

American Association of Teachers of Turkic Languages

BULLETIN 20 (FALL 1996)

AATL

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AATT BULLETIN Number 20 (Fall 1996)

Edited, Typeset and Designed by Kemal Silay

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On behalf of all of our readers and the American Association of Teachers of Turkic Languages, I would first like to express our deep gratitude to Erika Gilson who has served as editor of the *AATT Newsletter* for such a long time and with such incredible passion and patience.

As you will notice, the *AATT Newsletter* has now become the *AATT Bulletin*. As the editor, typesetter and designer of the *Bulletin*, I will do my best to provide you with a high quality publication that you will enjoy reading.

The transition of editorship from Princeton University to the University of Washington was not as smooth as expected. A number of bureaucratic and technical obstacles had to be overcome, which explains why this first issue of the new *Bulletin* has taken so long to arrive in your hands. Since the budget of the American Association of Teachers of Turkic Languages does not allow for hiring a typesetter or designer, I had to assume the extremely time-consuming job of designing the whole *Bulletin* from cover to cover (just the front and back cover designs took weeks). However, now that the transition issues and the new format have been worked out, I can assure you that you will receive the future issues on time. Indeed, Number 21 is almost ready for publication and will be mailed out soon.

The scholarly quality of our new *Bulletin* will depend on your contributions. Please continue to send your materials to me to be considered for publication. You may want to submit reviews of recent publications on Turkic languages (textbooks, dictionaries, grammars), reviews of internet publications on related subjects, articles, papers on Turkic languages and literatures delivered at conferences, teaching activities at your institutions, announcements and/or reports of conferences and workshops, advertisements for already published and/or forthcoming teaching materials, news about your projects on Turkic languages and literatures, etc.

Please submit your item(s) in both hard copy and disk format (Mac or PC; any wordprocessing or publishing software—WordPerfect, Microsoft Word, PageMaker or FrameMaker preferred). Your materials may include scanable pictures, charts, etc. If you are only submitting a hard copy, please make sure that it is printed with a laser printer or an electric typewriter in clean legible print so that it can be scanned with ease.

I thank you all in advance for your contributions to the *Bulletin*. You may reach me at the following phone number or internet addresses:

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I would like to end my first address to you by thanking Professor Naomi Sokoloff, Chair of the Department of Near Eastern Languages and Civilization of the University of Washington, for her continuing encouragement and for her help in approving the financial support of the department for the postage for the *Bulletin*, and my student Özlem Şensoy for proofreading some of the materials submitted.

Kemal Silay
University of Washington

FROM THE PRESIDENT

The first Annual Meeting of AATT was held in Boston on November 20, 1986 during that year's MESA Meeting. The proceedings were reported in AATT's *Newsletter* 1, 1986-1987 issued on April 3, 1987. Since that date the *Newsletter* has continued to appear, most ably edited by Erika Gilson, our Executive Secretary-Treasurer, the cover of *Newsletter* 15-16 indicating in Fall 1994 our reorganization into the *American Association of Teachers of Turkic Languages* (instead of just *Turkish*).

Now, as you will have noticed from the publication in your hands, other changes have taken place. The *Newsletter* has become the *Bulletin* (this edition being given the number 20, however, in order to indicate continuity), and our new editor, Kemal Silay, is at the helm. In his hands the *Bulletin* will continue to report on AATT's own activities as well as general trends and events likely to affect the field of Turkic Studies. It will also continue to include articles on topics of interest to our members. In this connection, the Executive Board (during its recent conference call meeting) agreed that we should increase the size of our publication in order to include more articles. I therefore urge members, and others with something to tell us, to submit MSS for consideration. In doing so remember that although, according to our Constitution, the object of the Association is to promote study, criticism, and research in the field of "language and literature," we must never isolate those two fields from the general culture of the Turks.

Finally, on your behalf, I want to thank Kemal for accepting the editorship, and to tell Erika how much we have appreciated what she has been doing over the past decade, not only editing the *Newsletter* but bearing all the onerous and time-consuming duties of the Executive Secretary-Treasurership for so many years. As you know, she has indicated that she would like to relinquish that position. Difficult as it will be for anyone to replace her, the Executive Board would like to receive recommendations in this connection.

Have a good year, and please make every effort to be at our Annual Meeting in San Francisco in November 1997. If you are unable to attend, let us hear from you. The Board will welcome your views and suggestions even your gripes, if they will help to put us on a better track.

Kathleen R. F. Burrill
Columbia University

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**AMERICAN ASSOCIATION OF TEACHERS
OF TURKIC LANGUAGES (AATT)
CONSTITUTION**

I. Name, Purpose, and Membership

1. **NAME**
The organization shall be known as the American Association of Teachers of Turkic Languages, Inc.
2. **PURPOSE**
The object of the Association shall be to advance and improve the teaching of the languages of the Turks; to promote study, criticism, and research in the field of the languages and literatures of the Turks; and to further the common interests of teachers of these subjects.
3. **MEMBERS**
The members of the Association shall be such persons as may be admitted to membership in the manner provided in Section I.5 hereof.
4. **CLASSES OF MEMBERSHIP**
There shall be the following classes of membership in the Association:
 - (a) Regular members are persons who are professionally interested in the language and/or literature of the Turks and are entitled to vote.
 - (b) Student members are students of Turkic languages who are formally engaged in a course of study at an institution of higher learning leading to a degree in the field of the languages and/or literatures of the Turks. They shall have all the rights, privileges, and obligations of regular members except the right to vote.
 - (c) Institutional members are organizations interested in supporting the purposes and goals of the Association by contributing annually to its funds. They shall have the rights, privileges, and obligations of regular members except the right to vote.
5. **ADMISSION**
Applicants satisfying the conditions set out in I.4 hereof may be admitted to membership in the Association in the appropriate class of membership, by action of the Executive Board (see Section III) or in such manner as they may direct. Admission to membership depends upon payment of annual dues. The amount and manner of payment of the same shall be determined by the Executive Board.
6. **VOLUNTARY WITHDRAWAL**
Any member may withdraw from the Association on a date specified in a written notice given by such member to the Secretary stating in substance that such member desires to withdraw from the Association on such a date. Upon the date so specified such member shall cease to be a member of the Association and all his/her

rights and obligations in respect of the Association shall terminate except such obligations as shall have accrued prior to the date so specified.

