviewers is taken as a mitigating agent which functions to preserve the maxims of the PP. In other words, when interviewees and interviewers leave their institutional roles, they violate the turn-taking provisions and thus violate the maxims of the PP.

In the present study, first the kinds of interruptions are identified. Then the functions of interruptions are analysed, placing them into two major categories of goals: (a) illocutionary goal of the utterances, and (b) conversational goal

of the utterances. Finally the politeness maxims employed in interruptions are studied. The PP maxims employed in interruptions are evaluated in terms of turn-taking provisions.

Analysis

Interviewees tend to interrupt an interviewer when they assume that the interviewer's question is approaching completion and its message presumably clear to them. In the following excerpt, the interviewer is about to complete his question when interrupted. The main topic around which the interview is built is the plot against the leader of one of the political parties, ANAP (Motherland Party).

(1)KANAL D

- 1 IR: *Peki efendim İçişleri Bakanı size olayla ilgili bilgi verdi mi? Ne dedi?*
- 2→1 YO: *[Efendim Sayın*
- 3 *İçiş Sayın İçişleri Bakanı böyle bir hadisenin olduğunu gizlemeye*
- 4 *çalıştıklarını, demek ki bir yerden sızmış olabildiğini, tahkikatın devam ettiğini*
- 5 *söyledi, ee yani dolayısıyla net bi bilgi elde etmiş değiliz, ama buna benzer hergün çok sayıda yerden bi takım ihbarlar, bi takım kimi doğru kimi yalan artık onları tabi ayıklama imkanına sahip değiliz, ıı*
- 8 IR: *[evet [ıı Yaşar=*
- 9 YO: *= şeyler geliyor.*
- 10→2 IR: *= Bey ben hemen Sayın Doğu Perinçek'e dönmek istiyorum, efendim İçişleri Bakanı*
- 11 *biz bu olayı gizliyoduk soruşturma tahkikat devam ediyor demiş, demek ki*

- 12→3 *ciddiye aldıkları bişey var, size ulaştılar mı?*
- 1 IR:OK efendim has the Interior Minister informed you of the attempt? What did she say?
- 2→1 YO: *[Efendim Sayın*
- 3 *Int Sayın the Interior Minister said that they were trying to cover up an incident like this,*
- 4 *which means it may have leaked out, and that the investigation was going on, uhm*
- 5 *so therefore we don't have clear informaton, but every day from various sources some tips like this, some of which are true others lies now we can never tell =*
- 7 IR: *[yes*
- 8 YO: *= of course, uhm (what) we are receiving.*
- 9 IR: *= [uhm Yaşar Bey now I'd like to turn to Sayın Doğu*
- 10→2 *Perinçek, efendim the Interior Minister said we've covered up this incident the*
- 11 *investigation is going on, it means there is something they take seriously, have they*
- 12→3 *reached you?*

In the news interview setting, the interviewers and interviewees collaborate in establishing the neutrality of the interview.⁸ One way of accomplishing this task is the withholding of turn initiation before interviewers complete their questions, which are generally composed of preliminaries and questioning components. Therefore, "interviewees enable interviewers to produce turns of this type by withholding speech. But, in addition, they are in effect ratifying the neutrality proposed by this turn structure. By declining to talk at relevant junctures, interviewees exhibit an analysis of each successive statement as indeed the preliminary component of a not-yet-completed action."⁹ In the above example,

although the interviewer's question is not composed of a preliminary and a questioning component, it has a second part which seeks specific information (line 1). The interviewee does not wait for the question to be completed and interrupts (arrow 1) to gain the floor, which would be given to him after the completion of the question as a requirement of the turn-taking provisions. The aim of his interruption is to answer the question first and then develop the topical line (lines 5 & 6). So his interruption is collaborative where PP is irrelevant. However, he keeps the floor to develop the line of the topic through which he provides extra information that the interviewer does not take into account while reformulating the interviewee's answer (arrows 2 & 3) and producing his question afterwards.

In another instance which is located at (2), the interviewee interrupts the interviewer because the interviewer has violated the neutral stance by assuming the authorship of an opinion statement (arrow 1). The interviewee and the interviewer are discussing the involvement of state officials with drug dealers. When the interviewee recognises that the interviewer has uttered a personal assessment, he provides an answer whose recipient is the interviewer himself (lines 10 & 11). Thus both leave the neutral footing.

(2)SHOW TV

- 1 NM: *Mutlaka çözer, Türk polisi bu konuda çok şerefli geçmişinde mücadele*
 2 *etmiştir bu narkotik konusunda, az evvel konuşmamın başında söyledim yani*
 3 *o fotoğraf meselesi hakkaten üzüntü verici bir olay, yani*
 4 IR: [tabi
 5 NM: = *zaten bu insanlar bürokratlar ve siyasetçiler çevresinde bulunan =*
 6 IR: [hayır ama bu fotoğraf

- 7 NM: = *insanları tayin etmek durumunda değiller katıldıkları yerlerde,*
 8 →1 IR: [yani bir
 9 *yerde de dikkat etmesi gerekiyor herhalde yani ee bütün ee*
 10→2 NM: [ama tanıyamazsınız yani
 11 *şimdi siz de tanıyamazsınız bu kadar program yapıyorsunuz mesa (mesela) =*
 12→3 IR: [tabi [a yo gayet
 13→4 tabii

- 1 NM: Definitely they can, the Turkish police in this field have worked very hard
 2 in the field of narcotics in their very honourable past, a few minutes ago at the beginning of my talk I said I mean the problem of that photograph is really grievous, I mean
 3 IR: [of course
 4 NM: =well these people these bureaucrats and politicians they can not be obliged =
 5 IR: [no but this photograph
 6 NM: =to select people around them when they attend social occasions,
 7 IR: [well one way or
 8 the other he has to be careful supposedly I mean uhm the whole uhm
 9 NM: [but you can't recognise
 10 I mean now even you can't recognise the photograph though you're producing =
 11 IR: [of course not
 12 NM: =so many programmes for instance
 13 IR: [oh no of course not

The interviewee aims to disagree with the interviewer's opinion (arrow 2), and thus limits the interviewer's option to further disagree with the interviewee as interviewers are required to "avoid the assertion of opinions on their own behalf."¹⁰ Thus, this interruption is an intensified one which

is competitive in nature. Although the interviewer has made his point, he has other things to say but at the completion point which is marked by *ee* 'uhm,' the interviewee steals the floor (arrow 2). He maximizes disagreement with the interviewer and violates the Agreement Maxim. In the meantime he maximizes cost to interviewer on a personal basis by defying him that although the interviewer makes programmes, even he cannot recognize people who have mafia or gang connections. Thus he violates the Tact Maxim. When the interviewer realizes that disagreement is going out of control, far beyond the limits of turn-taking provisions, he opts to utter agreement signals (arrows 3 & 4). Thus, the interviewer observes the Tact Maxim when he avoids further argument on a personal basis. After a short while, the interviewer shifts footing and exercises his control over the interview and closes it (excluded from the excerpt).

