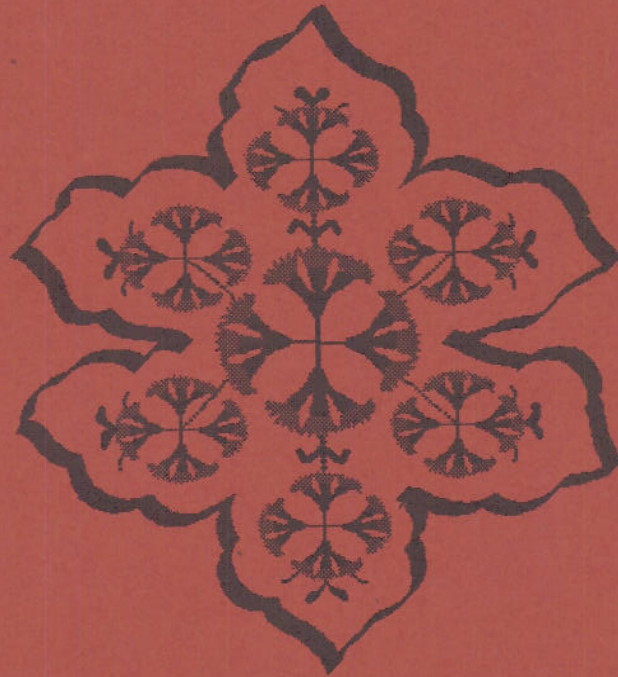


AATT Bulletin

American Association of Teachers of Turkic Languages

31-32, Spring 2004-Fall 2004



Published by Portland State University
Contemporary Turkish Studies Program
Department of Foreign Languages and Literatures

The *AATT Bulletin* is published yearly under the auspices of the American Association of Teachers of Turkic Languages. Opinions expressed in the articles are not necessarily those of the AATT or its board. All correspondence regarding the *Bulletin* should be directed to the editor:

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@pdx.edu
Phone: (503) 725-5289
Fax: (503) 725-5276

Editorial Board

Kathleen R. F. Burrill	Columbia University
Erika H. Gilson	Princeton University
Kemal Silay	Indiana University-Bloomington
Uli Schamiloglu	University of Wisconsin-Madison
Pelin Başcı (Editor)	Portland State University

AATT Executive Board

Kathleen R. F. Burrill, Honorary President	Columbia University
Uli Schamiloglu, Acting President	University of Wisconsin-Madison
Erika H. Gilson, Executive Secretary-Treasurer	Princeton University
Roberta Micallef, Secretary	University of Utah
Sylvia Önder, Board Member	Georgetown University
Selim Kuru, Board Member	University of Washington
Güliz Kuruoğlu, Board Member	University of California-Los Angeles

AATT Home Institution

Contact Person: Erika H. Gilson
Near Eastern Studies, 110 Jones Hall
Princeton University
Princeton, NJ 08544-1008

AATT Home Page <http://www.princeton.edu/~ehgilson/aatt.html>

Copyright © 2004 American Association of Teachers of Turkic Languages.
Printed in the United States of America.

Cover design: Pelin Başcı

IN THIS ISSUE

From the Editor	
News of the Profession.....	1
In Memoriam, James Stewart-Robinson <i>John Crofoot</i>	
In Memoriam, Andreas Tietze <i>Nenad Filipovic</i>	6
Online Proficiency Assessment of Turkish <i>Carl Falsgraf and Sachiko Kamioka</i>	10
The Language of Globalization versus Languages of the Globe: Foreign language Use in Turkish Television Program-Productions <i>E. Nezih Orhon</i>	20
"Turkish Conversation Partner" Program at the Ohio State University <i>Hilal Sürsal</i>	26
What is Unique About Turkish at Sweet Briar College? <i>Karlana Sakas and Neslihan Yilmazlar</i>	28
Review of Güliz Kuruoğlu's <i>Turkish Tutor</i> <i>Hilal Sürsal</i>	33

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 2004 edition of the *AATT Bulletin* pays tribute to two world-renowned Turkologists, James Stewart-Robinson and Andreas Tietze, as it also celebrates the future generation of scholars in Turkish as a Foreign Language (TFL).

Dr. Carl Falsgraf and Sachiko Kamioka's article on online proficiency assessment of Turkish illustrates the multi-layered nature of scholarship in second-language teaching and assessment, which incorporates language pedagogy, new technology, and rigorous statistical data analyses. I join them in calling for more programs to participate in the piloting of the Turkish test, which will help to provide Turkish instruction in this country with an invaluable assessment tool. Dr. Hilal Sürsal shares with us her experiences in setting up a "Turkish Conversation Partners" program at Ohio State University, rendering useful tips and a good deal of inspiration, as do Karliana Sakas and Neslihan Yılmazlar, in sharing their field notes on teaching and learning Turkish at the Sweet Briar College. The review of Dr. Güliz Kuruoğlu's *Turkish Tutor*, also by Dr. Sürsal, highlights the significance of web-based creative listening comprehension projects. Having visited the program and used it with my own students, I join Dr. Sürsal's assessment that Dr. Kuruoğlu's "work," or as one of my own students aptly termed it, her "labor of love," sets the bar high for all of us and "leaves us wanting more of such instructional programs." All of these contributions testify to the degree of dedication and sophistication teaching TFL in the US involves. Finally, Professor E. Nezih Orhon's sobering contribution about the use of foreign language, particularly English, in Turkish media brings us back to our collective responsibility as educators and language experts, as well as participants in Turkish culture, in preserving, transmitting, and enriching the very language and culture we teach.

Once again, I would like to close with a reminder that the *AATT Bulletin* needs your involvement through article, review, and news submissions, and warmly encourages all scholars of Turkic languages and cultures to contribute. We await your submissions on topics ranging from language instruction material, methodology, and assessment to language, literature, and culture relationships for our Spring 2005 edition.

Pelin Başcı
Portland State University

NEWS OF THE PROFESSION

AATT ANNUAL REPORT

By Roberta Micallef,
University of Utah

The 2003 annual meeting of the AATT took place during the ACTFL annual conference in Philadelphia. The AATT business meeting followed the AATT proficiency guidelines familiarization workshop led by Virginia Maurer from Harvard University. At the workshop participants discussed proficiency standards and discovered that they were all “on the same page” when it came to defining levels for novice, intermediate, superior and advanced. With twelve colleagues, the attendance at the workshop exceeded expectations.

The business meeting was led by Erika Gilson as acting president of AATT during 2003. The honorary president, Kathleen Burrill, could not attend.

A remembrance for James Stewart Robinson took place with a reading of a touching obituary, which was followed with the following discussion items on the agenda:

1. Treasurer’s Report: AATT’s finances are in good shape partly due to the testing fees AATT will collect from ARIT. However more membership dues need to be collected from those members who have neglected to pay, and we need more support from Title VI centers.

2. Editor’s Report: *The AATT Bulletin* is looking for new submissions, reviews of teaching materials, etc. Hilal Sürsal will submit a review of the *Turkish Tutor* which was created by Güliz Kuruoğlu at UCLA.

3. Report on Recent Developments and

Workshop: Erika Gilson reported on AATT activities. The AATT board makes up the Turkish Language Board for the Middle East LRC located at BYU. The LRC will fund the teacher training project which will take place in Turkey. There are two possibilities. After the meeting members had a chance to examine the two options and voted for the less expensive alternative provided by TÖMER.

Uli Shamiloglu indicated that Indiana University-Bloomington held a workshop on Inner Asian and Uralic languages on 8/1 and 8/2, which was chaired by Will Fierman. During this workshop the following issues were addressed:

- a. They discussed the application of technology, Max Author software.
- b. There were presentations on different resources from teachers of various languages. Will Dirks and Umida Hikmatullaeva presented on Uzbek, and Talant Mawkhanuli presented on Uighur, while Suzan Özel gave a presentation on online resources for Turkish.
- c. They discussed proficiency.

Also mentioned during the AATT meeting was the CESS – Harvard conference. The conference was very well-attended. The most recent conference was at Harvard and had 800 participants mirroring a new awareness of and interest in the region and its languages.

Pelin Başcı and Carl Falsgraf presented their work on online assessment of Turkish. All items are created and located in a computer base. They discussed how to measure student evaluation. They need volunteers for the pilot, which will be ready for the next academic year. At the moment

they have five levels from novice to low intermediate.

4. Redhouse Prizes: There were four recipients this year, Rim Abida, Harvard University[Hakan Karateke], Lillian Hammel, University of Wisconsin-Madison[Zekeriya Baskal], and sharing in the West Jo Mackby, Portland State University [Pelın Başcı] and Chuen-Fung Wong, UCLA [Süreyya Er].

5. Summer Programs: The Eastern Consortium will proceed with a summer program at Ohio State University. The Western Consortium apparently has collapsed. ARIT will have a summer intensive program for advanced students. Applications are available on the Web, and the deadline is in February. The University of Chicago will offer advanced Turkish. Indiana University, the University of Washington in Seattle and OSU will offer Central Asian languages.

6. New Business: Güliz Kuruoğlu is the new board member, replacing Sibel Erol. Roberta Micallef continues as the Secretary, and Pelın Başcı as the editor of the *AATT Bulletin*. Election of Nominating Committee: Güliz Kuruoğlu will chair the nominating committee.

This was AATT's first participation in ACTFL. Members decided to visit panels to see which venue was more productive for AATT. The overall sentiment was in favor of MESA.

7. Comments, Suggestions, and Other Business: AATT membership in attendance decided to take the following actions:

- a. to send a contingent to CESS;
- b. to put in a proposal for a thematic discussion at MESA (Roberta Micallef).

TURKISH STUDY ABROAD PROGRAMS 2004*

Programs in TURKEY

- BİLKENT UNIVERSITY in Ankara
- BOSPHORUS / BOĞAZIÇI UNIVERSITY in İstanbul
- CONCEPT LANGUAGE
- DİLMER
- Georgetown University's MCGHEE CENTER in ALANYA
- FATİH UNIVERSITY in İstanbul
- Harvard-KOÇ UNIVERSITY in İstanbul
- INTERNATIONAL HOUSE
- TÖMER
- MIDDLE EAST TECHNICAL UNIVERSITY (METU/ODTÜ) in Ankara
- YEDİTEPE UNIVERSITY in İstanbul

Summer Programs in the UNITED STATES

- EASTERN CONSORTIUM for Persian and Turkish
- UNIVERSITY OF CHICAGO Intensive Advanced Turkish
- SWSEEL at the Indiana University for Central Asian Turkic Languages
- Advanced Uzbek/Translation, University of Washington; contact: I. Cirtautas

* This list originally appeared on the AATT website.

Summer Programs for Ottoman Studies

- HARVARD-KOÇ UNIVERSITY Intensive Ottoman & Turkish Summer School, Cunda-Ayvalık, Turkey

Scholarship & Financial Aid

- For information on FEDERAL awards, such as Pell grants, visit your Office of Student Financial Affairs.
- American Research Institute in Turkey, fellowships for Advanced Language Study
- Robert B. Bailey III Scholarship
John E. Bowman Travel Grants
- Foreign Language and Area Studies Scholarship
- Gilman Scholarship Program
- International Study Programs (ISP) Scholarships
- Institute for Turkish Studies
- National Security Education Program (NSEP) Scholarships
- Rotary Ambassadorial Scholarships
- Institute of Turkish Studies

NEWS FROM PROGRAMS

► The Indiana University Inner Asian and Uralic National Resource Center, with funding from the National Security Education Program (NSEP), has established two summer language institutes, one in Samarkand (Uzbekistan) and the other in Almaty (Kazakhstan). The role of these institutes is to provide in-country opportunities for U.S. and other students to study Uzbek and Kazakh at an advanced (third-year) level over an intensive eight-week session. In its second year, these

institutes currently run from June 19 to August 13, utilizing local native language instructors. Fellowships are available for summer 2005, including FLAS.