7. **SUSPENSION AND TERMINATION OF MEMBERSHIP**
The membership in the Association of any member may be suspended or terminated for nonpayment of dues, or for any activity or behavior which the Executive Board in its direction may deem contrary to the best interests of the Association, by resolution of the Executive Board. Upon the adoption of such resolution all the rights and obligations of such member in respect of the Association, except such obligations as shall have accrued prior to such suspension or termination, shall terminate. In cases of suspension, the rights and obligations of the suspended member in respect of the Association shall automatically revert in such manner at the expiration of the period of suspension specified in the suspension resolution.

II. Meeting of Members

1. **ANNUAL MEETING**
The annual meeting of the members of the Association for the transaction of business as may properly come before such meeting shall be held at such time and place as may be decided by the Executive Board.
2. **SPECIAL MEETINGS**
Special meetings of the members of the Association may be called at any time by order of the Executive Board of the Association; when so called, the Secretary shall give notice thereof in the manner provided in Section II.4 hereof.
3. **PLACE AND TIME OF MEETINGS**
Each meeting of members of the Association shall be held at the place and time specified in the notice or waiver of notice thereof.
4. **NOTICE OF MEETINGS**
Except as at the time otherwise expressly provided by statute, notice of each meeting of the members of the Association shall be given to each member of the Association not less than thirty days before the day on which such meeting is to be held, by delivering a written notice thereof to such member at the address of such member as it shall appear on the records of the Association, provided that notice of any meeting need not be given to any member if waived by such member before or after such meeting in writing or by telegram.
5. **QUORUM**
Normally one-fourth of the members of the Association entitled to vote shall be sufficient to constitute a quorum for the transaction of business. In the absence of a quorum at the annual meeting or any specially called meeting, the Executive Board is empowered to authorize the transaction of business by mail. A minimum of one-fourth of the membership must respond in order to transact business by mail.

6. ORGANIZATION

At any meeting of the members of the Association, in case of the President's absence or his inability to act as chairman for the meeting, a chairman shall be chosen by the majority of the Executive Board present. If no member of the Executive Board is present, then a chairman for the meeting shall be chosen by a majority of the members present and entitled to vote. The Secretary shall act as the secretary of the meeting. In case of the Secretary's absence or his inability to act, the person whom the chairman of the meeting shall appoint as secretary of the meeting shall act as such.

7. VOTING

At each meeting of the members of the Association, each regular member present shall be entitled to cast one vote on any and all matters which shall come before the meeting. At each meeting of the members all matters shall be decided by the affirmative vote of a majority of the regular members of the Association present at such meeting and entitled to vote at the meeting. A regular member is also entitled to vote by absentee ballot on any previously announced matter coming before a meeting at which he will not be present, provided that his ballot reaches the Secretary no less than two weeks before the meeting. A minimum of one-fourth of the membership must respond in a mail ballot for the transaction of business. An affirmative vote by a majority of those responding will decide all matters.

III. Executive Board

1. GENERAL DUTIES

The property and affairs of the Association shall be managed by an Executive Board, the members of which shall serve without compensation. The Executive Board shall maintain liaison with such other organizations as may have common interests with the Association of Teachers of Turkic Languages. The Executive Board shall also promote further activities as may seem pertinent, e.g., establish a newsletter and/or journal.

2. NUMBER OF MEMBERS

The number of members of the Executive Board of the Association shall not be less than four nor more than eight not including the President. Within such limits the number of members may be fixed or changed from time to time at any meeting of the Association, provided that the notice of such meeting sets forth the proposed change. Ex-officio members of the Board will include the Executive Secretary-Treasurer.

3. TERM OF ELECTION

Members of the Executive Board in office as of the date of adoption of these by-laws shall be divided into three classes, each consisting of one-third or as nearly as may be of the whole number of members of the Executive Board. The members of the first class shall serve for an additional term of one year, those of the second class for an additional term of two years, and those of the third class for an additional term of three years. In every

case, each member shall continue to serve until a successor is elected and qualified. The successors of those members of the Executive Board whose terms then expire shall be elected by members of the Association to serve for a three-year term and until their successors are elected and qualified. Any vacancy in the Executive Board resulting from any cause whatsoever may be filled by the members of the Association at the first annual meeting held after such vacancy shall occur or at a special meeting called for that purpose. New members of the Executive Board take office immediately following their election at the annual meeting.

4. MANNER OF ELECTION

There shall be a Nominating Committee consisting of the President and two members elected by the membership at the annual meeting from among those present. The Nominating Committee shall nominate persons to be presented for election to the Executive Board. The Committee shall nominate two persons for each vacancy occurring in the Executive Board. Balloting will be conducted by mail and the nominees receiving the highest number of votes will be declared duly elected.