Interviewees interrupt interviewers to utter emphatic disagreement components. In extract (3) the interviewer assumes the role of an animator to force the interviewee to respond as to whether he has ever proclaimed that there are five thousand *Çatlis** in MIT (National Intelligence Service).

(3) SHOW TV

- 1 IR: *Sizin bugün komisyondaki toplantı esnasında devlet içersinde istihbarat*
- 2 *örgütü içersinde beş bin Çatlı var dediğiniz söyleniyor, öyle bir ifadeniz oldu mu*
- 3 *efendim komisyonda daha doğrusu böyle bir bilgi verdiniz mi?*
- 4 NG:.. *Ben böyle bir laf söyleyebilir miyim?*
- 5 →1 IR: *Yani böyle bir beş bin Çatlı var şeklinde*
- 6 →2 NG: *[olur mu efendim olur mu olur mu olur mu*
- 7 *efendim olur mu?*

- 1 IR: You have been reported as saying during the meeting of the Commission today
- 2 that in the government in MIT there're five thousand *Çatlis*, have you
- 3 said that efendim in the Commission to put it correctly have you made such a
- 4 statement?
- 5 NG:... Can I ever say anything like this?
- 6 →1 IR: I mean something like five thousand *Çatlis*
- 7 →2 NG: [is it possible efendim is it possible
- 8 is it possible is it possible efendim is it possible?

The interviewee objects to this animated viewpoint, preserving the neutral footing and the standard Question-Answer format. Then the interviewer reformulates his own question to clarify his point (arrow 1). Before the interviewer completes his reformulation the interviewee intervenes to object more emphatically to the reformulation (arrow 2). His interruption aims to keep the floor and utter an emphatic objection; therefore, the goal of the utterance is competitive. As the interviewee questions the truth-value of this animated viewpoint, he maximizes benefit to self and violates the Generosity Maxim. As he maximizes disagreement, he violates the Agreement Maxim as well.

Interviewees interrupt when they do not want to lose the floor to a co-interviewee. An instance is located at (4) where the interviewees are interviewed about the illegal vote scandal where some members of the Parliament used more than one vote per member and some used votes in place of other members who were not present in the meeting.

(4) KANAL D

- 1 YH: ...*Dolayısıyla bu gibi*

*Editor's note: "Çatlı" is the last name of a right-wing fugitive who was killed in a car crash in Susurluk, Balıkesir-Turkey (November 1996), which subsequently lead to a national scandal.

- mükerrer oylamaları skandal kabul etmek doğru*
- 2 *değildir.*
- 3 IR: *Sayın Başesgioğlu siz ne diyorsunuz? Buyrun.*
- 4→1 YH: *[bi ikinci husus var*
- 5 MB: *Şimdi Sa*
- 6→2 YH: *[Bi ikinci husus var ...*
- 1 YH: ...Therefore it is not reasonable to regard this kind of double voting as scandalous.
- 2 as scandalous.
- 3 IR: Mr Başesgioğlu What do you say? Please.
- 4→1 YH: [there is a second point
- 5 MB: Now Sa
- 6→2 YH: [there is a second point ...

In this example, YH speaks for 73 seconds before he completes his utterance (lines 1 & 2). Then the interviewer turns to a co-interviewee (MB) to ask his opinion on the issue (line 3). When the interviewer addresses the co-interviewee and invites him to speak, YH cuts her off (arrow 1), self-selecting. He projects an explication preliminary whose aim is to attract attention. Thus the co-interviewee starts his talk at line 5 and then stops, leaving the floor to YH. At this point YH violates the standard Question-Answer format in that he repeats the response component he projected before (arrow 2) and he does not wait for the interviewer to ask another question, assigning the turn to one of the interviewees. The aim of this interruption is to keep the floor for a further period to make another point, exerting control over the topical line of the talk. The illocutionary goal of the utterance is therefore competitive. YH reiterates his previous utterance (arrow 2) precisely in order to make sure that he has gained the floor and then goes on making his point. Since he maximizes benefit to self, he violates the Generosity Maxim. In the meantime he violates the Tact Maxim as he maximizes cost to both the interviewer and the co-interviewee, by self-selecting

at a point where the interviewer invites a co-interviewee to the discussion.

If we summarize briefly, in general, interviewees interrupt interviewers when they

- (1) guess what will come next and want to start an early response to keep/shape the topical line;
- (2) disagree with the interviewer's opinion;
- (3) project upgraded/ emphatic disagreements;
- (4) wish to maintain/develop their topical line;
- (5) do not wish to lose the floor to a co-interviewee through interviewer intervention;
- (6) need to clarify their points;
- (7) wish to gain the floor; and
- (8) recognise that interviewers breach the turn-taking rules by affiliating/disaffiliating with the opinion statements.

The illocutionary goal of most of the interruptions is competitive, violating the Tact Maxim, the Generosity Maxim and the Agreement Maxim; however, when they guess what will come next, their interruption gains a collaborative nature where PP is irrelevant.

The more the interviewees leave the institutional footing, the more they breach the PP maxims. The major instances as to when the interviewees move away from the institutional footing are when they

1. do not withhold speech before interviewers' questions are completed,
2. direct disagreements to the interviewers by appointing them as the primary recipients of their talk,
3. violate the standard Question-Answer format,
4. issue continuers and news receipts.