For information, contact:

Professor Edward J. Lazzerini
Associate Director, Inner Asian and Uralic
National Resource Center
Academic Specialist, Department of Central
Eurasian Studies
Adjunct Professor of History
Goodbody Hall 348
Indiana University
Bloomington, IN 47405 USA
812-856-0671 (tel.)
812-855-7500 (fax)
elazzeri@indiana.edu

► The University of Chicago has offered an advanced intensive Turkish course between June 21-July 30, 2004. The main aim of this 6-week-course was to provide an alternative for those who cannot attend the Boğaziçi program. The course proposal received sufficient support from the university administration and attracted seven students. Among the students, one came from Washington D.C., and one American student, from Istanbul. The rest of the students were University of Chicago students. With one exception, participants were graduate students, hoping to prepare themselves for doctoral-level work. The exception was a professional, aiming at obtaining proficiency in modern Turkish, and hoping to retire in Turkey. A variety of disciplines were represented in the class, such as history, NELC, anthropology, and linguistics. Since the students came from different educational and language-training backgrounds, the greatest challenge was to adjust the level of students in a way that no one felt out of place and everybody benefited from the instruction as best they could.

For more information on the program contact Dr. Hakan Özoglu at [aозoglu@uchicago.edu](mailto:aozoglu@uchicago.edu).

► **The Summer 2004 Eastern Consortium in Persian and Turkish** (June 21 - August 13) is now under way. There are 16 Turkish students registered in the program this summer, 10 at the elementary level of instruction and 6 at the intermediate level, representing 10 different universities. The elementary class is being taught by Bülent Bekçioğlu, and Bilge Özel is the instructor for the intermediate students. Prior to the beginning of the program, all of the Consortium's instructors participated in a successful graduate-level, two-day pre-service workshop for teachers of Persian and Turkish. Its purpose was to provide background to the most recent developments in teaching foreign languages, some fundamental principles in language learning and teaching, and practice through micro-teaching.

For more information contact Stafford Noble, the academic program coordinator at <noble.3@osu.edu> or visit <http://nclc.osu.edu/>.

ANNOUNCEMENTS

► A significant contribution to Turkish literature in English translation has appeared from New Directions. *The Garden of Departed Cats* by Bilge Karasu, translated from the Turkish by Aron Aji, is now available at bookstores everywhere and at www.ndpublishing.com for \$18.95. This is one of Bilge Karasu's most significant works, and stands among the tallest in the pantheon of the Turkish novel.

► A new collection of poems dedicated to Turkey has appeared from Quiet Lion Press. *Blood Silk* by Paulann Petersen celebrates the geographical, cultural, and human landscape in Turkey with warmth, lyricism, and familiarity rarely seen in depictions of European or American poetry. The poet Paulann Petersen's other works include *The Wild Awake*, *Under The Sign Of A Neon Wolf*, *The Animal Bride*, and *Fabrication*. An active contributor to various literary journals and poetry workshops, Petersen is

also the recipient of a Wallace Stegner Fellowship at Stanford University and two Carolyn Kizer Awards. *Blood Silk* is available in paper back adorned with beautiful illustrations by Marilyn Maricle, for \$10 from www.powells.com.

► Koç University

Director for the Division of Arts & Humanities

Applications and nominations are invited for the position of the Director for the Division of Arts & Humanities in the College of Arts and Sciences (CAS). Koç University, founded in 1993, is a private Turkish institution of higher education, committed to the pursuit of excellence in both research and teaching. Its aim is to provide world-class education and research opportunities to a highly select group of students. The medium of instruction is English. Currently, Koç University (KU) offers degrees in the Colleges of Administrative Sciences and Economics, Arts and Sciences, Engineering, Law and the School of Health Sciences. More detailed information about Koç University can be found at the web site: <http://www.ku.edu.tr>.

The College of Arts and Sciences provides the Common Core curriculum and general electives to all KU students in a liberal arts education setting. The College offers BA/BS degree programs in History, Psychology, Sociology, Mathematics, Chemistry and Physics. The College is also associated with the Anatolian Civilizations Institute of the University which will open in the fall of 2004.

The Director will be responsible for the academic and administrative operations of the arts and humanities program. In this capacity the Director will work closely with and report to the Dean of the College of Arts and Sciences. Specifically the Director will advance and manage the arts and humanities instructional programs of the University, provide leadership for the scholarly activities in arts and humanities, coordinate university activities with the Anatolian

Civilizations Institute's programs, and help the Dean to recruit, develop, and retain faculty. The Director is expected to teach and participate in research. Qualifications include the holding of a PhD and a distinguished track record of teaching and research in Arts & Humanities in an area of importance to the mission of the college. Preferred areas include history, civilizations, literature and philosophy, but other areas will be considered as well. The candidate must also be able to foster useful working relations with the local and international academic community and world of culture. The compensation package is competitive. All information on candidates will be kept confidential.

Candidates should submit their letter and vitae to :

Professor Ersin Yurtsever, Dean
College of Arts and Sciences,
Koç University
Rumelifeneri, 34450 Sarıyer.
Istanbul, Turkey
Phone: 90-212-338 1400; Fax: 90-212-
338 1559; eyurtsev@ku.edu.tr

IN MEMORIAM

The AATT pays its respects to two of its foremost scholars, Professors James Stewart-Robinson and Andreas Tietze.

JAMES STEWART-ROBINSON (1928-2003)

By John Crofoot,
Atlanta

James Stewart-Robinson, Professor Emeritus of Turkish Studies at the University of Michigan-Ann Arbor, was a scholar of Turkish civilization equally comfortable in Ottoman and Modern Turkish. His life was closely wrought with that of 20th-century Turkey, and his scholarship spans the pre-modern and modern ages, poetry and prose, Ottoman court literature and Turkish folk literature.

After growing up in Turkey, he completed his university studies at the University of Edinburgh, under the direction of John Walsh. Stewart-Robinson's early scholarship focused on Ottoman *tezkere*. Examples include "The Tezkere Genre in Islam" (*Journal of Near Eastern Studies* XXIII, 1964), "The Ottoman Biographies of Poets" (*Journal of Near Eastern Studies* XXIV, 1965), "Ahdi and his Biographies of Poets" (*Iran and Islam*, 1971), and "The Ottoman Biographies of Poets and Mustafa Mucib" (*Michigan Oriental Studies in Honor of George G. Cameron*, 1976). Later in his career, he turned his interest to Namık Kemal and Yunus Emre.

Stewart Robinson also wrote and spoke on the legacy of Mustafa Kemal Atatürk. In his reflections on Atatürk and Turkey's transition from empire to republic, Stewart-Robinson drew both on his academic knowledge of Ottoman society and his own childhood and youth in Ankara and Istanbul. His appreciation of both Ottoman and modern Turkish culture created a unique understanding of Turkey's achievement as a republic. Many are fortunate to have heard his formal and informal discussions of

Atatürk's legacy, but a full account of Stewart-Robinson's deep knowledge of Turkish history and letters has been lost with his passing.

The legacy of Professor Stewart-Robinson includes scholars of various disciplines who are highly regarded in Turkey as well as the U.S. He participated tirelessly in the work of professional associations, including the American Association of Teachers of Turkic Languages. In 2001, The University of Michigan Press published a festschrift in his honor: *Intersections in Turkish Literature: Essays in Honor of James Stewart Robinson*, edited by Walter Andrews.

Nur içinde yatsın.

ANDREAS TIETZE (1914-2003)

By Nenad Filipovic,
Princeton University

Andreas Tietze, Professor Emeritus of the Turkish and Islamic studies at the Vienna University and at the UCLA as well as a fellow of the Austrian Academy of Sciences (*OAW*) in Vienna, passed away at the age of 90 in Vienna on December 22, 2003. The news about Andreas Tietze's death spread fast from Vienna to all corners of the world where Turkish studies are pursued. The number of obituaries posted at the H-Turk network bore witness to how deeply the American Turkish Studies community felt the loss of Prof. Tietze. There was one common thread in all these obituaries: Prof. Tietze was not only a great teacher and colleague, but also a genuine friend of any scholar pursuing the path of Turkish and Ottoman studies. His outstanding humanism and his inimitable way of dealing nicely with anybody who would knock at his door created an aura of legend around him during his life. Moreover, that legend came into being despite Prof. Tietze's proverbial dislike towards any kind of personality cult. Andreas Tietze treated his younger colleagues and students as equal human

beings and/or as his children. Any type of patron-client relationship was abominable to him.

Andreas Tietze was born in Vienna on April 26, 1914. His parents were the world-renowned art historians Erika Conrat-Tietze and Hans Tietze. They look at us from a beautiful portrait, an early masterpiece of Oskar Kokoschka, hanging today in the MOMA in New York City. The Tietzes, like the families of Ludwig Wittgenstein or Herman Broch, belonged to the assimilated Jewish Viennese high bourgeoisie-turned-intelligentsia. Their salon was among the most precious gems of the late Habsburg era. The Tietze couple were both nineteenth-century salon intellectuals and twentieth-century professional scholars, but they also leaned ideologically towards the Austrian variant of social democracy. The intellectual development of Andreas Tietze, consequently, cannot be understood properly without taking into account the unique cultural, political, and human atmosphere of his parental household.

The future foremost Turkologist was destined for the career of a scholar from very early on. At the age of 16, his parents sent him to Greece. 'The lad' was supposed to discover the ancient Greece. Prof. Tietze would later joke how he, instead of discovering the ancient Greece, discovered the Ottoman heritage while on this travel. Upon his return to Vienna, he decided to take a private tutor in the Turkish language. After weeks and weeks of inquiries, he succeeded in finding an old gentleman, a political refugee who was a high-ranking officer in the Ottoman army before 1918. He was Prof. Tietze's first teacher of Turkish, and Prof. Tietze would always fondly remember the lessons this *Beyefendi* gave to him. From 1932 to 1937, Andreas Tietze studied languages, history, and economics at Vienna University, spending a semester at the Sorbonne in 1933. In Vienna he was influenced by the works and teaching of T. Seif, H. Jansky, A. Dopsch, E. Patzelt, while he went to Paris purposely to attend the lectures of Jean Deny, the author of the monumental grammar of the

late-Ottoman and modern Turkish language. From very early on, Andreas Tietze's writings showed an unprecedented clarity of style and a gift for posing and resolving research problems. These characteristics must owe something to the philosophy of the Vienna circle in general and to that of Moritz Schlick and of the early Wittgenstein in particular.

In 1937, Andreas Tietze obtained a Ph.D in socio-economic history at the University of Vienna. In the same year he definitely resettled to Istanbul, although he was visiting that city and traveled throughout Anatolia for the first time already in 1936. This was a felicitous move. In 1938 Austria succumbed to the "brown plague", this being the term Paul Wittek, one of the leading Ottomanists in the twentieth century and a Viennese as well, used for the Nazis. To stay in Austria would mean almost surely a death for Tietze, who was both Jewish and leftist. He taught the German and English languages at the University of Istanbul in the period 1938-1958. Upon his arrival in Istanbul he befriended many Turkish scholars as well as various members of the huge community of foreign scholars and exiles who found a refuge in Turkey. Especially fruitful were the friendships he established with Hellmut Ritter and Robert Anhegger.

Even at this early stage of his career two very important features of his work were observable. Andreas Tietze was able to produce a highly specialized scholarly research paper, but also to compile an extremely useful language handbook for beginners in the study of the Turkish language. In 1942, the journal *Acta Orientalia*, sponsored by the Oriental Society of then-occupied Denmark, published his long paper translating and dealing with the first extant Ottoman novella proper, i.e. *Makale-yi Zindanci Mahmud Kapudan*, written after 1669. The glossary appended to that paper was the nucleus for his later monumental study of the *lingua franca*, co-authored with H. and R. Kahane. It was an act of civil courage on the part of the editors of *Acta Orientalia* to publish in

the dark year 1942 a paper penned by a leftist Jew. In 1943, Andreas Tietze published, together with S. G. Lisie, a Turkish reader for foreigners.