5. ANNUAL MEETING

The Executive Board shall hold a meeting for the purpose of organization and transaction of business at such time and place as may be decided by the members of the Executive Board.

6. SPECIAL MEETINGS

Special meetings of the Executive Board shall be called by the Executive Secretary-Treasurer upon the request of the President or any two members of the Board.

7. NOTICE OF SPECIAL MEETINGS

Notice of special meetings of the Executive Board shall be given to each member of the Board by mailing the same to his last known post office address at least ten days before the meeting, or by telegraphing, telephoning, or delivering same to him personally at least five days before the meeting.

8. QUORUM

One-half of the members of the Executive Board at the time in office shall constitute a quorum for the transaction of business, but in the absence of a quorum a majority of those present may take an adjournment from time to time until a quorum shall be present.

9. RESIGNATION

Any members of the Executive Board may resign at any time by giving written notice to the Executive Board through the Secretary-Treasurer to the Executive Board.

10. COMMITTEES

The President with the approval of the Executive Board may appoint from time to time such committees as may be deemed desirable in forwarding the program of the Association, and each of such committees shall exer-

cise such powers and perform such duties as may be prescribed by the President. Members of such committees need not be members of the Executive Board if the committee in question is not vested with a power or duty normally considered a primary duty of the Executive Board.

IV. Officers

1. NUMBER

The Executive Board shall elect a President for a term of one year to be chosen from among former members of the Executive Board who have remained members of the Association. The Executive Board shall appoint annually an Executive Secretary-Treasurer to serve as an ex-officio member of the Board unless he is already a duly elected member of the Board. The Executive Board shall have power at any time to create additional offices and to elect additional officers. The Executive Board is further authorized to appoint such officers as they may from time to time determine, and to set the compensation, if any, of appointed officers. The Secretary-Treasurer and other appointed officers shall hold office at the pleasure of the Executive Board.

2. THE PRESIDENT

The President shall preside at all meetings of the members of the Association and of the Executive Board and may call any such meetings other than the annual meeting of the members. The President shall appoint Conference Program Chairmen to organize programs for the meetings of the Association. The President shall have general supervision over the affairs of the Association, subject however, to the control of the Executive Board. He shall also have such other powers, and perform such other duties, not inconsistent with this constitution, as may be assigned to him from time to time by the Executive Board.

3. THE EXECUTIVE SECRETARY-TREASURER

The appointee shall:

- (a) be custodian of all records and documents of the Association;
- (b) notify all persons admitted to membership in the Association of their admission;
- (c) keep a record which shall contain the names and addresses of the members of the Association;
- (d) keep the minutes of all meetings of the Executive Board and of members of the Association;
- (e) have the care and custody of all funds and securities of the Association;
- (f) receive and give receipt for moneys due and payable to the Association;
- (g) deposit all moneys received by him in the name of the Association in such banks, trust companies or other depositories as from time to

time may be designated by the Executive Board;

- (h) have charge of the disbursement of the funds of the Association in accordance with the directions of the members of the Executive Board;
- (i) enter or cause to be entered regularly in books to be kept by him or under his direction for that purpose full and accurate account of all moneys received and paid by him on account of the Association;
- (j) render a statement of his accounts to the Executive Board at such times as it shall require the same;
- (k) at all reasonable times exhibit the books of account of the Association to any member of the Executive Board upon application; and
- (l) in general, perform all other duties incident to the office of Executive Secretary-Treasurer, subject to the control of the Executive Board and the President.

S/he shall have such powers and perform such other duties, not inconsistent with this constitution, as may be assigned to him from time to time by the Executive Board.

4. REMOVAL OR DELEGATION

All officers elected or appointed by the Executive Board shall be subject to removal at any time by the Board. In case of the absence of any officer, or for other reason that may seem sufficient to the Executive Board, the Board, may without removal, delegate his powers and duties to any other officer for such period as may be deemed proper.

5. RESIGNATION

Any officer may resign at any time by giving written notice to the President of the Executive Board of the Association.

V. Deposits, Checks, Contracts, etc.

1. DEPOSIT OF FUNDS

The funds of the Association shall be deposited in such banks, trust companies or other depositories as the Executive Board from time to time may determine.

2. CHECKS, ETC.

All checks, drafts, endorsements, notes and evidences of indebtedness of the Association shall be signed by such officer or officers of the Association and in such manner as the Executive Board from time to time may determine. Endorsements for deposits to the credit of the Association shall be made in such manner as the Executive Board from time to time may determine.

3. CONTRACTS

No contract, other than ordinary course, may be entered into on behalf of the Association unless and except as authorized by the Executive Board; and any such authorization may be general or confined to specific instances.

4. TRANSFER OF SECURITIES

Any two of the following persons, viz.: President, Secretary-Treasurer, or any two persons designated by the Executive Board, shall have authority to execute under seal such form of transfer and assignment as may be customary or necessary to constitute a transfer of stocks, bonds, or other securities standing in the name of or belonging to the Association. A corporation or person transferring any such stocks, bonds or other securities pursuant to a form of transfer or assignment so executed shall be fully protected, and shall be under no duty to inquire whether or not the Executive Board had taken action in respect thereof.

VI. Offices of AATT

1. OFFICES

The office of the Association of Teachers of Turkic Languages shall be in the city and state designated by the Executive Board. The Executive Board may establish additional offices.

VII. Fiscal Provisions

1. FISCAL YEAR

The fiscal year of the Association shall be the period July 1 to June 30 inclusive.

VIII. Amendments

1. AMENDMENTS BY MEMBERS

At any meeting at which one-fourth of the membership is present, this constitution may be altered, amended, or repealed by a two-thirds majority of the members present provided that the notice of the meeting sets forth the proposed alteration, amendment or repeal.