Conclusion

In the news interviews broadcast on private channels in Turkey, interviewees, especially

politicians, are anxious to get more votes and to appeal to their own voters and even to potential voters. They accomplish this task by keeping the floor as long as possible to make their points and to shape/develop the topical line. Interviewees use interruptions as a strategy to achieve their aims. In the meantime they may move out of the turn-taking provisions and their underlying institutional footing, strengthening the effect of their interruptions and trying to make their points and stance clear.

Due to the competitive nature of political news interviews in Turkey, interviewees generally tend to breach some or all maxims of politeness since they might aim to save face from serious prospective accusations. When an interviewee intends to breach the maxims in an aggressive interruption, then the result is impoliteness or rather rudeness. The more maxims of the PP one speaker breaches, the higher the level of impoliteness. Only when the interviewees resume their institutional roles or shift to the institutional footing, which functions as redressive action or mitigation, and are careful enough to employ politeness strategies, can they uphold the maxims of the PP.

NOTES

¹H. Sacks, E. A. Schegloff and G. Jefferson, "A simplest systematics for the organization of turn-taking for conversation," *Language* 50(4/1974): 696-735.

²"Bey" is a polite formal address form, an honorific, which is used for males. It is used after the first name. In this study this address form is not translated. However, "Bay" which is another formal honorific used with the surname or full name is translated as "Mr." "Efendim" is used to express respect and politeness to indicate social status or age difference, especially in formal contexts, such as in greetings: "How do you do sir" (Nasılsınız efendim). In this context "efendim" can be translated as "sir/madam." However, in the context of political interviews

and debates it has lost its original meaning and has been used as a filler, interruption marker or attention getter. Therefore, it is not translated in this study. Similarly, "Sayın," which is also an honorific required in formal settings, is not translated in this study. This address form is used before "Bay/Bayan" and before the full name or the title of the addressee. In the political interview context, the interviewers use this form as they are required to use it; the interviewees may use it ironically or as an interruption marker.

³J. Heritage and D. Greatbatch, "On the institutional character of institutional talk: The case of news interviews," in *Talk and Social Structure*, ed. D. Boden and D.H. Zimmerman (Cambridge: Polity Press, 1991), 93-137.

⁴D. Tannen, *Gender and Discourse* (New York: Oxford University Press, 1994)

⁵J. Holmes, *Women, Men and Politeness* (New York: Longman, 1995)

⁶D. Tannen, *Gender and Discourse*. (New York: Oxford University Press, 1994)

⁷G. Leech, *Principles of Pragmatics*. (New York: Longman, 1988)

⁸J. Heritage and D. Greatbatch, "On the institutional character of institutional talk: The case of news interviews," in *Talk and Social Structure*, ed. D. Boden and D.H. Zimmerman (Cambridge: Polity Press, 1991), 99-100.

⁹S. E. Clayman, "Displaying neutrality in television news interviews," *Social Problems* 35, (4/1988): 480. Also see S. E. Clayman, "Reformulating the Question: A Device for Answering/Not Answering Questions in News Interviews and Press Conferences," *Text* 13 (2/1993):159-188.

¹⁰J. Heritage and D. Greatbatch, "On the institutional character of institutional talk: The case of news interviews," in *Talk and Social Structure*, ed. D. Boden and D.H. Zimmerman (Cambridge: Polity Press, 1991), 116.

TURKISH PROFICIENCY TESTS: A NATIONAL MODEL

Güliz Kuruoğlu
UCLA

Testing is an important element of language teaching. For years language teachers in the U. S. and elsewhere debated what the best way of testing a student should be as a part of classroom teaching. Applied linguists were interested in developing tests for use as research instruments. Similarly, for many years, teachers of Turkish had been discussing designing a suitable language test for diagnostic purposes for Turkish. After the work on Proficiency guidelines for Turkish have been finalized, teachers thought that it would be beneficial for the field to develop expertise on testing and assessment. A testing committee was formed and this committee started working on preparing tests which would be nationally viable. This paper discusses the work this committee has done in test design and development for Turkish. The paper focuses on four major points:

1. Objectives and expectations in the preparation of the aforementioned tests.
2. The purpose of these tests and where they could be used.
3. Organization of the tests.
4. Theoretical and practical aspects of scoring or assessment.

1. Objectives and expectations

Several years ago, AATT formed a Testing and Assessment committee in order to acquire some expertise on testing, to develop sample tests to assess Turkish language proficiency in all four skills (speaking, reading, writing and listening) for diagnostic and placement purposes, and to develop testing guidelines for all levels (from novice to superior). The

committee members are: Pelin Başçı (PSU), Ender Creel (ILR), Mükrim Postacıoğlu (FSI) and myself. The committee first communicated by phone, setting some ground rules for the preparation and design of the tests. Later the Institute of Turkish Studies and UCLA came up with some funding which enabled the committee to meet in December 1997 at UCLA for two-and-a-half days to work on initial sample tests. During this meeting, the committee members discussed several issues related to testing. They focused mainly on developing two sample tests for intermediate and advanced levels. These tests were later sent to ARIT to be given to students who were going to go to Turkey to participate in the Summer Intensive Turkish program at Boğaziçi University. The committee did not have time and funding to prepare another test for the superior level. They felt at the time that it was more beneficial for teachers of Turkish to have intermediate and advanced level tests completed. The committee also did not have time to develop clear-cut guidelines for testing and assumed that, for the time being, the composition of these sample tests would substitute for the guidelines.

When the committee convened to develop the aforementioned sample tests, they looked at the issue of testing in a larger educational context and decided that there was a need to develop proficiency-based sample tests. Until recently, model Turkish language tests, intended for university students nationwide and prepared by a group of instructors and experts working at various universities and institutions, did not exist.¹ The only Turkish language tests which were used nationally were the ones prepared by ARIT and these were used in selecting university students at an advanced level to go to the Summer Intensive language program at Boğaziçi University.

For years, language instructors have been somewhat dissatisfied with the content and design of these ARIT tests. Members of AATT had been debating the issue of testing even during the preparation of Turkish Proficiency Guidelines and Language Learning

Framework for Turkish. Often discussions centered around how tests for Turkish language classes should look, what they should measure, and what their primary function should be. Teachers always have felt that something needed to be done to construct language tests that are valid, systematic, which compute reliably, and which are relevant to the curricula taught at universities. Teachers also felt that such an endeavor would require developing expertise in the field. With this in mind, the testing committee, when convened, decided to test students in four areas: speaking, listening, reading and writing.² In preparation for these tests the committee members consulted Turkish Proficiency Guidelines so that test questions comply with the levels indicated in these guidelines.