A plethora of very important long papers, published during the early 1950s, dealing with Ottoman literature and Turkish lexicology, especially with the problems of foreign elements in Anatolian dialects, together with his co-authorship of the already mentioned monumental work on the *lingua franca* in the Levant, as well as his collaboration with H. Ritter on the completion of Ritter's equally monumental three-volume work on the *Karagöz* theatre, established Andreas Tietze's high reputation in the field of Turkish studies. It was not a surprise when, in 1958, he was invited to assume the chair in Turkish studies at the UCLA. Prof. Tietze stayed at UCLA until 1973, when he was appointed as a long-awaited successor of H. W. Duda in the chair of Turkish and Islamic studies at his *alma mater*, Vienna University.

There was a lot of symbolism in this return to the post-Holocaust Vienna. Andreas Tietze, who like his parents and siblings, subscribed to the humanistic variant of European social democracy, must have certainly felt far more attracted to the political and cultural landscape of Vienna in the early years of Dr. Bruno Kreisky, than to the murky atmosphere of the nadir days of the empire of Tricky Dick in the USA. It is to be stressed that Andreas Tietze used his position as professor and departmental chair at UCLA, as well as professor and Director of the Oriental Institute in Vienna, to invite scholars whose works he valued immensely, but who were, according to him, disadvantaged, either by political circumstances or financial problems, in pursuing their work. Tietze occupied official positions in academia in the fields of Turkish, Ottoman, Islamic, and Middle Eastern studies without using those decision-making positions merely for the purposes of his own financial betterment and/or for constructing networks of vassalage.

Andreas Tietze played, among many other things, a decisive role in establishing the highest standards for the teaching of the Turkish language, Turkish philology, and Ottoman Studies in the USA. He did it through his charismatic lecturer persona. Whoever took a course with Tietze was overwhelmed with his erudition, but not scared by it. He possessed that most precious gift of the excellent lecturer: enticing students to give their best in preparing for class. But this was not the only feature through which Tietze elevated the art of teaching Turkish in this country. He edited and authored some of the basic handbooks for the study of the Turkish language in the Anglo-Saxon world. From 1946 to 1958 he officiated as a main editor of the adjusted re-editions of the famous J. W. Redhouse's Turkish-English and English-Turkish dictionaries, published under the title *New Redhouse*. These dictionaries can be used both for Ottoman and modern Turkish studies. The idiosyncratic transliteration of the genuine *Redhouse* has been tempered in them, and the verbal rectrix and different layers of Turkish phraseology received a masterful treatment. Prof. Tietze also compiled, edited, annotated and commented on two of the best readers for the modern Turkish language: *Turkish Literary Reader* (1963) and *Advanced Turkish Reader: Texts from Social Sciences and Related Fields* (1973). The latter is especially important since it is the best practical teaching tool in initiating students of Turkish into the Turkish Republican academese. Under Prof. Tietze's auspices, the collections of Turkish and Ottoman printed books, as well as the Ottoman and Islamic manuscripts at the Young Research Library at UCLA, became the foremost treasury for Turkish Studies in the USA. It is unfortunately almost unknown that probably the biggest collection of Ottoman commonplace books (*cönk*) is actually stored at that library, and it was formed thanks to Prof. Tietze's vision and connoisseurship.

Tietze's masterful professorial skills were on display in Vienna as well, but the

tradition of teaching things Ottoman and Turkish was quite old in Vienna and Tietze did not have to start *ab ovo*, as was the case during his tenure in the USA.

As far as his scholarly input is concerned, one is unable to do justice to it in the scope of a paragraph. However, some things should be stressed. First of all, whatever subject Tietze touched, it would turn into pure gold. Second, his method was interdisciplinary, being a combination of linguistics, philology, socio-cultural history, and cultural anthropology. His erudition enabled him to do such kind of research. Only Tietze was able to show how the Ottoman *posat-pusat* does not stem from the Perso-Arabic *bisat* but from the mid-Spanish *possada*. Only Tietze was able to write a whole psycho-linguistic phraseological monograph treating the semantic meandering of the word *burun* in the Turkish language. Tietze wrote about the technical vocabulary of craftsmen in Kars; he penned the fundamental paper on the Ottoman prose style, that inimitable article on the peculiarities of Mustafa 'Ali's prose. He was able to reconstruct the devilishly difficult text of the riddles in the *Codex Cumanicus*, compiled in the thirteenth century, using modern Turkic ethnographic parallels. Together with H. and R. Kahane, Tietze was able, already in 1958, through linguistic evidence, to lend the most important but, alas, totally neglected support to F. Braudel's thesis of the Mediterranean unity in the late-medieval and early-modern eras.

But all of this is preserved in his printed legacy and it cannot be erased. What I will miss, and I believe all of those who were graced by Prof. Tietze's mentorship and friendship will, is his warm and sincere joy at the achievements of the younger people willing to pursue the path of Turkish Studies and his never-denied advice.

Nur içinde yatsın, bizim usta-yı muhterem.

ONLINE PROFICIENCY ASSESSMENT OF TURKISH

Carl Falsgraf
Sachiko Kamioka
University of Oregon, Center for
Applied Second Language Studies

I. Introduction*

Proficiency has been the stated goal of second language instruction since the introduction of the ACTFL Proficiency Guidelines in the early 1980s. Yet instruction in many classrooms continues to focus on formal knowledge of grammar and vocabulary, leading to yet another generation of Americans unable to communicate effectively with the world. Part of teachers' reluctance to make proficiency their instructional goal is the difficulty in measuring it. Most of the other proficiency measures currently available are far too costly and difficult to administer for widespread use.

To address to this need for a cost-effective, easy-to-administer proficiency assessment, the Center for Applied Second Language Studies (CASLS) at the University of Oregon has developed an online reading and writing assessment tool for Turkish. French, German, Japanese, and Spanish versions of the *Standards-based*

* The authors would like to thank Kyle Ennis, Linda Forrest, Laurence Gellert, and Heather Quarles for help in preparing this paper. We would also like to thank Pelin Başcı and Erika Gilson for their guidance and advice throughout this project. The work described in this paper was supported by grant #P229A020024 from the U.S. Department of Education which established a National Foreign Language Resource Center at the University of Oregon.

Measurement of Proficiency (STAMP).

These tests are now being used by schools and colleges around the country to evaluate programs, place students, and provide accountability data. CASLS is proud to offer the same high-quality, convenient tool for Turkish teachers.

The development of the Turkish *STAMP* is part of CASLS' proposal to the U.S. Department of Education to establish a National Foreign Language Resource Center. CASLS provided the technology and assessment expertise, but relied on Dr. Pelin Başcı and her colleagues at Portland State University to develop assessment items for this test. Invaluable editorial assistance was also provided by Dr. Erika Gilson of Princeton University. CASLS believes that Turkish is a critical language with great potential for growth and is greatly appreciative of the assistance and advice of experts in the field.

STAMP is a criterion-referenced test based on a set of standards (See Appendix I.) consistent with ACTFL Proficiency Guidelines. Using Computer Adaptive Testing technology, it identifies students' proficiency from Novice-Low to Intermediate-Mid level. Below are key characteristics of *STAMP*:

Characteristics of *STAMP*:

- *STAMP* is a summative assessment designed for mid- to high-stakes testing
- *STAMP* is a criterion-referenced test, neutral with respect to textbooks or curriculum
- Items are verified through rigorous piloting and statistical analysis to assure that every student is fairly evaluated
- Results are made available to educators, parents, and students themselves in a clear, comprehensible, and usable format

- Authentic tasks measure students' true proficiency
- Computer-adaptive testing technology makes it possible to present individual, customized tests at students' level of competency, reducing test time and students' frustration when forced to answer items far beyond or below their proficiency level.

II. Test Structure

Students need only a recent browser and Internet connection to take *STAMP*. For most students, the amount of time needed to complete the reading and writing sections of *STAMP* is 60-65 minutes. When students log on to the test site, they first complete a short biographical questionnaire. They then proceed to reading section instructions and sample items. Students may answer up to two sample items, and feedback is given for their responses to these samples. After this, they complete the reading assessment. Because *STAMP* is a computer adaptive test, the delivery of *STAMP* test items is different for each student. Initially, all students get mid-level questions. As a student correctly or incorrectly answers the questions, the computer delivers higher- or lower-level test items, eventually establishing the appropriate benchmark level for the student. Throughout the test, the selection of test items is randomized, and the order of the four answer choices in the reading section is also randomized. In this way, students take individual, customized tests at their specific levels of competency. Since *STAMP* does not overly burden students with test items that exceed their demonstrated achievement level, the testing experience is less frustrating to them.

After the reading benchmark level has been established, the students move on to the writing section. Again, they begin with instructions, and two sample items. The

writing section prompts are dependent on the benchmark level the student attained in the reading section. A writing item at the student's level of proficiency is randomly selected and presented to the student. As they write, students may view the rubrics that will be used to grade their response, so that they are aware of the criteria they must meet. In addition, students may view a page of instructions on how to type international characters and accent marks.

III. Test Items

STAMP was developed to measure student proficiency: how well a student can actually use the language in communicative situations. Students interact with authentic and semi-authentic texts in a real world context. An understanding of second language and culture is implicit in the task and text. For instance, a reading item may present students with an actual bus schedule and ask them to select the appropriate route and departure time required to arrive at a particular location in time for a concert. In a writing task, students may write an email to their friends about their plan for the day of the concert. All reading items provide students with a context, a piece of authentic or semi-authentic text, and then a task. Students have a choice of four responses. Writing items are more open-ended, but share the quality of providing a culturally authentic context. One of the advantages of web-based testing is that writing tasks such as answering e-mails or filling in forms, or reading tasks such as obtaining information from a web page are highly authentic and well-contextualized. Appendix II shows a sample reading item from Turkish *STAMP*.

IV. Reporting of Scores

In order to facilitate curricular and instructional improvements, teachers receive detailed feedback on their students'

performance. Reports based on student and class performance are posted online for teachers to access. (See Appendix III for examples.) These reports give teachers concrete feedback on students' overall proficiency as well as breakdowns of student performance according to topic and task type. Reading scores are generated automatically by the computer, and results are available immediately after the test has been completed. The class or group report shows the demonstrated proficiency of all members in the form of a 1-5 score. In addition, class or group results may be viewed by topic. Teachers or administrators can track how a class is doing by topic and use this information to evaluate curriculum and identify weak spots in connection with specific topic areas. The writing report, also posted on line, shows the writing prompt and rubrics given, the student's written response to the prompt, and the writing scores assigned. The teacher can also print out individual reports that can be placed in a file or given to the student. These reports detail the reading and writing levels attained and include narrative descriptions of what students are able to do at each of the levels.

V. Piloting and Validation

Before any item is released for use in *STAMP*, it is subject to an extensive statistical analysis to ensure its validity and reliability. Each version of *STAMP* goes through two distinct piloting processes. Over 25,000 students have been involved in the piloting process for all languages. The purpose of the first pilot is to gather information on individual test items, which are then analyzed using point bi-serial calculations. The second pilot verifies the testing algorithm, checking that the delivery pattern and process of each item is both effective and efficient.

One way of verifying *STAMP* test items is to look at trace lines for each item. Trace

lines, also known as option characteristic curves, are a graphical representation of a frequency table. The graphs created for each item show option performance, as a function of total performance, categorized by score group. Each point on the graph gives the percentage of students in a particular score group who chose a particular answer. A score group is a group of test takers who had similar scores on items at a given difficulty level. For example, in the charts below, detailing the performance of two *STAMP* items, score group 5 is comprised of the most proficient test takers who answered level IV items, while score group 1 is comprised of the least proficient test takers who answered level IV items.