IX. Ratification

1. RATIFICATION

This constitution will become effective upon ratification by two-thirds of the members of the Association present at the organizational meeting which will be held in conjunction with the annual meeting of The Middle East Studies Association to be held in New Orleans on November 22-26, 1985.

X. Distribution of Earnings, etc.

1. DISTRIBUTION OF EARNINGS

No part of the net earnings of the Association shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the Association shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in Section I. Article 2 hereof. No substantial part of the activities of the

Association shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Association shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaigns on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the Association shall not carry on any other activities not permitted to be carried on (a) by a corporation or association exempt from Federal Income Tax under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation or association, contributions of which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

XI. Distribution of Assets upon Dissolution

1. DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the dissolution of the Association, the Executive Board shall, after paying or making provision of all of the liabilities of the Association, dispose of the assets of the Association exclusively for the purposes of the Association in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization for organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law), as the Executive Board shall determine. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principle office of the Association is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Amendment 1

The Association is organized exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations under section 501 (c) (3) of the Internal Revenue Code (or corresponding section of any future Federal tax code).

Date of adoption August 31, 1990, by unanimous written consent.

Amendment 2

AATT, by ballot September 1993, voted, with one abstention, for a name change to include all languages of the Turks, formally announced November 1993.

TURKIC LANGUAGES AT ACADEMIC INSTITUTIONS IN THE UNITED STATES AND CANADA

Azeri

University of California at Los Angeles, Los Angeles, CA
University of Texas, Austin, TX

Uzbek

University of California at Los Angeles, Los Angeles, CA
Columbia University, New York, NY
Harvard University, Cambridge, MA
Indiana University, Bloomington, IN
University of Michigan, Ann Arbor, MI
University of Pennsylvania, Philadelphia, PA
University of Washington, Seattle, WA
University of Wisconsin, Madison, WI

Kazakh

Indiana University, Bloomington, IN
University of Kentucky, Lexington, KY
University of Washington, Seattle, WA
University of Wisconsin, Madison, WI

Kirgiz

University of Washington, Seattle, WA

Tatar

Arizona State University, Tempe, AZ
University of Wisconsin, Madison, WI

Turkmen

Indiana University, Bloomington, IN

Turkish

University of Arizona, Tucson, AZ
Beloit College, Beloit, WI
* Brigham Young University, Provo, UT
* State University of New York at Buffalo, Buffalo, NY (NASILP)
* State University of New York at Binghamton, Binghamton, NY
University of California at Berkeley, Berkeley, CA
University of California at Los Angeles, Los Angeles, CA
University of Chicago, Chicago, IL
Columbia University, New York, NY
* University of Connecticut, Storrs, CT
Cornell University, Ithaca, NY
* George Washington University, Washington, DC (MEI)
Georgetown University, Washington, DC
* Hamilton College, Hamilton, NY (NASILP)
Harvard University, Cambridge, MA
University of Illinois, Urbana-Champaign, IL
Indiana University, Bloomington, IN

* Indiana University of Pennsylvania, Indiana, PA
* Kent State University, Kent, OH (NASILP)
* Long Island University, CW Post Campus, Greenvale, NY
* University of Maryland, College Park, MD
* University of Massachusetts, Amherst, MA
McGill University, Montreal, Quebec, Canada
University of Michigan, Ann Arbor, MI
New York University, New York, NY
* University of North Carolina, Chapel Hill, NC
* Northeastern Illinois University, Chicago, IL
Ohio State University, Columbus, OH
University of Pennsylvania, Philadelphia, PA
* University of Pittsburgh, Pittsburgh, PA
Portland State University, Portland, OR
Princeton University, Princeton, NJ
* Southwest Texas State University, San Marcos, TX
* Stanford University, Stanford, CA
University of Texas, Austin, TX
University of Toronto, Toronto, Ontario, Canada
University of Utah, Salt Lake City, UT
* University of Virginia, Charlottesville, VA
Washington University, St. Louis, MO
University of Washington, Seattle, WA
University of Wisconsin, Madison, WI

(*) Offered depending on student demand and availability of staff

(*) NASILP National Association of Self-Instructional Language Programs

(*) MEI Middle East Institute, Washington, DC.

This list was compiled based on information available to AATT as of June 1995.

TEACHING GRAMMAR IN CONTEXT AS PART OF AN INTENSIVE IN-CLASS STUDY OF A SHORT TEXT

Ralph Jaeckel, UCLA

In developing a Language Framework for Turkish we, the members of the Framework Committee, have focused our attention on the first two years of Turkish instruction at US universities. We have assumed that our students are sophisticated, able to think abstractly, and usually highly motivated. We have also assumed that they will spend at least five hours a week in class, at least one hour on homework for each class hour, and an additional hour in the language or computer laboratory. We presume that our students will have access to the latest computer equipment and that many will have a computer of their own, often with CD Rom.

Since class time is best spent in activities that cannot be duplicated outside of class and since we are teaching university students, much of the grammar, in terms of explicit explanations and drills of various kinds, can initially be provided almost entirely outside of class in book form for portability but also for a computer equipped with sound and CD Rom. The grammar will be written in a more user friendly, step-by-step way than it usually is, with each explanation followed immediately by drills in the book *and* in an audio, media, or computer lab. The effectiveness of this out-of-class work as revealed by student ability to use Turkish in class and student questions about grammar will be closely monitored, and the grammatical explanations and drills will be modified accordingly.