Designing the speaking test needed some research. After consulting with experts and discussing it with the committee members, we decided to ask speaking-proficiency questions in Turkish in the first part of this section in order to elicit personal information about the test taker: who they are, where they live and what they do. These questions, asked in Turkish, then were recorded on tape. The students would listen to the question on tape and record their answers (in Turkish) on a separate tape. In the second part of the speaking test, test takers are given a certain situation in which they are asked to perform in Turkish. The instructions for this part are also recorded on tape. Test takers also would record their own answers in Turkish. For the listening comprehension section, the committee members recorded dialogues among themselves on topics that are relevant to the particular proficiency level the tests intended to measure. For example, one of the topics which we included in the intermediate level test was 'getting an appointment from a doctor.' Since it was impossible to find authentic dialogues on this particular topic at the time, one of the committee members pretended to be a secretary at a doctor's office and the other person pretended to be the patient calling

to get an appointment from the doctor. These two members sat down and recorded a dialogue. This dialogue was not prepared beforehand and those who participated in this dialogue made it up as they talked. In this sense the dialogues were as close to being authentic as possible. Several such dialogues were taped during the meeting. These tapes were later transcribed and re-recorded at the UCLA language lab in order to improve the sound quality and to eliminate unnecessary background noise.

Reading has always been an important part of testing a language. In proficiency testing, test takers are usually given short authentic passages to read. In the intermediate level, the students were given simple biographies, simple news items, and simple ads taken from newspapers and magazines. They were then asked to summarize the contents of the test by listing at least five points in the text. In the advanced test, the reading passages consist of short news items and a short letter taken from newspapers and magazines. Then the test taker is asked to summarize, in English, the content of the passage by answering all relevant questions such as who, what, when, how, and why.

Writing is one of the most difficult language skills to master. Testing writing proficiency "has a lot in common with the testing of speaking proficiency. First, a ratable sample must be elicited, then that sample must be scored holistically."³ In order to elicit ratable samples for Turkish, students in intermediate and advanced levels were asked to write short compositions. The aim of the writing test was to get a good ratable sample from the test taker.

2. The purpose

Tests, in order to be useful, must be developed with a specific purpose, a particular group of test takers, and a specific language use domain (i.e. situation or context in which test takers will be using the language outside the test itself) in mind.⁴ The committee's main purpose in preparing the aforementioned test was to provide samples

for diagnostic and placement purposes for Turkish language classes at institutions of higher learning in the U.S. Our intention was to prepare tests which could be used as samples so that instructors could develop similar tests at their home institutions to measure their students' proficiency. A second reason was to provide ARIT a sample set of tests as models for selecting students going to the Boğaziçi Program in İstanbul every year. Our main goal is, of course, to measure university students' level of competency in Turkish and to determine at what proficiency level they may perform when they go to Turkey to do doctoral research or to further their proficiency in the language.

Evaluating the overall usefulness of a given test is essentially subjective, and these particular tests reflect value judgments of the testing committee who prepared the tests. We had decided that these tests should be more proficiency-oriented. Since proficiency-oriented tests often use authentic materials in order to assess student competency, we, as the testing committee, tried to use authentic materials as much as possible.

3. Organization of the Tests

The tests are divided into four sections: speaking, listening, reading and writing. Students are required to finish each section in thirty minutes, and the whole exam takes two hours to complete. Each section is worth 25 points (total 100 points), and starts with clear directions to the test taker followed by questions. In speaking and writing sections, test takers are asked to provide speaking and writing samples in the target language, that is, in Turkish. In the listening and reading sections, test takers are asked to respond to questions in English. In the listening section, the test taker listens to a dialogue in Turkish. Then s/he answers comprehension questions in English. Similarly, in the reading section, test takers give a summary of the passage they read in English. The reasoning behind answering questions in English in listening and reading

sections is to prevent test takers from using clues from the target language to answer these questions without properly comprehending the passage. Therefore this test divides language use into two distinct areas: productive and receptive. Speaking and writing sections of the test attempt to measure the productive language skills. These sections require students or test takers to create with the target language, and are intended for testers to elicit language samples in Turkish from test takers for assessment. With these samples in the target language, teacher or tester may observe how students or test takers use the language to express, interpret, or negotiate intended meanings, or simply create with the language. Listening and reading tests mostly measure receptive skills. In these sections, test takers do not create with the language but they utilize their knowledge of vocabulary and grammatical structures to comprehend texts or units of language.⁵

4. Assessment

The results of language tests are most often reported as numbers or scores. These scores then are used in making decisions. Sometimes this decision involves passing or failing a student, placing the student in a class appropriate to his level, or it may help instructors to rank and select students for placement purposes. Methods used to arrive at these scores are a crucial part of the measurement process. In the preparation of Turkish tests, deciding on the principles of assessment was one of the major tasks the testing committee had undertaken. For many years, even the most experienced teachers of Turkish have been discussing the problem of how to grade writing samples and speaking samples appropriately in the classroom or for placement purposes. ACTFL uses a global type of scoring and assigns a level, such as novice, intermediate, advanced, or superior to test takers. This method is quite useful in assessing the language competency of a student. However, grading test takers as intermediate or advanced would not serve well for

teachers of Turkish in the language classroom where the teacher has to assign a certain grade to a language student. The aim of the committee in preparing tests was both to evaluate these tests qualitatively and quantitatively. In other words, they both wanted to find a way to determine the degree of proficiency of the student in using Turkish, and to assign a number score to these tests. In order to solve this problem, after many discussions, the committee decided on the following solution:

In the speaking section, the test taker's speech may be evaluated in five content areas. These are: *grammar, comprehensibility, organization, vocabulary, and communication*. Each of these content areas are assigned five points:

- 1 = no functional ability,
- 2 = limited ability in speaking,
- 3 = moderate ability,
- 4 =extensive ability,
- 5 =complete ability in speaking.

If a student did poorly, then s/he would receive (1) which implies that s/he has no functional ability. If s/he did extremely well, the teacher or tester would give him/her (5) which would indicate that the student has complete ability in communicating his/her message.