Because *STAMP* is a criterion-based test, rather than a norm-based test, the five score groups are not evenly divided into duodecile groups, as is common. We evaluate items based on how they perform as students approach and then cross a mastery level, so it is important to look at detailed information from groups near the criterion level, established as 90% correct. Detailed information about a score group comprised of students scoring 20-39% correct is not important for this purpose. Therefore, our score groups are divided irregularly, as can be seen on the charts below.

The points on the charts below, indicating the percentage of students in a particular score group who chose each answer, are connected by a traceline. Tracelines provide two types of information about an item: item discrimination and distracter effectiveness. Item discrimination tells us whether an item is differentiating students who are proficient at a given level from students who are not. For this, we look at the "correct choice" line (white), which should be rising monotonically from left to right. In other words, correct answers, represented by the white line, should be

infrequent (around chance) for Group 1 and very common (>90%) for Group 5. For distracter effectiveness, we look at the three "incorrect choice" lines (dark), which should be falling monotonically from left to right. Distracters are effective if they appeal to low-scoring students, but are rejected by high-scoring students.

Item discrimination can be estimated using several statistical methods, such as the traditional product-moment (point-biserial) discrimination index or the discrimination parameter in a Rasch two-or three-parameter model. A more preferable method is to calculate the *eta coefficient* from a one-way ANOVA, since this statistic compares the choice means of the correct answer with the choice means of the distracters. All of these methods, as well as the "correct choice" trace line, provide similar information. For an effective item, we should expect a monotonically increasing "correct choice" trace line, a

positive point-biserial discrimination index, a positive discrimination parameter (Rasch), and a correct choice mean which exceeds distracter choice means (eta coefficient). For an effective distracter, we expect negative discrimination indexes (point-biserial), negative discrimination parameters (Rasch), and choices means which are lower than the correct choice mean (eta), and falling trace lines.

The chart immediately below shows a 'good' item. The correct answer was selected by the high-scoring group, but not by the low-scoring group. The distracters are attractive to low-scorers, but not high-scorers. In contrast, the 'bad' item shows little correlation between proficiency and performance on that item. This item would be reviewed, revised as appropriate, and re-piloted. Only verified, 'good' items are used to determine student proficiency levels. The correct answer is represented by the white line with numbers attached.

Figure 1: 'Good item' trace lines

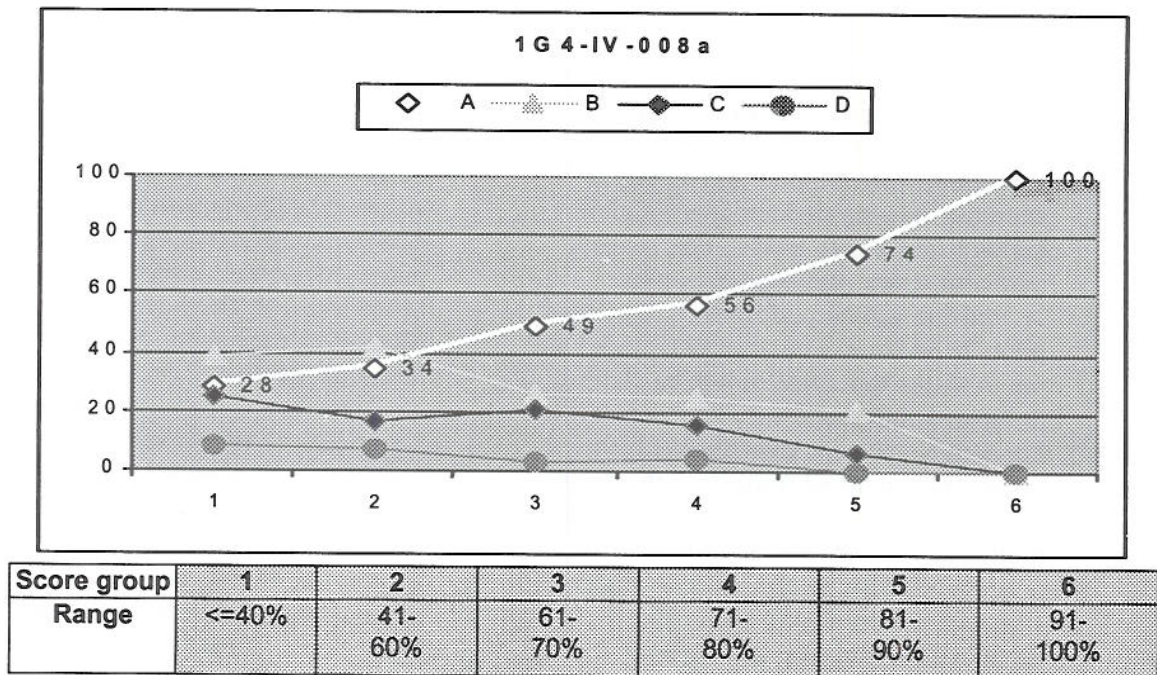
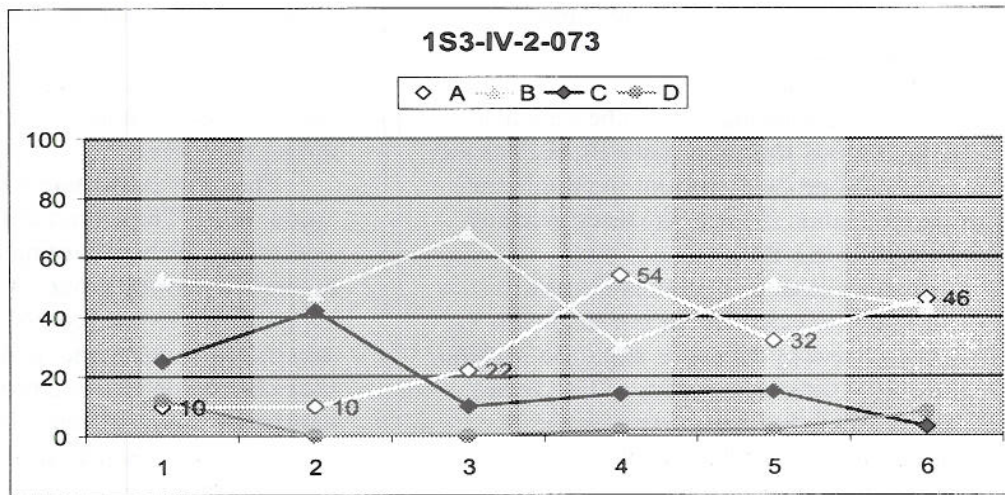


Figure 2: 'Bad item' trace lines



Score group	1	2	3	4	5	6
Range	<=40%	41-60%	61-70%	71-80%	81-90%	91-100%

After the test items are verified, a second pilot ensures that the computer-adaptive test algorithm is performing as expected, moving students appropriately between benchmark levels. This second pilot also re-tests any items that were revised due to their performance in the first pilot. In addition, extensive simulations are run to ensure that students will be assigned the appropriate proficiency benchmark level. For each benchmark level, the goal is to assign only qualified students to that level, rejecting students who have not yet achieved proficiency at that level and so belong at a lower benchmark level, as well as students who demonstrate higher levels of proficiency and belong at a higher benchmark level. Running computer

simulations allows us to create “virtual students” of known proficiency, and have those virtual students complete *STAMP* thousands of times, to verify that they are assigned an appropriate benchmark level. The advantages to using simulations for this purpose are clear: actual human students are of unknown proficiency prior to taking *STAMP*, and cannot be asked to take *STAMP* thousands of times.

The final algorithm has been shown empirically to minimize false negatives to very low (< .01) levels. With test re-takes allowed, the possibility of a student being unfairly denied proficiency credentials shrinks to trivial levels. As an accurate, accessible, and affordable measure of proficiency, *STAMP* is appropriate for high-stakes (e.g., for credit test), middle-stakes

(e.g., college placement), or low-stakes (e.g., in-class testing, district reporting) purposes. *STAMP* furthermore supports articulation efforts by letting districts, teachers, and students know how they measure up to university admissions standards.

Inter-Rater Reliability of Writing Item Graders

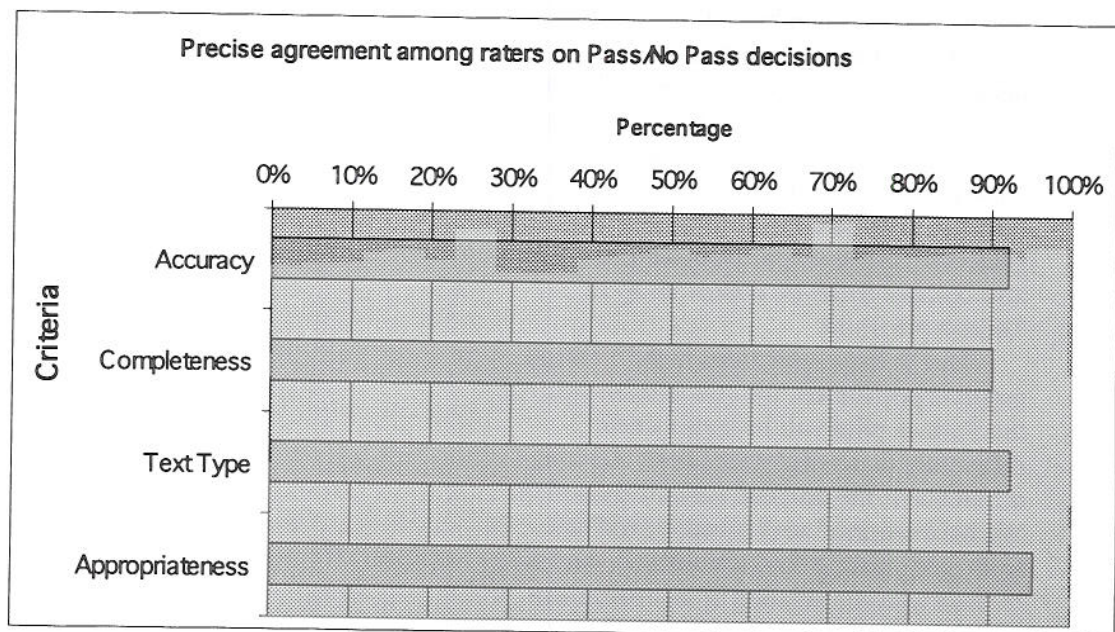
We also use the piloting process to ensure the reliability of our writing item graders. Writing items are evaluated by trained graders, helped by a highly automated system that saves time and maximizes reliability. Although computers lack the capacity to grade the limitless

variations possible in writing responses, they play a key role in assuring consistent accuracy on the part of our graders. These individuals first go through an extensive online training process that addresses applying the scoring rubrics to students' responses. After receiving this formal training, potential graders are asked to grade a number of sample items to establish that their grading standards are aligned with test requirements. Batches of 100 items are graded by all graders until they reach at least 90% inter-rater reliability. The following charts show the pass/no pass rating agreement among Spanish writing graders in the *STAMP* pilot that took place in the spring of 2002:

Table 1: Precise agreement on Pass/No Pass decisions

Criterion	Precise Agreement	Total Judgments	Percent
Accuracy	3046	3311	92.00%
Completeness	2981	3311	90.03%
Text Type	3062	3311	92.48%
Appropriateness	2382	2499	95.32%
Overall mean			92.46%

Figure 3: Inter-rater reliability on Pass/No Pass decisions



Only after this process of establishing graders' inter-rater reliability are graders allowed to score actual student-generated samples. We monitor the ongoing performance of our graders by having them periodically double grade test items. This allows us to assess consistency on the part of the grader. Graders who fail to appropriately score the internally-generated items are required to get retrained before continuing to grade student samples. In the case of a high stakes test, all writing samples graded as failing are automatically re-graded by a second grader to confirm the scoring. Should the two graders disagree on the grade, a master grader makes the final decision.