With grammar explained and drilled largely, but of course not entirely, outside of class, class time will be spent mainly in practicing the skills of listening, speaking, reading and writing, that is, in instilling the *practical, functional, internalized* knowledge of grammar by *activating and eliciting* the grammar introduced outside of class. It will also be spent answering student questions, clarifying and drilling points of grammar and usage that the classroom interaction reveals need special attention, and in dealing with those unpredictable issues that arise spontaneously from the classroom use of Turkish.

With such a division of out-of-class and in-class activity, students may in two years of university study attain a higher level of practical proficiency than without it. This is clearly desirable: students who go to Turkey usually have only a limited time there and the more effective, usable Turkish they

have on arrival, the more they will acquire on site. Yet this classroom activity should not, especially in the first two years, consist mainly of free, unstructured conversation for which goals are not set and accomplishments not measured or built upon.

So then what specifically should we do in class? We are faced with a vast array of possible classroom activities for each skill, but our class time is limited, how shall we choose from this smorgasbord, and which activities are most effective at what point in the two years of Turkish that we are considering? How much of *what* should we do *when*?

Let me now suggest one answer by outlining briefly for you one activity that we at UCLA have found useful. I do not claim that it is original with us, but I have not seen it described exactly as I shall describe it for you. We like it chiefly because:

- It makes effective use of class time: most of which is employed in actually *using* Turkish, much less in talking about it.
- It promotes proficiency in *several different* communicative skills and involves several different senses.
- It keeps students attentive and intensely involved.
- It calls upon them to mobilize all their linguistic resources and soon surprises them with what they can do.
- It does not require them do simple tasks when they are capable of carrying out more complex ones.
- But perhaps *most important*, it attunes students to Turkish *means of expression* and encourages them to look upon their readings as a source, a kind of native speaker, for new ways to express *themselves*. It thus instills a *sensitivity* to Turkish *grammar and usage*.

The activity consists of the *intensive* study of a short text of from as little as 5 to as many as 30 lines that the students *have not seen before*. We began using it frequently at the beginning of second year Turkish. By that time our students had covered the essentials of Turkish grammar and vocabulary in a very linear fashion but always in the context of brief, practical dialogues. They had also studied 13 reading selections, of two pages each, heavily annotated for both vocabulary and grammar followed by questions of all kinds, and available to them in recorded form on tape. Both the grammar and the readings had been prepared for self study and were assigned as homework so that class time could be spent on performance based upon them.

The texts for the intensive in-class study that I will now describe should be interesting, probably authentic, and should reflect some aspect of Turkish culture. The first ones should be close in style to ordinary speech, preferably a straightforward narrative, with limited dialogue so they are easy to follow upon hearing, and should have few very long, complex sentences.

We began with anecdotes or jokes. Several features recommend them:

- Being short, they can be studied thoroughly in one class period.
- They have a focal point toward which the students can orient themselves. This makes them easy to remember.
- They are entertaining.
- They have certain common features and represent a distinctive style.
- They may reflect an important aspect of Turkish culture and
- The students may enjoy telling them to their friends, which will again encourage memorizing.

Texts other than anecdotes may also be used profitably, but again for intensive study in one class hour they must be short. In the same way that we teach grammar with *pattern sentences*, we could teach a particular *genre* with a series of short texts of that genre. In this way certain schema, subjects, vocabulary, and structures will recur naturally and give students an ever increasing sense of accomplishment as they move from the first item in the series to the last. At the end of each series the student could be required to write an original piece of his own in this genre.

We could, for example, teach *biography* with a series of short biographies. Here the facts of birth, education, marriage, children, career or profession, death, and so on, would recur in each member of the series. For cultural content, we might take a series of biographies of famous Turks, including current figures. On the other hand we might choose readings focusing on certain *events*, such as historical occasions, holidays, elections, official visits, accidents, natural disasters, crimes, and so on, again processing several texts of one type before moving on to another so that the associated schema and writing styles become familiar.

Having described possible criteria for text selection, let me now pass on to the matter of how we have dealt with these texts in class. The class procedure was as follows:

Step 1. The students preview the text. The stu-

dents have only a notebook and a dictionary on their desks. They may take notes in the notebook at any time, but they are not to consult the dictionary until told to do so.

The instructor reads the title of the Turkish text and in Turkish asks the students its meaning. If the students want him to repeat it, they must make the request in Turkish. The instructor may repeat the title several times. If the students have difficulty, he encourages guessing. If they reply correctly, he has them speculate, in either Turkish or English, depending on their level, on the subject of the text to follow, if this is not obvious from the title itself, and then on what words and concepts, in either Turkish or English, they might expect to find in this text. He writes their responses on the blackboard at random as they are volunteered.

If the students haven't a clue as to what the title means, the instructor may give them some hints, actually translate all or part of it for them and then do the steps above or, better yet, he may leave them guessing until after the class has considered the text.

Step 2. The students listen and attempt recall. The instructor tells the class that he will now read a text through at normal speed and then ask them to recall what they have heard. He tells them that at any time they may jot down whatever they catch, and not to worry if this is only a few words or phrases. The instructor then reads the whole text.

When he has finished, he asks the students what they were able to catch. They may respond with a word, phrase, or sentence in Turkish or with some words in English that indicate the sense of the passage. Their responses need not be in any particular order. The instructor encourages the whole class to call out responses. He does not call upon individuals. Pandemonium is OK. If student responses reveal only details, he asks for the general picture or idea that these details suggest. His purpose is to get students to shift their perspective back and forth between details and generalities.