Writing samples may also be evaluated in a similar manner. The committee therefore recommended that the writing section be rated by scoring samples in two main categories: mechanics and content. These two basic categories would have the following sub-categories:

<u>Mechanics</u>	<u>Content</u>
-spelling	-organization
-grammar usage	(paragraphing)
-punctuation	-relevance to topic and cultural awareness
	-creativity/appeal to reader
	-range of syntax
	-richness of

vocabulary/ expression

Each of the above points then are assigned numerical points. These grades are given below:

Mechanics =10 pts.
Content = 15 pts.
Total = 25 points.

mechanics
punctuation = 2pts.
grammar = 6 pts.
spelling = 2 pts.
Total = 10 pts.

content
organization = 3 pts.
relevance to topic = 3 pts.
creativity = 3pts.
range of syntax = 3 pts.
richness of vocabulary = 3pts.
Total = 15 pts.

The committee spent more time in devising a grading system for productive language skills, mainly for speaking and writing. The listening section of the tests is not assigned such an elaborate grading system but is evaluated on the basis of whether students or test takers answer the listening comprehension questions correctly or not. The grading of this section emphasized the test taker's ability to hear, understand, follow, and process instructions, speech, news, conversation, and recorded discussion from a variety of recorded sources suitable for the student's level. Since any ability to understand recorded sources was the main focus of the listening comprehension section of the tests, the committee decided that test takers would receive 20 points from listening to the items on the tape recorded for listening purposes and would receive 5 points according to his/her ability to understand questions in the speaking section.

The reading comprehension part of the tests requires test takers to read several reading passages and summarize them in

English. Test takers are then assigned a grade according to their ability to read, understand, follow and process the written material. The grading depends on whether the test taker can draw correct inferences from the reading material, get the main ideas, and interpret contextual clues correctly.

5. Conclusion

The tests which I discussed in this paper are the first efforts of their kind designed for programs in U. S. universities. In preparing these tests we not only planned to provide teachers samples they can utilize and copy, but we also wanted to start an ongoing debate about the kinds of language tests which would be appropriate to give to students. We do not claim what the testing committee has prepared is the "ideal" test for all purposes. Even experts admit that "...there is no such thing as the one 'best' test even for a specific situation."⁶ The test we prepared might be appropriate in some instances but not so in some others. We are hoping to get input and new ideas from our colleagues to make them better. Other approaches and suggestions in our effort to develop our tests would be welcome.

NOTES

¹ Various government institutions and the Defense Language Institute all have their own guidelines and tests; however, such a nationwide effort to have a uniform Turkish language test designed for institutions of higher learning did not exist before this time.

² For more on testing also see J.P.B. Allen and Alan Davies, *Testing and Experimental Methods* (London: Oxford University Press, 1977) and Mary Finocchiaro and Sydney Sako, *Foreign Language Testing* (New York: Regents Publishing Company Inc., 1983).

³ Jerry W. Larson and Randall L. Jones, "Proficiency Testing for the Other Language Modalities," in *Teaching for Proficiency, the Organizing Principle*, ed. Theodore V. Higgs (Lincolnwood: National Textbook Company, 1989), 134.

⁴ Lyle F. Bachman and Adrian S. Palmer, *Language Testing in Practice* (Oxford: Oxford University Press, 1996), 18.

⁵ Lyle F. Bachman and Adrian S. Palmer, *Language Testing in Practice* (Oxford: Oxford University Press, 1996), 68.

⁶ Lyle F. Bachman and Adrian S. Palmer, *Language Testing in Practice* (Oxford: Oxford University Press, 1996), 6.

BEYOND CLASSROOM ACHIEVEMENT: STANDARDIZED TURKISH TESTS

Pelin Başcı
Portland State University

An increasing separation of tasks has taken place in many “commonly taught” second or foreign languages such as English and Spanish, where the test builder is no longer necessarily the instructor. This is, of course, especially true for standardized tests, although the same principle also applies to oral proficiency assessment.¹ As a matter of fact, for some of these language areas, assessment is both an independent field of research and a full-fledged industry. There are advantages and disadvantages to such expansions in any field: the advantage stems from the professional work committed to assessment research and implementation, while the disadvantage most remarkably arises from the commercial interests built around highly standardized tests such as the Test of English as a Foreign Language (TOEFL). In some of these cases, special crash courses, study books, and exercise tapes all come to function as parts of a vast enterprise.

One doubts seriously that standardized tests in Turkish will ever become commercialized to the extent of, for example, TOEFL. While this may indeed be the good news, the bad news is that testing and assessment of Turkish within the US context has hardly reached the widespread professionalism that underlies the assessment research, test preparation, and implementation in some of the commonly taught language areas. No doubt, this is also due, at least in part, to the status of Turkish as a non-cognate critical language in a largely English-speaking world: there is no comparison between the number of students who take Turkish and those who take,

for example, Spanish or other Romance languages in the US. Both the demand for standardized tests and the corpus of any data that result from such tests and would inform assessment research are smaller. Moreover, in many US academic institutions, Turkish instructors are asked to strike a difficult balance between their increasingly diversified academic and teaching responsibilities and limited resources.

One of the main goals of the testing committee for Turkish, which was founded in the late 1990s, has been to broaden the scope of interest and research in the testing and assessment of Turkish, and thereby promote professional awareness of the topic. It is with these broader goals in mind that I would like to expand further on the questions that the testing committee had to address in preparing model intermediate and advance tests for the 1998 program of the American Research Institute in Turkey (ARIT) for language study in Boğaziçi University.

Second language acquisition research, particularly the debate that centered around the distinction between learning and acquisition,² regardless of its shortcomings particularly for non-cognate languages,³ provided useful analytic categories for rethinking classroom instruction. Debates about the place of comprehensible input produced in meaningful authentic contexts, the presence or absence of the “monitor” as a “grammar police” in learners’ minds, and the delicate balance between accuracy and communicative competence have been informing foreign language methodology as well as assessment.⁴ The preparation of multi-dimensional tests, rather than one-dimensional paper-and-pen examinations, incorporating authentic material that has some appeal and relevance to the test-taker’s needs, and designing assessment models that are user-friendly and tests that help students rather than keeping them in their place, have been accompanying debates of instructional methodology.⁵ Moreover, with the national move towards clearly defined proficiency goals as the organizing principle in teaching, “knowing” a second or foreign language

has been re-defined as the ability to perform, "to do" things, to carry out diverse tasks using all four language skills in the authentic environment of the target language and culture.