Turkish Pilot

The Turkish pilot is different from other pilots due to a much smaller population in programs/students nationwide as compared to, for example, Spanish and Japanese. Whereas the previous Spanish pilot, which ran for just two months, included 27 participating institutions and 1699 students, the Turkish pilot has been running for five months and the total participants thus far include just 7 institutions and 70 students. The difference in numbers results not only from far fewer universities offering Turkish classes and those class sizes being much smaller (average class size Spanish= approx. 30 students, Turkish= approx. 6 students), but also because there are almost no K-12 Turkish programs.

Due to these variations in the Turkish program population, the structure/analysis of the Turkish pilot will be approached differently than with other pilots. One big difference is the timeline for data gathering. We have received very positive feedback from participating Turkish teachers who are pleased with the creation of an assessment

test that is full of real-life situations that incorporate a wide variety of topics and are imbedded in rich cultural content, but we need more data. We will continue the current Turkish pilot through December of 2004. We invite anyone who is interested in participating to please contact Heather Quarles, Turkish pilot coordinator, at: tkpilot@darkwing.uoregon.edu for further information.

Appendix I
Sample Page from *Literacy Benchmark Standards*, on which STAMP is Based

PASS STANDARDS B & C
Literacy Benchmarks



READING

Benchmark Level I (Novice-Low) = PASS N (Not meeting the standard)

Content	Context/Text Type	Function	Performance Level
On the following topics:	in...	students should be able to...	by...
Self Calendar/ Time Classroom Family Season/ Weather Pets/ Animals	<ul style="list-style-type: none"> * Signs (traffic, commercial) * Lists of words and phrases * Schedules 	<ul style="list-style-type: none"> * Scan for gist * Extract details * Recognize distinctions expressed by written conventions (e.g. accent marks, special letters, punctuation marks) * Understand meaning of cognates and common words and phrases 	<ul style="list-style-type: none"> * (on demand) - Identifying some pertinent information * (curriculum embedded) - Identifying common cognates and distinctions

WRITING

Benchmark Level I (Novice-Low) = PASS N (Not meeting the standard)

Content	Context	Text Type	Performance Level
Students should be able to convey meaning on the following topics:	in...	using...	by...
Self Calendar/ Time Classroom Family Season/ Weather Pets/ Animals	<ul style="list-style-type: none"> * Words * Lists of words 	<ul style="list-style-type: none"> * Isolated words 	<ul style="list-style-type: none"> * (on demand) - Writing words and lists of words understandable to a sympathetic reader * (curriculum embedded) - Writing words and lists of words understandable to a sympathetic reader

Appendix II Reading Item Sample

Standards-based Measurement of Proficiency (S...

You arrive at your Turkish classroom one day and the following note is posted on the door. It announces that your teacher has cancelled the class for the day.

When will this class meet again?

1:30 P.M. tomorrow

13:30 next month

3:10 P.M. the next day

13:30 on the same day

*Temel Türkçe II Kompozisyon
Dersi Öğrencilerinin Dikkatine!
Bugün ders yok. Öğretmenin bir
iş çıkı. Bu ders, 3 Haziran'da (yarın),
saat 13:30'da 310 numaralı yan
sınıfta yapılacak.*

Each item starts with an introduction that sets the scene. Authentic and semi-authentic texts assess students' ability to handle real-life tasks. Various types of items are created to assess different aspects of proficiency at each benchmark level, covering multiple topics and following the benchmarks set for the level. Items and answer choices are presented randomly to maximize test security.

Appendix III
Test Report Page Samples
Figure 1: Sample class results

Class results page shows students' qualified level, start time, and end time. *Reading Report* and *Writing Report* links lead teachers to the pages where more detailed information on each student is given.

Results Of Your Class:				
Name	Level Qualified *	Start Time	End Time	Report **
Larry [REDACTED]	I	10/15/2002 2:09:00 PM	10/15/2002 2:50:00 PM	[Reading Report] [Writing Report]
Jessica [REDACTED]	III	10/15/2002 2:08:00 PM	10/15/2002 3:01:00 PM	[Reading Report] [Writing Report]
Brett [REDACTED]	Not Qualified at Level I	10/15/2002 2:09:00 PM	10/15/2002 2:44:00 PM	[Reading Report] [Writing Report]
Ed [REDACTED]	I	10/15/2002 2:08:00 PM	10/15/2002 2:42:00 PM	[Reading Report] [Writing Report]
Jennifer [REDACTED]	II	10/15/2002 2:11:00 PM		[Reading Report] [Writing Report]

Figure 2: Sample topic breakdown page

This page shows class performance as a whole for each topic. *Class score* indicates the number of items students answered correctly out of the total number of items presented to the class. With this page, teachers can identify students' strengths and weaknesses. They can also compare the class average with the national average.

Averages By Topic:			
Topic	Class Score *	Class Average	National Average
Leisure/Recreation	19/35	54.29%	74.87%
Community	18/23	78.26%	79.09%
Shopping	12/18	66.67%	76.53%
Schedules	10/15	66.67%	80.00%
Occupations	5/8	62.50%	70.00%
Personal environment	4/6	66.67%	93.55%
Clothing	4/6	66.67%	73.53%
Places	3/6	50.00%	66.67%
Home	3/12	25.00%	65.12%

THE LANGUAGE OF GLOBALIZATION VERSUS LANGUAGES OF THE GLOBE: FOREIGN LANGUAGE USE IN TURKISH TELEVISION PROGRAM-PRODUCTIONS

E.Nezih Orhon
Anadolu University,
School of Communication Sciences

Whether we like it or not, foreign language vocabulary has become an everyday part of Turkish. While walking down the streets, shopping in the malls, or buying fast food, middle-class urban Turks usually get exposed to brand names and colloquial expressions that have primarily come from English. So much so that the replacement of ordinary Turkish vocabulary and expressions with that of English has almost become a commonplace practice, signifying registers of status for most educated Turks living in urban settings. Replacing other sources of linguistic influence, the predominance of English poses a rapidly growing concern for most of us. English, particularly of the colloquial kind, which is largely viewed as the language of “globalization,” has encountered Turkish lexicon, syntax, and everyday expressions especially since the 1980s, when the impact of Turkey’s participation in global markets became increasingly visible.

There are many levels of this penetration from the most obvious in the use of greetings and leave-taking such as ‘bye bye’ or ‘oki doki’. The media, particularly television as the most powerful medium of mass communication, impacts, and is in turn impacted by this trend in a number of significant ways. The interaction between culture and television is one of the most consequential kind, encompassing different segments of

society regardless of income level, age group, or geographical origin. The television, unlike any other media, is viewed individually and communally in homes, at coffee shops, pubs, by working men and women, by housewives, children, the unemployed, the young and old, the university professor and the local farmer. Through television the incorporation of a foreign language into everyday life as a register of global citizenship and status is all the more significant.

How does television circulate foreign languages, particularly English vocabulary and expressions? Let us begin with the use of the term “media”, which became popular mainly through its dissemination by television. “Media” (*medya*) in ordinary Turkish is now commonly employed to mean “means of communication” (*iletişim araçları*). Within the media, particularly the medium of television, some of the most visible ways in which foreign terms are disseminated include station names, program types, program contents, and broadcasts of translation material.

To begin with, many Turkish national television stations have English names. “Show TV” and “STAR” are just two such national stations and they are widely watched in Turkey. There are also others, like “HBB”, whose names are largely pronounced as though they were English acronyms, despite the fact that the Turkish alphabet and sound system are perfectly capable of expressing such titles. Needless to say, even the widespread use of acronyms—in and outside the context of station titles—themselves can be seen as a cultural import, lifted from the American tendency to replace full words with acronyms.

Moreover, different television program—from those on economy and sports to sit-coms—use foreign language vocabulary and expressions, primarily those in English, either in program content or in their titles. The following are just a sampling of such programs:

Station: KANAL D (commercial)

Program names:

<i>TürkStar</i>	(competition)
<i>Hülya Avcı Show</i>	(music and entertainment)
<i>Kokpit</i>	(travel and hobby)
<i>Beyaz Show</i>	(entertainment)
<i>Arena</i>	(news and investigative reporting)

Station: TRT1 (state/public)

Program names:

<i>On Numara Show</i>	(Lottery and entertainment)
<i>Magazin</i>	(current events)

Station: SHOW TV (commercial)

Program names:

<i>Mobil Hayat</i>	(technology-communication, hobby)
<i>PopStar</i>	(competition)
<i>SuperLig</i>	(sports)

Station: CNBC-E (commercial)

Program names:

<i>Finans Cafe</i>	(economy)
<i>Sektör Raporu</i>	(economy)
<i>Platform</i>	(economy)

Station: NTV (commercial)

Program names:

<i>Video Lig</i>	(sports)
<i>Lifestyle Müzik</i>	(music)
<i>Eko Diyalog</i>	(economy)

Station: CNN TURK (commercial)

Program names:

<i>Design 360</i>	(hobby-architecture and trend)
<i>Global Bakış</i>	(economy-related)
<i>Frekans</i>	(music)
<i>Spor Vizyon</i>	(sports)
<i>Medikal</i>	(health)

Station: TV8 (commercial)

Program names:

<i>Pack Shot</i>	(advertising, trends)
<i>Trend</i>	(shopping)

Program names stated above are just a few examples from the large spectrum of Turkish television programs. In addition to having station and program names in English or in other foreign languages, the use of foreign words and expressions is common practice in the content of different programs, especially Turkish sit-coms and entertainment and economy programs. These television programs directly borrow English words. Some examples, taken from sit-coms, commercials, news, and economy programs, are as follows:

'Bye bye'	'Global'
'Don't panic!'	'Trend'
'I am free'	'Merci'
'Cool'	'Energy Drink'
'Fifty fifty'	'Drink'
'Consensus'	'No problem'
'No comment'	'Rating'

However, perhaps more lasting in its impact and more significant in its degree of penetration into Turkish is the circumlocution of English expressions through translations of foreign content into Turkish. Although indirect, the impact of translated expressions is arguably more lasting, since their incorporation into Turkish is seemingly less obvious and more "natural." Examples of this trend include the following expressions:

Size nasıl yardımcı olabilirim?
(How may I help you?)

Tanrı korusun.
(God bless you.)

Ne iş?
(What's up?)

Stres yaptım.
(I am stressed.)

Büyükün.
(You are great!)

Kahretsin.
(God damn it.)

Sakin ol dostum.
(Easy man!)

Kendine iyi bak.
(Take care of yourself.)

Sen öldün.
(You are dead.)

Turkish is perfectly capable of replacing these “translation phrases and sentences” with native expressions. Although it is not my intent here to suggest what exactly may replace each circumlocution, native and near-native speakers of Turkish should well know that ‘*Buyrun*’ in place of ‘*Size nasıl yardımcı olabilirim?*’ for example, is sufficient. Other examples are also supplied by İsa Özkan, who works on the impact of foreign language use by the media. English expressions such as ‘...right person’ or ‘I hope’ do not exist in the same way in Turkish. ‘*İnşallah*’, rather than ‘*umarım*’ often delivers a meaning similar to that of ‘I hope’, for example, and ‘the right person’ would have to be expressed in different ways based on context. For instance, ‘*bu işi halledebilecek kişi*’ can be sufficient in some contexts for ‘the right person for the job’. “Take care of yourself” translated often as “*kendine iyi bak*” is yet another example of expressions imported from English. Özkan argues that expressions originally ‘alien’ to Turkish are now in circulation thanks to quick and insufficient translations used in dubbing foreign programs in Turkish.¹ Today, imports such as ‘*kendine iyi bak*’ are commonly employed in daily conversation by some native Turkish speakers. People often imitate what they view on television, rather than the television projecting what real people do in life.

Discussions on using foreign words and phrases in daily life and on Turkish television is a matter of heated debate in Turkey. Özkan aptly considers language as the most important tool in the transmission of culture from one generation to the next, and draws our attention to the special significance of the language employed by the mass media.² Stressing Noam Chomsky’s concept of ‘Language Acquisition Device’, ie. people’s natural ability to gain language learning devices on their own, Özkan sees in the foreign words and expressions used on television a manipulative device, which nevertheless looks quite ‘natural’.