As the students respond, the instructor praises them in Turkish for anything they have grasped and records their responses on the blackboard, but in a space *separate* from that on which he recorded the remarks in reference to the title. He uses diagrams whenever possible to indicate relationships between elements.

At this point the instructor does not correct the responses himself but encourages the students to offer corrections, which he then writes on the

board. If student remarks are on target, he lets the discussion continue, if they are not, he goes on to the next step.

Step 3. The listening and recall procedure is repeated and the instructor adds to the blackboard the additional information the students have gleaned this time. The students correct any errors they have noted in respect to the first reading, and the instructor uses a different color chalk to note both the additions and corrections. Again he does not make any corrections of his own. Note that since the text is short, these readings take very little time.

Step 4. The instructor then asks leading questions in Turkish or in English to draw student attention to facts they had not grasped. He does not, however, answer these questions, but leaves the students straining to listen for the answers in the next reading.

Step 5. The instructor reads the selection again, and again notes on the board the additional information the students have grasped.

Step 6. The students listen and translate. Now the instructor reads the selection at somewhat less than normal speed, sentence by sentence, pausing briefly after each one. Each student, in turn, is asked to translate one sentence until the whole selection has been translated. The instructor may repeat a whole sentence or break it down into meaningful phrases from the end or in some other way to clarify its structure and focus attention on meaningful sub-sentence units. He may also repeat individual words or stress and repeat suffixes. If one student has difficulty, the instructor may elicit help from the others. If an unknown word appears, he asks leading questions to encourage guessing from context. If the students are still unable to come up with an appropriate meaning, he may define it for them and write it with its meaning on the blackboard. He leaves a particularly troublesome sentence or sentence segment for consideration later. After a sentence has been translated correctly, he reads the Turkish again. By the end of this step, the students will have understood a large part of the text. The instructor with student input now revises the remarks on the blackboard, again with a different color of chalk. Note that up to this point the students have only *heard* the text, they have not *seen* it.

Step 7. The students take dictation. The instructor now dictates the text at a speed comfortable for the students. He repeats a sentence or sentence segment whenever the students *in Turkish* request a

repetition.

Step 8. When the dictation is finished, the instructor distributes a copy of the text, without any vocabulary or notes, and asks the students to check it against their dictation: to underline the places where their dictations deviate and the segments they still do not understand. He also asks them to analyze the troublesome sentences by putting slashes between base words and suffixes and to mark off larger units of meaning such as clauses and phrases. He moves around among the students noting errors in orthography and troublesome passages.

Step 9. Filling in the gaps. Now, with the text in front of them, the instructor and the class solve any remaining problems. Students may make notes on their dictation or the text. At this point, the students are urged to consult their dictionaries for the words they didn't know. The instructor calls on one or two students to read aloud the words they looked up and their meaning. We have had students use a small Turkish-Turkish dictionary for primary school students. This word search teaches the style of definitions in Turkish-Turkish dictionaries as well as common synonyms. It shows the instructor how his students use Turkish dictionaries and give him an opportunity to comment on dictionary use.

Step 10. The instructor returns to the blackboard, reviews the notes on the title, and compares them with the notes added after the various readings. If the students had at first been unable to guess the meaning of the title, he now encourages them to try again and discusses it with them.

Step 11. The instructor has the students ask each other questions about the selection [i.e., student A asks student B a question, student B asks student C a question, and so on around the class]. He asks them to begin with a standard set of questions that could be asked about *any* text or story and are appropriate to this one, such as: What is the title of the story? Who is the author? Where does it take place? When does it take place?, and so on. This completed, he asks the students to continue with other questions relating to this particular text, following the sequence of events, until all the facts have been covered and all applicable question patterns used. When this activity is first employed, the instructor may do the initial questioning, but soon the students do it.

The instructor writes on the board the question patterns the students needed but were unable to produce, explains their structure, has the students repeat them after him, and does pattern practice. To assure and record student progress, he has a

checklist of all grammatical patterns, including questions, and checks off those that have been used and those that have caused difficulty. He makes sure that the latter are used again. The students will hear most of these questions later on tape.

Step 12. Having dealt with the basic *message* of the text, the instructor turns his attention to *how* the author has conveyed that message. We want our students to look upon texts as a source not only of facts, but also as a mine for ways of expressing those facts and thus for ways of expressing themselves.

The instructor writes on the blackboard the vocabulary and separately the structures, idioms, and so on, the students have learned from this text if they are not already there. If they did not know the meaning of a word they could have guessed, he explains how they could have guessed it. He may also get the students to assist him in *organizing* the new elements in various ways: by semantic category [colors, ways of apologizing], by grammatical category [adjectives, nouns, conjunctive relations (additive, adversative, causal, temporal, etc.)], by referent, by collocation [which nouns go with which verbs, which adjectives with which nouns], or by common structural features [topla-, toplan-, toplum, toplantı]. In this process he focuses student attention on *how* the author of the text has achieved cohesion. He may ask the students to mark up their text to show the elements that link one thought or sentence to another.

He relates this new information to the students' previous knowledge by eliciting from them Turkish synonyms or antonyms for the new words and other ways for expressing the new structures or ideas. If time permits, he may also ask them to recall other members of a category, such as colors, that do not occur in this text but had been studied previously.

After the class has studied several texts or earlier, the instructor may distribute Turkish-English 'How-to-Say-It' handouts, each one summarizing one category of meaning or cohesion. They serve as check lists of what the class has learned and as a basis and reference for further performance. Students may frequently be allowed to consult them as they are attempting to formulate sentences of their own. It is important that means of expression be accessible when needed.