The AATT testing committee aimed at incorporating much of the useful recent scholarship on acquisition, methods, and assessment into the process of developing model tests for two different proficiency levels. In this process, the Turkish proficiency guidelines set the framework for developing the model tests. However, as the committee was charged with the task of creating models for the ARIT test, the question of intent had to be addressed: to what degree were models, like those prepared for ARIT, proficiency assessment tests? For the models to be successful, other significant variables had to be accounted for. Prepared within the framework of proficiency guidelines, the models had to become a point of departure for reliable standardized tests that best suited the needs of ARIT and reflected the educational context that produced the intermediate and advanced students of Turkish who would take these tests. For the testing committee, the identification and recognition of all the variables and different criteria in the construction of models were of great significance, for they helped to define what Bachman calls "the abilities we wish to measure and the means of measurement."²

Tests—while by no means the only criterion of evaluation—help ARIT decide what student to select for an in-country study program and whom to reward with a scholarship. In this sense, the models had to address simultaneously the "selection," "readiness," and "entrance" goals. Meanwhile, there was also a greater need for the tests to inform instructors and program administrators with increased accuracy about the students' readiness to pursue intermediate and advanced study in the program, which in turn, required that the tests "diagnose" student levels and reduce the burden of further "placement" procedures.

In addition to selection, readiness, and entrance goals, the tests' ability to diagnose and place students into expected levels of proficiency implied that the contexts, functions, and levels of accuracy to be tested should reflect the expectations of the receiving program. This brought to the fore further issues regarding instructional articulation, the implied continuity of levels, and expectations among different programs both within and without the US context—an issue that plays a part in decision-making, but is beyond the scope of any testing committee's immediate work.

Having listed some of the goals, major concerns, and issues to be addressed, it would be thoroughly unrealistic to claim with any level of certainty that all of these issues were resolved and that "perfect" models for standardized national tests were in fact created by the Turkish testing committee. Yet the following may shed light on how the committee handled some of these concerns.

(1) Addressing the objectives: The committee designed the scoring to indicate both a competitive score and a proficiency level in order to meet the different set of goals mentioned above. This meant that the tests would indicate both a demonstrated level of proficiency—as in intermediate-mid or intermediate-high—and a numerical score showing a ranking of the student in relation to other competitors for selection purposes.

In designing the questions, the committee made a serious effort to address different proficiency levels for different skills. For example, in the section that tested speaking, intermediate students were asked to communicate concrete, descriptive information about the self and their immediate environment; deliver this information through a range of speech conventions such as questions and commands, using grammatical structures such as "var/yok", and the future, present continuous, past, and aorist tenses; and display a certain amount of control and appropriateness in their use

of these basic structures. Their functional skills were put to test in well-defined tasks that related to the expected benchmarks in intermediate proficiency levels, such as inviting friends over for dinner and providing them with directions and ordering at a restaurant. Advanced students were asked to display the ability to talk about the self in a more detailed and specialized fashion, incorporating their career options, future plans, and a discussion of cultural differences. The situational contexts in which their functional skills were tested include, but are not limited to, retrieving stolen valuables such as a passport, making grievances at a hotel while employing appropriate structures and increased awareness of the socio-linguistic rules of Turkish.

(2) Constructing a multi-dimensional test while addressing issues of scoring: In addition to a written text, the tests included a variety of visuals in the form of pictures, photographs, newspaper clippings, and an audio section which contained questions read on a tape and required answers spoken into a tape. The model tests were constructed to measure student skills at advanced and intermediate levels, separately examining all four areas—speaking, listening, reading, and writing—even though the committee felt strongly that each of these seemingly separate receptive and productive skills contributed to one another. At least in the case of speaking and listening comprehension the committee therefore designed the scoring guides accordingly. A certain percentage of the scores received in listening contributed, for example, to the student's scores in speaking and vice versa.³

(3) The use of authentic material: In the testing of different skills, including reading and writing, the committee tried to provide students with communicative contexts such as filling in a subscription form (intermediate) and processing information from a film review (advanced). In all of the questions in each sub-section, the committee relied to a

large extent on realia: photos and cartoons from newspapers rather than drawings, newspaper clippings rather than composed or altered written texts, and unscripted conversations depicting a certain negotiation of meaning such as a rendezvous, to name a few.⁴

(4) Reliability and validity: In order to increase the reliability of the model tests, attempts were made, even if limited in scope, to administer "pre-testing" on those groups who could not themselves participate in the "competition." Often, time constraints more than anything else hampered further work in this direction. Moreover, despite all that is said and done, any assessment process itself can only be assessed when there is additional input on implementation, which is to say the actual administration process.

Finally, it is the input coming from the implementation process that will help to improve the quality and reliability of such models for future use. Were the instructions to the students and to the proctor clear enough? How did the students perform with the time restrictions, since the tests were not constructed as "speed-tests"? What role did the physical conditions and limits of the testing environment play? Even the identity of the proctor could play a significant role in the implementation of any test. In this case, a Turkish-speaking instructor who would have an idea of the test material, realize what is being tested, and could handle unexpected situations regarding the test, is certainly preferable to a substitute with no functional language abilities in Turkish and no training in any aspect of teaching and testing. Similarly, the quality and availability of tape recorders at a given institution, the conditions of the room in which the test was administered—all of these and other variables could impact the reliability of any standardized test. It is particularly, but not exclusively, on this note about implementation that the testing committee would like to solicit responses to the model tests and invite a larger participation

in the debate on the assessment of Turkish as a foreign and/or second language.

NOTES

¹ There are those who believe that oral-proficiency assessment, particularly in the form of an interview, works best if the interviewer is not the teacher.

² For a sample of Krashen's prolific work, see Stephen Krashen, *Second Language Acquisition and Second Language Learning* (New York: Pergamon Press, 1981).

³ For a critique of Krashen and the monitor model, see Ronald M. Barasch and C. Vaughan James, ed., *Beyond the Monitor Model: Comments on Current Theory and Practice in Second Language Acquisition* (Boston, Massachusetts: Heinle & Heinle Publishers, 1994).