While all cultures do change and have always been exposed to hybrid influences, the power that television holds on people is not a phenomenon comparable to anything seen prior to the 1950s and 60s, when this new medium began to spread. The implications of foreign language use on television for early childhood acquisition of language, and, in the long-term, for Turkish culture at large are all the more alarming.

The reasons behind this linguistic transfer are far-reaching and hard to cover in the time-span of one article. However, one relatively obvious reason has to do with the cultural signification of foreign language input. According to semiotics, which explores the relationship between signs and their meanings, television input can be categorized into social, technical and representational codes.³ Social codes, certainly including the attire, make-up, gestures, and language of a character, inform viewers about a person’s social class, profession, and/or education. Even Turkish television personas and characters in local programs display a tendency to use foreign words precisely for the purpose of appealing to preconceived codes and registers about power, wealth, status, level of urbanization, educational background, and global citizenship.

Not surprisingly, language, together with the presence or absence of foreign words and expressions in the language

used, is also a key social code in Turkey. Some consider the use of English, French or other foreign words in daily conversations or on television programs as prestigious, while others consider it snobbish and alienated from “authentic” culture. The impact of Romance and Western Indo-European languages is not an issue divorced from a particular socio-political context. Its emergence predates the emergence of television itself, and originates in the emergence of a new Westernized elite, which in recent republican history has comprised the pool of most television programmers and producers.

While the making of visual and verbal television codes are complex, their dissemination is less so. In order to tackle this issue let us first ask whether or not transfer of foreign vocabulary and expressions and even of syntax through Turkish media has any far reaching consequences. First and foremost, language is the key element of communication. Language itself is the media’s medium. This being the case, the impact of foreign language use is not limited to receptive consumption, to the passive listening and viewing of audience, but has larger implications for the broader Turkish culture.

The dissemination of English through television impacts many different dimensions of cultural practice and production. Perhaps most significant in terms of cultural production is its impact on the next generation of native Turkish speakers, namely on early childhood language acquisition.

No longer do young children acquire language simply by hearing it spoken at home, on the playground, and in the kindergarten; they also get regular and large doses of exposure to television in most Turkish homes. Children’s programs such as “Elmo” (from a segment in the popular US public television show *Sesame Street*) directly aim at teaching vocabulary and skills to children. Others also contribute to children’s language acquisition process indirectly. Robin Close argues that there is a correlation

between television viewing and language development among pre-school children aged two to five.⁴ According to Close,

[V]ocabulary is both receptive and expressive. Receptive vocabulary is the comprehension of spoken words (such as nouns or adjectives) and expressive vocabulary is word production. Vocabulary relates also to syntactic ability (the complexity of sentences) and lexical ability (word diversity). These skills relate broadly to toddlers and pre-school children who have this varied vocabulary capability.⁵

Parallel to Robin Close’s explanations, rapidly growing use of foreign words or phrases in younger generations result, at least in part, from exposure to television.

Turkish statistics on time spent while watching television are not much different from those in the US. According to a recent study conducted by *Hürriyet*, a Turkish daily with a large circulation, the US and Turkey rank number one and two respectively, in terms of time spent watching television.⁶ While the experiences of Turkish children, some of whom are still employed as child labor in fields and various industries, might differ largely from those of American children, there is no evidence that their exposure to television is any less in number of hours than that of American children. Sadly, for a certain segment of Turkish society, childhood spent with more sleep, healthier food, better access to variety of tools of education, including educational children’s programs, might be a luxury, but television itself is not. Television sets may be seen continually broadcasting in the workshops and at home, during those hours when children of all backgrounds are present.

While comprehensive studies which could lead to comparative analyses about children’s exposure to television and television’s impact on their language skills have yet to be conducted in Turkey, the American Academy of Pediatrics (AAP) expresses concern about the amount of

time American children and adolescents spend viewing television. Their concern also extends to the content of programs that children view.⁷ Citing the Nielsen Media Research data, the AAP reports that an “average child or adolescent watches an average of nearly three hours of television per day”.⁸ According to research on children’s use of VCRs, “this figure does not include time spent watching videotapes or playing video games.”⁹ Meanwhile, an analysis of children’s media use at large, conducted in 1999 finds that “children spend an average of six hours and thirty-two minutes per day with a variety of accessible media combined.”¹⁰ According to Strasburger, “[w]ith that rate, by the time the average person reaches age 70, he or she will have spent the equivalent of seven to ten years, watching television.”¹¹ A US analysis of children’s use of media suggests that “thirty-two percent of 2- to 7-year-olds and sixty-five percent of 8- to 18-year-olds” among Americans “have television sets in their bedrooms,” with the end result of various media displacing other, engaging and entirely interactive pursuits such as time spent with friends in the playground and the neighborhood, reading books, playing sports, etc.¹²

Some see television viewing as “a routine, unproblematic, passive process: the meanings of the programs are seen as given and obvious; the viewer is seen as passively receptive and mindless.”¹³ According to Livingstone’s statement above, pictures on television leave very little room for any interpretive activity by the audience. Others discuss different levels of audience engagement with television, pointing out that television is a multi-layered medium, consisting of two main communicative text types, the oral and the visual. According to this point of view, as viewers, we generally have a tendency to engage with the visual, rather than the oral text. We criticize more what we see instead of what we hear. This certainly includes a process in which the verbal input—for example, the foreign language vocabulary and expressions broadcast on television—is more readily

“normalized” or “nativized”. The verbal input calls less attention to itself, making the process of absorption less disruptive, and less “conscious”, and more subtle. This is why foreign language use on television has arguably a more profound impact than any other medium.

As a result, television and its televisual codes constitute a kind of ‘meta-language’ and a ‘real language’: the way television speaks to people, and the real words, phrases, and language heard on television. The audience learns how to interpret both televisual and ‘real’ signs and symbols through what Noam Chomsky calls the ‘Language Acquisition Device’. This process works both orally and visually, and does not differ much from what we do in everyday life as we perceive reality. Due to differences in cultural and social background all over the world we are likely to interpret the same symbols differently. For there are individual as well as conventional differences exist in each society. However, what remains universal is our ability to “read” televisual language and codes through a complex process which helps us internalize them. When we watch programs with foreign language titles or content, what transpires is a cyclical process of language decoding, in which we interpret larger televisual codes, verbal input, and foreign signs and symbols contained in them simultaneously.

It is true that people watch television for different reasons—some, actually to acquire new information and experiences, others, to entertain themselves, or just as background sound in the next room. All of these reasons have an effect on how we ‘read’ television. But all include some level of verbal input, even as “background sound.” Hence the “real” language employed on television is hardly escapable.

The effects of television on our daily lives are part of a widely discussed subject area. Television is not an empty vessel projecting what transpires in life in the simple mimetic fashion. This medium’s interaction with culture is complex: it impacts culture, and is in turn impacted

by culture. Moreover, arguably as a mass medium television exercises a larger degree of influence on modern Turkish culture than that of culture's influence on television itself. Turkish producers, directors, and program makers have to come to terms with the significance of the role they play. "Television people" do have an active agency in the shaping of the televisual codes and actual verbal input that goes beyond program packaging (context) and ratings. They need to go beyond packaging sound and visual bites like fast food ready for easy consumption by the audience. Even international fast-food chains are called on to make sure that their "content" is healthier for children and adults. Television requires a stiffer degree of self-regulation in making sure that the verbal input it projects is healthier. This is not an easy task, since it requires exploration of self-image, title, program names, and program content. It also requires exploration of the possibilities of Turkish language itself—a broader responsibility that falls on language experts, translators, intellectuals, and the audience, as well as the program makers and producers. We all have to play a role similar to that of "dialogue doctors" that the film industry employs in enriching, rather than eroding, the culture that we partake of.

ENDNOTES

¹ İsa Özkan, Türkiye Türkçesinin Gelecek Kuşaklara Aktarılmasında Radyo Televizyonun İşlevi. [Functions of Radio and Television in Transmitting Turkish spoken in Turkey to Next Generations]. 2004. <http://www.rtuk.org.tr/isaozkan.htm>

² Ibid.

³ John Fiske & John Hartley, Reading Television. (London: Routledge, 1978), 37.

⁴ Robin Close, Television and Language Development in the Early Years: A Review of the Literature. (London: National Literacy Trust, 2004), 13-17.

⁵ Ibid.

⁶ Hürriyet Newspaper. <http://www.hurriyetim.com.tr/haber/0,,sid~1@w~2@nvid~399967,00.asp>

⁷ American Academy of Pediatrics; Committee on Public Education, Children, Adolescents, and Television. Vol. 107 No. 2 (2001), Elk Grove Village, IL.

⁸ Nielsen Media Research, Report on Television. (New York: 1998) cited in American Academy of Pediatrics; Committee on Public Education, Children, Adolescents, and Television. Vol. 107 No. 2 (2001), Elk Grove Village, IL.

⁹ Marie-Louise Mares, Children's Use of VCRs. (Ann Arbor: American Academy of Pol. Soc. Science, 1998), 120, 131.

¹⁰ D.F. Roberts, U.G. Foehr, et al., Kids and Media at the New Millennium: A Comprehensive National Analysis of Children's Media Use. Menlo Park, CA: The Henry J Kaiser Family Foundation Report, 1999.

¹¹ Victor C. Strasburger, Children, Adolescents, and the Media: Five Crucial Issues. (Adolesc Med, 4., 1993), 479-493.

¹² Donald F. Roberts, U.G. Foehr, et al., Kids and Media at the New Millennium: A Comprehensive National Analysis of Children's Media Use. Menlo Park, CA: The Henry J Kaiser Family Foundation Report, 1999).

¹³ Sonia M. Livingstone, Making Sense of Television. (London: Butterworth Heinemann, 1990), 3.

“TURKISH CONVERSATION PARTNER PROGRAM” AT THE OHIO STATE UNIVERSITY

Hilal Sürsal
Ohio State University

Learning Turkish requires perseverance and practice, much as any other foreign language does. However, it is not always easy to find the appropriate sources that the students need to practice their listening comprehension and speaking skills in Turkish, a less commonly-taught language, but a highly interesting one nonetheless. There is always a visible and audible demand by the students to have more access to different activities that will help to improve their proficiency levels. For the purpose of addressing the needs of the students who are enrolled in the Turkish language program at OSU, I initiated the “Turkish Conversation Partner Program” during the past academic year. In our experience, tapping into the human resources available on the campus proved to be a highly beneficial and successful solution with the potential of fulfilling a need that exists at most of the institutions that offer Turkish as a foreign language in North America.

According to this program, all students who are enrolled in Turkish language courses (at all levels) at OSU are matched with volunteer native speakers as conversation partners, who themselves are students in other departments. The program aspires to provide the non-native students with the opportunity to practice and improve their newly acquired language skills while they learn more about the Turks, their culture and their homeland. In our case, many of these volunteers come from different disciplines (science departments holding the top place), as this mutual activity complements their studies by giving

them the chance to work at something other than their chosen area of study.

In terms of its organization, the “Turkish Conversation Partner Program” initially requires the careful sequencing of efforts, followed by a steady, concerted upkeep. The first step is to establish a list of volunteers who will participate in the program. We used the mailing list of the Turkish Student Association on campus, as well as word of mouth, as our sources. Then the native-speaking students are sent messages that explain why their help is needed. The students who respond to our emails are then invited to a meeting in which they are explained the requirements of the program and the commitment required on their part. They are also asked to answer questions such as how much of their time they can devote to this activity (the minimum requirement is two hours per week) and how they can be reached. At the end of the meeting, one student is selected as the coordinator of the group and another one as his/her helper. The coordinator, in turn, arranges for a classroom/place where both groups can get together and then relays this information to the instructor. The instructor then proceeds to inform the students in her/his class the particulars of the program and lets them know of the time and place where each group will meet their counterparts. Since most of the students (in our case) are also holding jobs during the week, they are asked to indicate their free hours during which they can attend the weekly meetings. As soon as this information is gathered, the instructor informs the student coordinator so that s/he can match the hours accordingly.