Next the instructor asks the students to evaluate these new items, particularly the patterns and phrases, in terms of their own needs: Which ones do they want to master for production, which do they only need to know passively? He marks the items on

the board accordingly: A or P. He expresses his own views on their selections.

Of special importance: He also asks the students to underline in their copies of the text all the elements: the ideas, the means of expression, the structures, the phrases, idioms, and so on, they think *they would not have been able to express* themselves, especially those structures which do not provide a 'free ride', that is, those they would not have been able to construct by analogy to English. Then he calls upon individual students to tell the class the elements they had selected.

When the students have finished, he tells them to turn over the text so that they can't see it and reads, one by one, the *English* of the ideas and structures *he* feels they *should have* selected but did not. He asks them to produce some corresponding Turkish. If they do not produce any equivalent at all and also if they do, but it is not in the *form* provided by this text, he asks them to look back at the text, find the equivalent, and underline it. At this point the issue of register may arise. The instructor may want to translate the occasional very formal, literary structure into its more common, conversational equivalent or a very informal or slang phrase into a more neutral alternative. As the students search for the means of expression they could not have used themselves, they are engaging in a kind of contrastive analysis. While we want students to express themselves, we want them to be constantly on the lookout for the Turkish means available for doing so. This activity helps students become self-sufficient learners even in the absence of a teacher. The students are told to take notes on the teacher's comments and to mark up their copy of the selection.

Step 13. The instructor drills the new patterns. The contrastive analysis completed, the instructor drills the students on the new common, useful sentence patterns, especially on those the students felt they would need in expressing themselves and those which provide no 'free ride.' Whenever possible, he puts the patterns into the form of a brief dialogue and practices it with the class in that form. Since the text is short, there will be few new patterns.

The instructor then tells the students that they should be able to form other sentences by analogy to the new patterns and to be able to translate sentences based on them from *English* into *Turkish*. He also tells them that they will be tested on their ability to carry out these functions. [See below under testing.]

Step 14. The students, not looking at the text,

listen to it as it is read again. They realize how much they have learned since they first heard the text at the beginning of the class hour.

Step 15. The students recount the events of the text. They may look at the notes on the board, but at the text only when absolutely necessary. The instructor now tells the students that he is going to ask them to narrate the story of the text but that before they do, they should review the sequence of events. Then they proceed with the narration. First each student contributes one sentence, basing his sentence on the contribution of his predecessor, around the class until all the events of the story have been related. [In one variant of this activity, one student serves as a secretary and writes each sentence on the board as it is produced. In another, the second student repeats the statement of the first, the third student the statements of the first and second student and so on to the end of the story.] This activity requires students to listen to one another as well as to produce. Most important, it creates a *need* for means of expression and again provides feedback on what they cannot express. The instructor corrects student responses and writes on the blackboard whatever elements, conjunctions, and so on, they still need, mostly useful elements which were not in the text.

After each student has contributed one sentence and the story has been completed, one student is asked to relate the whole story. When he falters, his fellow students are encouraged to prompt him with questions in Turkish. The instructor writes on the blackboard any question patterns that the students still need. He adds these questions to the inventory of questions we mentioned above. If there is time and sufficient interest, a second student may be asked to relate the whole story again.

Step 16 [optional]. The students express their opinion of the selection. The instructor asks the students their opinion of the text with standard Turkish questions. [He writes on the blackboard the questions that are not understood and adds them to his inventory.] When the students do this for the first time, he also writes on the board the phrases and expressions they still require. He may also distribute a 'How-to-Say-It' handout that summarizes various ways of 'expressing opinions': positive, indifferent, and negative. In later classes the students will ask each other these questions.

It should be obvious by now that the steps enumerated above, when done even with a short text, may require much of a class hour. One text could, of course, serve as the basis of many additional ac-

tivities such as discussions about implications, exercises with 'what if' questions, and so on. We, however, didn't want to risk boring the class by dwelling too long on one text, so we concluded our classwork at this point.

Step 17. Homework. The students are told to prepare to tell *and* write the story of the selection from memory for class the next day and to pay special attention to the new structures. After such intensive class work, homework is largely review. The students hear the text in the language lab or from a tape at home: they first hear the text read through at normal speed, then again broken down phrase by phrase with space for repetition. Difficult sequences may be repeated. Then they hear the text again at normal speed. Next they hear questions about the text, followed by enough space to permit them to record responses. Then they hear the correct response. Pattern practices may be added for drilling the new grammar.

Step 18. Testing. At the beginning of the next class hour the following day, within a period of approximately 15 minutes, the students are asked to write the complete story from memory without reference to any notes. They are told to use the new structures and underline them. [When this activity is first used, they may simply memorize the selection as is.] As soon as they have turned in their papers, they get immediate feedback on their performance: they are told to look at the text distributed the preceding day. The instructor corrects their papers at once if the class is small and comments to the class on common errors. If the class is large, he returns the corrected papers and comments the next day. He asks the students to rewrite the incorrect sentences and to file them in an accessible place by type of error.

Step 19. After the class has completed a series of four or five texts, the students are tested again but in a different manner: They are presented with the *English* of a *selection* of the Turkish pattern sentences that they had studied and memorized for each text and are asked to translate them into Turkish. These sentences may not be the exact sentences they memorized but will be of parallel structure. The sentence elements for which they were asked to memorize the sentences are given in capital letters.

Step 20. At the end of the quarter the students are tested again in the same way but with a selection from *all* the patterns they learned during the year. This means that students must constantly review the patterns they have learned. They may also

be tested with a text they have never seen but which is similar in genre to those they have studied.