⁴ Theodore V. Higgs, ed., *Teaching for Proficiency, the Organizing Principle* (Lincolnwood: National Textbook Company, 1989).

⁵ Andrew D. Cohen, *Assessing Language Ability in the Classroom* (Boston, Massachusetts: Heinle & Heinle Publishers: 1994).

⁵ Lyle Bachman, *Fundamental Considerations in Language Testing* (New York: Oxford University Press, 1990), 81.

⁶ For the scoring guide please, see Güliz Kuruoğlu, "Turkish Proficiency Tests: A National Model" in this issue of the *Bulletin*.

⁷ This would be one example in which certain justifiable compromises were made in the use of the material. To maintain high-quality audibility, recordings were produced at a later time in a studio environment, although every effort was made during this process to maintain the natural flow of the original unscripted conversation.

BOOK REVIEW

Feyza Hepçilingirler, *Türkçe "Off"* (Istanbul: Remzi Kitabevi, 1977). Pp. 231, with an index that lists the people whose words are quoted as negative examples

REVIEWED BY SİBEL EROL
NEW YORK UNIVERSITY

Türkçe Off is a collection of seventy-three short essays about many aspects of the Turkish language by the novelist, short-story author, and former Turkish teacher Feyza Hepçilingirler. However, it is more than a book about Turkish language. Arguing that language is an expression of a world view, Hepçilingirler links language with society, and tries to show the interconnections between misuses of language and problems in society. She writes, "Misuse of language is both a manifestation of social problems and in an indirect way, their cause. Is the bad usage of Turkish independent of all the other things that are going bad in society?" (p.43) As we see in this quotation, language emerges not only as a reflection of a society and its world view, but also as their primary building block. She explains this further with, "Language shapes thinking. Nobody can think without and outside language." (p. 43) As a result of this strong connection made between society and language, the book becomes a cultural critique that builds its arguments on specific examples of misuses of vocabulary, grammar, semantics, spelling, and of pronunciation of Turkish.

Because she shows the interconnectedness between language and society, Hepçilingirler is both able to maintain a two-pronged analysis that covers much ground, and to make cogent and opinionated statements in the course of very short essays that do not go beyond two-and-a-half pages. Her overall diagnosis of the

ills in Turkish society is formulated with special concern for young people. She overtly attacks the media for eroding values and meaning in social life. Her attack extends to politicians, writers, entertainers, programmers among others who shape, use or constitute the media for misdirecting and misinforming the public about possible ways of living their lives. She states that society in general, young people in particular, are prevented from thinking. They are rather distracted with American shows about violence and sex that serve as twisted models of westernization, or with shows about fortune-telling, mediums, and gins that are presented as options about spirituality. The thoughts and feelings that are numbed in this way are channeled toward a chauvinistic freedom and release in soccer. Young people are directed toward the goal of becoming rich with a quick fix rather than being taught the value of hard work and education. Culture is eroded to such an extent that the term "sanatçı" (artist) designates a belly dancer rather than a painter or a writer. Turkey has become a land of soccer players and fashion models. Those who cannot become rich get further frustrated, with the result of falling prey to drugs or to extremist behaviors.

There is a crisis in language usage that corresponds to this crisis in society. The public, but again, especially young people, lack good models in speaking Turkish. The people in the media make all kinds of mistakes, and get away with it. Some of their mistakes are caused by ignorance, some by problems of logic and others by having to perform extemporaneously in live shows. But in other cases, they irresponsibly forsake their duties of serving as role models. Schools and teachers cannot communicate the mathematical precision or the beauty of Turkish, which are integral to engendering a love for it. In fact, they kill any awakening interest in Turkish with oxymoronically named "zorunlu seçmeli" (mandatory elective) Turkish classes.

There is no discussion about the best methods of teaching Turkish. Linguists, on their part, have not come up with a shared vocabulary to discuss linguistic issues. For example, the latest *İmla Kılavuzu* (Spelling Handbook) published by the new Türk Dil Kurumu (Turkish Language Institute) spells compound words that go together as separate words.

Consequently, young people experience difficulty in expressing themselves. They resort to finishing every sentence with "tamam mı?" (all right?) They use pantomime and act out what they want to say, adding "Ben böyle falan oldum." (I became like this.) (p. 227). Or they use onomatopoeic sounds as in "Şlak diye attım kağıtları." (I threw the papers, which made a loud shlak sound) in order to convey what they mean (p. 227). The fashion of using foreign words, especially as a mark of class status, further distorts their usage of Turkish.

I have given a summary of the overall arguments of the book by connecting the ideas of the different essays. What has enabled me to generalize from the particular essays is the coherency and the unity of their overall assumptions. However, that kind of coherency is not always apparent in the organization of the book. As Hepçilingirler explains in the introduction, the book is an expanded version of the essays she originally wrote for the paper *Siyah Beyaz* (Black White). The seventy-three essays are divided into nine sections, which have special group titles. However, because the pieces were gathered into nine groups after they were written rather than being expressly written to constitute different stages of a book, the groupings sometimes seem arbitrary.

The first group of essays are entitled "Siyasilerin Dili" (Language of the Politicians). These ten essays deal with the linguistic and conceptual mistakes of the politicians. Most of the examples are taken from speeches and statements reported on TV news. The second section, made up of eleven essays, "Kağıttan Kardinaller" (Paper Cardinals) focuses on politicians, entertainers, and writers, taking

most of the examples of the mistakes these people make from TV and the newspapers. The distinction between the first and second sections seems to be that the first section solely draws from the examples of politicians, and solely from TV whereas in the second section examples from newspapers and from non-politicians are given alongside those from TV news and from politicians. The third section "Merhaba Diyorum Size" (I Say Hello to You) presents eight articles whose examples are drawn from entertainment and magazine programs on TV. A shift in the genre, therefore in the presenters, participants, and content of the programs is intimated, though not stated as the reason for this grouping. "Biraz da Dilbilgisi" (Now A Little Bit of Grammar) is the fourth section of the book. The examples discussed in the nine essays in this section are drawn from various TV programs and from everyday life. Although the specific essays are united by their shared concentration on grammatical mistakes, grammar mistakes are discussed in other parts of the book, which belies the specificity indicated by the title.