After all these steps are completed, the two groups meet each other at the arranged time and place on campus. Subsequently, the student coordinator assigns a partner to each student in the group and informs the instructor of the conversation partners, so that s/he can follow the progress of the students throughout the year from that point onwards. Meanwhile the instructor keeps in touch with the student coordinator (via email, in person, or phone), holds meetings

once a month to give and receive feedback on the students' progress and provides him/her with guidance from time to time.

In addition to the native speakers found at most of the campuses, in almost all major cities across the US and Canada, there is a group of Turkish American or Turkish Canadian Associations with a certain membership base. Should the need be there, this resource can also be involved to participate in this volunteer activity by posting announcements on their web-sites, which most now have.

Such messages can also be proliferated through the email listings of the local Turkish student associations as well as various other community web-sites which will promote such conversation partnerships for free. At times, Turkish families in the area may become volunteer conversation partners to the students by inviting them over to their homes and sharing a glimpse of their lives with them and being an invaluable source of colloquial speech, something the students cannot be exposed unless they were in Turkey.

The following are some suggestions for the interested parties who may want to establish a similar program in their area:

- if possible, select a graduate student to lead/coordinate the group, as they have more experience and may have slightly more time in their hands depending on their subject area of course.
- make a point of asking your students who attended the meeting or met with his/her conversation partner that week and who did not.
- encourage your students to show their partners the work that they did in class, but counsel them not to ask their Turkish conversation partners to do the homework and assignments for them.

- make yourself accessible to both groups of students to answer their questions or to help them make a change in partners (which sometimes occurs) if it turns out that they are not be compatible conversation partners
- consider matching female students with other females and/or vice versa as students starting out in this program tend to be more relaxed in the company of other students of the same gender, initially.

This is a program based on voluntary participation by both parties thus far. However, I am seriously considering integrating it into the syllabus in the upcoming academic year in order to ensure the self-discipline and continuity it requires. If you are an instructor, you may want to consider doing this as well

The program has been in place for a year now. While all native speakers who volunteered to be part of this endeavor articulated that they are greatly satisfied with helping others to improve their Turkish language skills and knowledge of the Turkish culture, the non-native speakers seem to be the beneficiaries of this program the most: these students' proficiency levels have improved dramatically. Close friendships have been formed and interest in Turkish and Turkish culture keeps growing as a result. However, we must keep in mind that, more than anything else, learning foreign languages demands *self-discipline* coupled with *motivation*. As instructors, our job is to heed our own inner voice as educators in order to give the best guidance that we can to bring out the finest in our students. We hope that the "Turkish Conversation Partner Program" at OSU is one such effort that is helping us to achieve just that.

WHAT IS UNIQUE ABOUT TURKISH AT SWEET BRIAR COLLEGE?

Karliana Sakas*
Neslihan Yilmazlar**
Sweet Briar College

No two schools, no two classrooms and no two students are the same. Each has its own characteristics, making the former one-size-fits-all approach to teaching outmoded. In recent years, the tendency in the field of education has been to determine the differences and unique qualities of a particular school, classroom and student to assist in developing curricula and methods of instruction that will answer unique needs to maximize learning. This article discusses, as a dialog between teacher and student, the differentiated teaching approach of the Turkish program at Sweet Briar College during school year 2003-2004.

Sweet Briar is a small, private, rural, women's, liberal arts and sciences college located in the Virginia foothills of the Blue Ridge Mountains. The student-faculty ratio is 8:1. In the 2001 National Survey of Student Engagement (NSSE), the college ranked in the top 10 percent of every NSSE benchmark of effective educational practice, including level of academic challenge, active and collaborative learning, student interaction with faculty members, enriching educational experiences and supportive campus environment.

The Turkish program at Sweet Briar began in spring semester 2003 with the arrival of Sema Kaplan Hanım under the auspices of the Fulbright Program. From January to July 2003, Sema Hanım taught elementary Turkish to students and faculty on an audit basis. In August 2003, Neslihan Yilmazlar Hanım, also a Fulbright Fellow,

arrived on campus to teach Turkish for credit to students and to continue audit classes for faculty.

Karliana Sakas: Our second-semester Turkish class has three students, two teenagers and one adult, who speak a variety of languages. Our interest in learning Turkish brings us together despite our different native languages and cultures. Ploy, from Thailand, speaks Thai, English, Chinese and French. Aynur, from Kyrgyzstan, speaks Kyrgyz, Russian, and English. I, from the United States, speak English and Spanish.

Having diverse backgrounds is a big plus. Aynur's knowledge of contemporary Kyrgyz, a member of the Central-Turkic (or Aralo-Caspian) language group, enriches our class, because Neslihan Hanım encourages Aynur to point out words that the two languages share. For example, when we were learning colors, we learned *beyaz*, the modern Turkish word, and *ak*, the word used in Kyrgyzstan today and in Turkey many years ago and still in some contexts. Such vocabulary lessons provide real-world examples of the widespread diffusion of the Turkish language.

Neslihan Yilmazlar: I feel so lucky as a teacher, because Turkish is not the first foreign language that my students are learning. Both in my elementary and intermediate classes, all my students are experienced language learners who can speak more than one foreign language. They brought their own language learning strategies and gave me lots of different ideas for teaching. They knew what they needed and they were open to trying different ideas.

Having students from different backgrounds and different cultures has made our lessons more interesting and lively. We have learnt more about our native languages by consciously thinking about all the other languages we know (English, Thai, Kyrgyz, Russian, Spanish, Korean and so on). As part of my Fulbright program, I was taking Spanish and Korean. In the intermediate Turkish class that I teach, all my students

* Student, class of 2006.

** Turkish instructor.

are faculty members, including my Korean professor.

These diverse language backgrounds provide fascinating and instructive opportunities for comparison and contrast: Kyrgyz and Turkish in my elementary class, Korean and Turkish in my intermediate class and, obviously, English and Turkish all the time. It is incredible to see the structural similarities of Turkish with another Altaic language and how language reflects the various influences on a country or a culture throughout history; e.g., Arabic, French and, recently, English, from Central Asia to today's modern Turkey. Teaching Turkish at Sweet Briar College, having all these wonderful students from different backgrounds and taking two language courses myself have altogether been an experience that I will not easily be able to find anywhere else in the future.

Karlina: Neslihan Hanım uses Turkish idioms as a fascinating and fun way to teach culture and grammar. We delight in the Turkish expressions that she uses every day in class. One of our favorite phrases is *turşu gibi oldum*, "to be like a pickle," which means to be exhausted. We try to reciprocate by teaching words and phrases that she might not have heard, such as "to hang out," or to spend time with friends. Students and teacher alike copy down phrases like "money doesn't grow on trees" and "*armut piş, ağzıma düş*" in their respective language notebooks and share a smile over the fun of language learning.

Neslihan: As much as possible, I tried to teach Turkish idioms and expressions. Idioms, proverbs and the fixed expressions show the characteristics of people, their lifestyles, their relations and beliefs. And learning a language is not only learning the grammar and the four language skills. Integrating cultural features into the language classroom always makes it more interesting and enjoyable for my students. We worked on situations and the expressions we use in those situations. These were interesting but at the same time

hard, and required practice as in English there is no equivalent in most cases.

Karlina: Through language study Neslihan Hanım makes Turkish culture vivid and fascinating. For example, we practiced shopping and bargaining at a *pazar* (open market) and learned phrases that we might hear, like *Gel abla, gel yenge, batan geminin malları bunlar*. In response, we explained the colloquial American expression about goods offered inexpensively for sale that reportedly "fell off the back of the truck."

Neslihan: As an English language teacher, I have learnt about American idioms and expressions in those classroom sessions. Being a student and a teacher in the same classroom is also interesting for me.

Karlina: Neslihan Hanım is truly fluent in English, which is very helpful when we require an English-only explanation of something, such as a point of grammar, although occasions requiring English are becoming less and less frequent. I am amazed by how much Turkish we hear and speak in the second semester. Neslihan Hanım speaks only Turkish for most of every class, and it's easy to understand. With her introduction and occasional explanations in Turkish we were able to follow and enjoy the movie "*Güle Güle*" without subtitles. I find I can even think in Turkish, without translating from English to Turkish first, while discussing certain familiar topics such as greetings, daily activities, family and food. I am not sure how this happened—maybe it was lots of practice in class, or maybe it was too much Tarkan?

Neslihan: As a language teacher, I believe that L2 (the target language) should be used in the classroom as much as possible. That is why I try to speak Turkish mostly. I often repeat what I say in English once more and use lots of body language, gestures and mimics. However, we speak in English to explain more complicated grammatical

points or cultural features. Considering the limited time we have in class, speaking English helps us save time. Towards the end of the year, Turkish-speaking time increased.

Karliana: In Turkish classes at Sweet Briar, there is no back row. Exposure to Turkish in a three-person recitation three times a week plus a weekly one-on-one tutorial have helped us advance quickly. Neslihan Hanım tailors instruction to our needs and has a gentle yet effective way to encourage us to do our best. In my tutorial, we focus on reading. We began with dual-language picture books that Neslihan Hanım brought from Turkey, and then moved up to reading familiar fairy tales. After we finished *Pamuk Prenses* and *Külkedisi*, we started on Turkish stories such as *Nasrettin Hoca* and *Keloğlan* tales. We also read from Turkish newspapers such as *Vatan* and *Milliyet* that Neslihan Hanım brought from Turkey.

Neslihan: At Sweet Briar College, with my students what I find the most useful are the individual tutorials. Every week, with each student, I have a tutorial time for an hour or longer. At these meetings, depending on the student's preference, they ask their questions about anything they couldn't understand in class or at home, we read short stories and newspapers, we describe pictures, we have short situational dialogues such as shopping at a grocery shop or at an open market in Turkey, renting a house, buying a car, deciding where to go on holiday from the advertisements in a newspaper and so on. Both in class and in individual tutorials, I give brief information on Turkish open markets, *dolmuş*, gas stations, bargaining, and so on and then we have dialogues in different contexts. These provide good opportunities for both practicing what they have already learned and learning new words and culture.

Karliana: Using actual newspaper advertisements as a starting point for dialogs

and cultural discussions is immensely useful and fun. Vacation ads, for example, led to a discussion of modes of travel, weather, operating hours of businesses, making reservations, and other aspects of planning a holiday that made us feel confident that we will be able to do much more in Turkey than timidly ask where the train station is.

Neslihan: They also have given me some brief information about the same situations in America or in their native countries. Again, it was a wonderful reciprocal experience. In fact, culture is always an important part of our Turkish classes. I try to teach language through culture, history, and geography of Turkey. For example, when we were learning telling time and talking about daily routines, we worked on an average Turkish housewife's day. We talked about Turkish breakfast, morning coffee with neighbors and 'gün' (monthly meeting of women). The follow up was the daily routines of an American, Thai and Kyrgyz housewife, which together gave us an idea of the family life in these four countries.

Karliana: Our language learning extends well beyond the four contact hours in the classroom each week. Our class meets immediately before dinner on Mondays and Wednesdays and after lunch on Fridays, so Neslihan Hanım and the two students who live on campus often do lunch and dinner together speaking Turkish. Using phrases such as *bir fincan çay* and *afiyet olsun* has become habit because we have spoken them so often. On our campus with 600 students, we run into Neslihan Hanım often, and she always greets us in Turkish. "Günaydın. Nasılsın?" she asks, and we answer, "İyiyim, ya sen?" and then continue talking about our day in Turkish. These extra, frequent moments of speaking Turkish in real-life situations are a boon both for learning the basics and for getting over any inhibitions about using Turkish.