The organization by genre apparent in the next few groups is more coherent. The fifth section "Şarkılar Neyi Söyler?" (What Do the Songs Say/Sing?) presents four essays which reveal the inconsistency of logic and meaning as well as distortion of grammar in contemporary Turkish pop songs. These technical mistakes are exposed to be the reason for the trivialization of love, and to an extent of women, in these songs. "Seslendir(eme)meler" (Dubbing Problems) is the sixth section. The three essays under this heading discuss the distortions created in Turkish as a result of the dubbing of foreign series, soaps, and movies. Hepçilingirler argues that "Yo" as a negative response is popularized to match the mouth movements of actors saying "No." The other problem is the differing logic of the usage of "No" in Turkish and English. To a statement like, "This will not last like this till eternity," the Turkish response is "No, it will last" because it is a disagreement, but in English

it is "Yes, it will last" because it is an affirmative response (p.144). As she shows, the translations from English sometimes defy the logic of Turkish but these formulations are ever repeated on TV.

"Şapkalar Kalktı mı?" (Are Hats--i.e., Elongation Marks--Out of Usage?) is a long section with twelve essays. It focuses on pronunciation and spelling mistakes. It is quite unified as a section, but contradicts the previous groups by genre, which reappears in the next section about commercials, "Reklam Ötesi" (Beyond Commercials). The five essays here scrutinize and close-read commercials, asking questions such as: What is the color beyond white alluded to in detergent commercials which boast of detergents that make laundry beyond white? Hepçilingirler asks if logic does not dictate this color to be black (p.193).

The last group of eleven essays are entitled "Siz Kimsiniz?" (Who are You?), suggesting a connection between language and identity/coherence. There are a variety of topics covered here that range from the use of slang to self-promotion techniques, and to the connection between gender and language. The last subject is explored in three essays, in one of which Hepçilingirler argues that Turkish is genderless, but then in the other two shows that the substitution of "kadın" (woman) in idioms and expressions using "adam/erkek" (man) makes their meaning pejorative.

All the essays are powerful, interesting, and provocative. I found that there was much to agree on, to learn from, and to disagree with, which makes the book extremely engaging and vibrant. Let me briefly illustrate each of these responses. For example, I am glad Hepçilingirler emphatically argues for the non-separation of noun compounds, which are being separated out of false concerns for clarity. When Maliye Bakanı (Finance Minister) is qualified by the adjective "eski" (old), the result should be "eski Maliye Bakanı." But nowadays the adjective is inserted between the nouns of the compound as in "Maliye eski Bakanı" (Finance old

Minister), which makes it awkward. Hepçilingirler quotes Füsün Akatlı's tongue-in-cheek question whether we should start to call "yoğurtlu patlıcan kızartması" (fried eggplant with yogurt sauce), "patlıcan yoğurtlu kızartması" following the same logic, given that "yoğurtlu" is also an adjective.

I found Hepçilingirler's argument that Turkish is not a phonetic language illuminating, making easier for me to identify the sources of problems for Turkish American students who speak Turkish, but cannot write it correctly. Their problems are based on the fact they are writing Turkish phonetically as opposed to students who correctly learn the written forms—for example, of the future tense suffixes—while they are learning the form itself. I did not agree with Hepçilingirler's insistence that third-person plural subjects should always be used with plural verbs when the subjects are human beings, but subjects denoting non-humans should never be used with plural verbs. She argues, for example, that one cannot say, "Çiçekler açıyorlar, kuşlar ötüyorlar, kelebekler uçuyorlar" (flowers bloom, birds sing, butterflies fly) because the subjects here are non-human. She adds that "Kadınlar çiçektir" (women are flowers) is wrong for the opposite reason because here a plural human subject is referred to with a singular verb (p. 191). I found this insistence to be against usage, and unnecessary.

The book can be very easily used in intermediate and advanced Turkish classes because of the brevity of the essays and the nature of the problems illustrated. The fact that Hepçilingirler builds the essays around mistakes makes the articles clear and extremely funny. I laughed out loud throughout my first reading of the book, and re-reading did not make the book less funny. Sometimes the humor deepens into irony as in the title *Türkçe "Off"*. There is double irony here for Hepçilingirler parodies the recent popularity of English words in Turkish about which she has much to say in the book. However, it is ironic that this parodic usage is also

a commercial decision that increases curiosity about the book, which, in turn boosts its sales. Consequently, the title becomes a good illustration of the very usages she criticizes in the section about commercials.

A Book with Audio Tapes

Yıldırım Erdener and
Pelin Başcı, edited by Gönül Ertem
Kavga Edebileceğiniz Düşman /
An Enemy You can Engage,
(Austin: 1996). Pp. 163.

The purpose of this booklet is to provide authentic samples of spoken Turkish for intermediate and advanced students of Turkish. This booklet is first in the series of "Turks Speak of America." It contains interviews with Turkish students at the University of Texas, or their spouses. The written text includes new vocabulary, examples, listening exercises, and discussion topics. The two audio tapes include unsimplified, authentic speech samples.

The interviews highlight communication problems, awkwardness, or misunderstandings that result from encounters with English as a foreign language. The common thread among the interviews is the fact that learning a second language is intertwined with entering unfamiliar cultural territory for any learner. The humorous personal stories derive from these cultural and linguistic encounters with the 'unfamiliar.'

Crossing linguistic and cultural boundaries are difficult and universal for any student who learns a foreign language. Those who study Turkish are likely to relate to the personal stories covered by this material. We have only fifty copies of the booklet. If teachers of Turkish would like to obtain a free copy and two audio tapes, they should send a self-addressed and stamped (for \$1.58) envelope (size: 13x10 or 12.5x9.5) to:

Professor Yıldırım Erdener
Department of Middle Eastern
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The University of Texas at Austin
Austin, TX 78712

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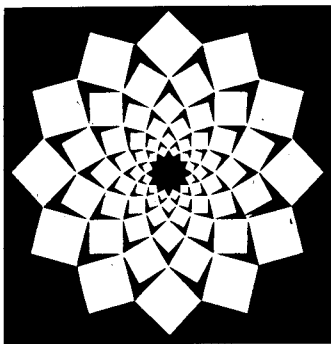
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