Neslihan: Living on campus and having meals at the dining hall, I come across my

students often, which provides a short but valuable practice for us. Whenever we meet, we greet each other in Turkish followed by a small chat. Those are the times they learn new words about food or the words they need to talk about their daily routines.

Karlina: Sweet Briar is far from an actual Turkish community, yet Neslihan Hanım is able to create a little bit of Turkey in our classroom during every recitation. To provide us experience in hearing others speak Turkish, she kindly brought three native speakers to our class: her mother, her uncle, and a Turkish acquaintance who lives nearby. This exposure was a treat for us—especially the mother-daughter dialogs—and gave us practice and confidence that we could understand Turkish as it is spoken outside the classroom by native speakers.

Neslihan: How much you are exposed to a language in different contexts determines your success in that language. For this reason, my aim is providing as much exposure as possible in different contexts. However at Sweet Briar College, being the only Turkish person, not having any materials in Turkish in the school library and having a limited amount of materials of my own is really hard. What I do is make the most out of what is available. For example, I even used the children's books in English in the library to tell a story in Turkish with pictures and English subtitles! We try to see the bright side and turn things into something positive, useful and enjoyable as well. Turkish movies, Internet, and short storybooks were all good supplements to our TÖMER course book. Still, I wasn't satisfied so we had some Turkish guests in our classes.

When my mother, my uncle and a Turkish woman from Lynchburg, Virginia came to our classes to talk about themselves, Turkey and so on and ask and answer questions, it was very helpful to build confidence in my students to communicate in Turkish with people other than myself, their teacher. We did some live listening

activities with my mother in class followed by post-listening activities as well.

Having been educated as an English language teacher, I try to make use of all the methods, techniques and activities I can think of. I try to provide variety to prevent boredom and to appeal to different students with different learning styles.

Karlina: Preparing for the AATT-ARIT Fellows test was challenging because we were unfamiliar with it and knew only that it would be in three parts: reading, writing and a telephone interview. Further, we were unsure whether I, as a second semester Turkish student, was working at the Intermediate Turkish level required of applicants. Despite the uncertainty, I knew that whatever I did to prepare for the test would help direct and improve my learning, and might even result in a chance to study in Turkey, one of my dreams.

Neslihan Hanım and I developed a study plan. In tutorial, we practiced reading a wide variety of texts. The Sweet Briar library has no books in Turkish, although some are about to be ordered, but Neslihan Hanım rose to the challenge of finding real-world texts. We even read email forwards of funny stories and jokes that she had received from her Turkish friends. She taught me how to write Turkish essays and letters. After seeing words like *eğer* and *ayrıca* in readings, it was much easier to incorporate these words into writings. To practice for the telephone interview, we spent many hours conversing about a variety of subjects and, as the date of the interview approached, sat back-to-back to block visual clues as we spoke. The night before the interview, Neslihan Hanım called me for one final practice session on an actual telephone. I am very grateful for the many extra hours she spent helping me.

Outside class, I tried to immerse myself in the language as much as possible both at school and on winter break. While studying, I listened to Turkish folk songs from the Texas Tech website. I watched *Bizimkiler* on the UCLA website and looked at "Bizim City" cartoons. I read *Milliyet*, *Hürriyet*

side-by-side with *Washingtonpost.com*. I converted the weather report on my computer to Turkish. Over my winter break, while visiting my sister in Germany, my book of choice for reading on trains was Norman Itzkowitz's elementary Turkish grammar. We went to many cafes with the word "*Türkisch*" in the window so I could practice speaking and enjoy good Turkish food at the same time. All of the Turks I met in Germany were very friendly, which encouraged me to study harder when I got home.

Neslihan Hanım made extraordinary and very effective efforts to ensure that her students learned Turkish not only from the textbook but also as it is spoken and written by Turks all over the world today.

Neslihan: Throughout the year, Karliana has been one of my most self-motivated students. She is always so enthusiastic and eager to learn more about Turkish language and culture. She never misses a single opportunity to improve her Turkish, one of the best examples being the AATT's test.

Although I had no idea about this particular test's structure, based on my experience of preparing students for university entrance exam or KPDS (an English Proficiency Test) in Turkey, I tried to give her some tips about proficiency exam strategies. My role, here, can be defined as a guide. Being a good language learner with all her learning strategies, studying on a regular basis, making revisions, making use of different sources and connecting these brought her success.

Karliana: Having Neslihan Hanım as an instructor this year has been wonderful. She made extraordinary and very effective efforts to ensure that her students learned Turkish not only from the textbook but also as it is spoken and written by Turks all over the world today. I am deeply grateful to her, and to the Fulbright program that made her stay at Sweet Briar possible.

REVIEW

Güliz Kuruoğlu (director) and Diane James (ed.), *Turkish Tutor, Web-Based Listening Comprehension Materials Project*, UCLA International Institute. June 2003.

<<http://www.international.ucla.edu/TurkishTutor/>> March 2004

REVIEWED BY HİLAL SÜRSAL
OHIO STATE UNIVERSITY

Turkish Tutor is an instructional web program designed by Dr. Güliz Kuruoğlu with the intention of helping learners to improve their understanding of the Turkish language as people speak it in Turkey. The program is based on a popular and long-running Turkish television show called *Bizimkiler*, which is centered around the everyday lives of the residents of an apartment building in İstanbul. The TV series is produced by Umur Bugay, a well-known actor, director, dramaturge and writer, among whose works are screen plays such as *Hababam Sınıfı* and *Deli Yusuf*. The cast consists of twelve people, all with interesting and lively characters and idiosyncrasies.

Turkish Tutor has 12 interactive lessons with 36 short video clips in total, each grouped under a topic geared towards educating the learner about everyday situations. The lessons contain an array of thoughtfully arranged scenes selected to address purposeful topics such as greeting, welcoming, eating, seeing the doctor, placing an order, requesting something, talking on the phone, telling the time, etc. Each scene has clear audio clips of dialogue and vocabulary, and is linked with listening comprehension exercises (both in English and Turkish). There is a glossary section, which includes idiomatic sayings that are particularly helpful in familiarizing the students with the clips. The sound files next to each word provide an excellent opportunity to repeat and learn related vocabulary. The lessons are furnished by additional “general exercises,” providing a broader range of

opportunities to practice language skills. I found the exercises on conditionals (lesson 5), inferential (-miş) past tense (lesson 5), adverbial forms (lesson 4), and verbal nouns (lesson 4) to be especially useful, among others.

The program begins with a catchy Turkish tune accompaniment as a couple of scenes unfold, portraying a glimpse of the Turkish way of life in a given neighborhood: both men and women are seen kissing each other on the cheek—a common form of greeting—which is a noticeable feature that is appropriately highlighted. Then there is a functional tutorial followed by a description of each cast member (both in hypertext), which are instrumental in guiding and providing the students with a strategy for getting the most out of the lessons. Moreover, the students can test themselves through a built-in self-assessment, which is quite convenient.

Students at all levels will benefit from using the *Turkish Tutor*, although having a proficiency level of Turkish at least at the novice-high will be helpful in cruising through it with greater ease. The program also features a well-thought aesthetic design, and is equipped with user-friendly buttons. One of the best features of the *Turkish Tutor* is that it allows the beginner-level students to slow down, rewind or fast forward the phrases and conversations with the help of a slider located underneath the pictures. Each episode/scene can be listened to at three different speeds: normal, slower than normal and very slow speed, all controlled by the user.

I have been using the *Turkish Tutor* in my classes since it became available online. Thus far, it has proven to be an excellent teaching tool, which is both instructional and enjoyable at the same time. It not only helps to improve listening comprehension skills and vocabulary, but provides a peek into culture in a major metropolitan Turkish city. In addition, the chosen methodology to language learning is friendly and interesting. The overall satisfaction with it among my students was remarkably high compared to other language programs available online. As such, it is a benchmark for other language learning sites. The *Turkish Tutor* provides Turkish, a less

commonly-taught language, with a much-needed visibility, making it accessible to everyone with a high speed Internet connection.

Alongside its positive features, there are some overlooked items, the improvement of which will significantly enhance the program. Firstly, the text has to be revised to eliminate translation errors, misspellings and occasional minor grammatical mistakes. Then, there is the issue of consistency which needs to be addressed in terms of terminology use, exercise explanations, exercise titles, puzzles, translations etc. that shift from English to Turkish or vice versa. The instructions in the exercises section are first given in Turkish as seen at the top of the screen, then switch into English without a plausible reason (i.e., lesson 2, gen. exer. 4). Sudden font changes in the exercises makes certain parts of the texts seem more important than others (i.e., lesson 3, gen. exer. 6). For the sake of consistency, I would suggest that the instructions be given first in Turkish, followed by their translations into English, provided in brackets throughout the text. Under the “puzzles” section in the general exercises (lessons 3 and others), the clues are given as *sağdan sola*, (from right to left) which should be *soldan sağa* (from left to right) and *aşağı yukarıya* (from bottom to top) should be *yukarıdan aşağıya* (from top to bottom) and consistently written either in Turkish or English.

Lastly, the *Turkish Tutor* uses *Quicktime*, which can be difficult to install, and is incompatible with some computer browsers. Though it is understandable that a choice has to be made as to which media to use, other programs, such as *Windows Media Player* or *Realtime*, which are widespread in their use, would have made the *Turkish Tutor* more accessible to a broader audience. A useful feature to offer would be different streaming formats, allowing the student to choose whichever media they want to use from the start. As well, when viewing the program using a PC (rather than a Mac) the text is small, which makes it difficult to read, particularly for people with vision problems. If these situations are remedied, all the ingredients would be in place for the *Turkish*

Tutor, an already excellent instructional tool, to become extremely popular among both the students and instructors alike.

After all, picking the right TV series, arranging the matching scenes and appropriate conversations that make sense together and turning them into an enjoyable, useful and user-friendly program, complete with glossary, exercises and self-assessment is not an easy feat to achieve. As such, the *Turkish Tutor* reflects highly on the vision, skill and dedication of its designer, Güliz Kuruoğlu. According to the feedback I received from the students and colleagues alike who have used the *Turkish Tutor* thus far, everyone seems to be enjoying it, and is pleased with its contents, which brings the saying by psychologist Larry Cohen to mind: “When adults decide to pursue something just for the joy of it, deep learning begins,” and the *Turkish Tutor* is a good example of this. Notwithstanding a few flaws, I will recommend it to every instructor and student as a wonderfully refreshing teaching and learning tool. As such, it will certainly complement any Turkish language curriculum well. *Turkish Tutor* leaves us wanting more of such instructional programs in the future while confirming its status as a “must have” under our browser bookmarks for a long time to come.

Contributions to the *AATT Bulletin*

Article submissions should be sent to the editorial office. The address is indicated on the inside cover. Submissions should be in English and should not exceed 2500 words. Double-spaced, type-written manuscripts should be sent as MS-Word files on a 3.5-inch diskette in IBM-compatible or Macintosh format, along with a hard copy. Manuscripts should follow the *Chicago Manual of Style*. Authors should use endnotes instead of footnotes. The publisher reserves the right to copyedit manuscripts in order to conform to the *Bulletin's* style. More substantial editing will be returned to the author for approval before publication. The *AATT Bulletin* will not accept articles that have been simultaneously submitted to other journals or previously published elsewhere. It will also retain the copyright for all published articles unless otherwise agreed. Authors are responsible for obtaining permission to publish any material under copyright.

✂-----

AATT MEMBERSHIP DUES

Name: _____

Institution: _____

E-mail: _____

Faculty: \$20.00 Student: \$10.00

Position/Title: _____

Degree Sought: _____

Expected Date: _____

INSTITUTIONAL

Regular: \$40.00

Supporting: \$200.00 +

Sustaining: \$500.00 +

Please Return This Form or Copy With Your Payment To:

Erika H. Gilson, Executive Secretary-Treasurer

3 Hawthorne Drive, Cherry Hill, NJ 08003-2221

Teşekkürler!