From the steps described above it will be noted that:

- The students have not seen the text that is the subject of this intense study. It is a problem requiring solution, a puzzle, a challenge.
- Since the students have not prepared the text, this activity gives the students and the instructor valuable feedback on actual student proficiency.
- The text is used to teach *all four* communicative skills and the activity involves the senses of hearing, seeing, and touch.
- The sequence in which the skills are undertaken is: listening and recall, dictation, reading, speaking, and writing. The demands on the students increase at each stage: at the beginning students are only asked to recall random bits of information. At the end they are required to produce a *cohesive* narrative incorporating this information. They soon realize they can produce much more than they ever thought they could.
- The physical text, the vocabulary, the pattern sentences, the grammatical explanations and *standard, generally accepted* means of expression are only provided *after* the students have felt a keen need for them, that is, only after they have attempted the different skills. Much of the material on means of expression is distributed in 'How-to-Say-It' handouts devoted to a single topic.
- To aid learning and to make the new material more accessible, it is organized conceptually in various ways and always related to previously learned material. Thus each class includes a built-in review, a recycling.
- The instructor encourages guessing and, with his questions, suggests effective methods for doing so.
- The text is presented several times. Each successive presentation mobilizes the student's natural desire to bring the text into focus. The multiple presentation also facilitates memorization.
- The student does considerable memorization, but never of what he doesn't understand.
- The student is also tested several times. Some of these tests involve English to Turkish translation, an activity which tests his practical awareness of Turkish grammar and prepares him for other tests involving this skill, such as those given by ARIT.

Several of the steps, such as the repetition, drilling of sentence patterns, translation, and memorization, employ traditional methods of language instruction.

- To give students a strong feeling of accomplishment as the course progresses, the texts are presented by genre, in sets of similar content and structure.
- The students and the instructor together evaluate the content of the text for its practical usefulness and select what structures should be learned actively, which passively.
- The grammar taught is determined by the situation depicted in the text.
- Perhaps most important, the students come to regard their texts as a possible source of *means of expression* as well as of information. This focuses their attention on grammar, usage, and style, and helps them become independent learners.

At the beginning of these remarks, I noted that we used the activity described above in second year Turkish when we had covered the basic fundamentals of grammar and had done an intensive study of several texts. We have also used variations of it at the end of first year. In one version we began by distributing an illustration to a text, had the students question one another about it as a preview, and then continued much as indicated above.

But no matter when it is introduced, this multiple-skill, communicative activity that presents a text as a problem demanding solution, is effective because it makes good use of class time, challenges students to bring all their linguistic resources to bear on material somewhat above their level of competence, makes them keenly aware of what they need to be able to express but cannot, and then seeks to meet their needs. It calls for the teaching of grammar and usage but in response to the demands of a text of a particular genre. It is not only effective, it is also enjoyable both for the students and the instructor.

Delivered at the 1995 MESA workshop entitled "Language Learning Framework for Turkish: The Role of Grammar in Teaching." The author welcomes reader response to the remarks above and suggestions for texts that would be appropriate for this or similar approaches. Jaekel@humnet.ucla.edu.

THE ACQUISITION OF RELATIVE CLAUSES BY LEARNERS OF UZBEK AS A SECOND LANGUAGE

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I will be reporting on a study carried out in the spring of 1996 in which the acquisition of relative clauses by American learners of Uzbek was investigated.

To date very little research has been done on the acquisition of Turkic languages other than Turkish (see Boeschoten, 1990; Slobin, 1986). It was the purpose of this study therefore to provide data on the acquisition of Uzbek as a second language both to provide a reference point for further research and to begin to establish a basis of research findings upon which curriculum development and learning materials for Uzbek and other similar languages can be based.

A significant body of research exists in which the interaction between typological markedness and second language acquisition has been investigated. In such studies, Keenan and Comrie's Accessibility Hierarchy (AH) (1977) for relative clause formation often plays a pivotal role in the theoretical perspective of the research. According to the AH, there is a universal order in which noun phrase positions can be relativized, with each successive level more marked and therefore less accessible for relativizing than the previous one. If a language allows a certain position to be relativized, then positions higher on the hierarchy, i.e., to the left, are also relativizable. Relativized noun phrase positions hold the following positions on the hierarchy:

Subject (SU) > Direct Object (DO) > Indirect Object (IO) > Oblique Objects (OBL) > Object of Comparison (OCOMP)
(Keenan 1975; 137)

Keenan (1975) claims that each position on this hierarchy is successively more difficult to relativize, with SU being the easiest and OCOMP the most difficult. Languages in the world differ in their ability to relativize positions lower on the hierarchy, though all languages can relativize the SU position.

Studies on the acquisition of relativization patterns in Turkish indicate that relativization is acquired rather late compared to the same data on the more commonly studied Indo-European languages. Furthermore, in a comparison of adult and child speech, Slobin's data shows that Turkish speakers use relative clauses only half as frequently as English speakers in the same study (Slobin 1986; 276). Boeschoten, in his study of the acquisition of Turk-

ish by bilingual Turkish children in Holland, found that his subjects acquired relative clause structures even later than the children in Slobin's study (Boeschoten 1990; 73-77). Slobin postulates that the difficulty in acquisition and use of relative clause structure in Turkish lies in the complexity, resulting from their deviation from canonical word order (1986; 279), and he shows that relativized object positions are generally avoided in Turkish (Slobin, 1986; 283). Boeschoten, however, found little difference in use between subject and object relativization in his subjects (1986; 77). Unfortunately, neither of these studies provides a detailed analysis of relativization for all positions on the AH in Turkish. No such acquisition data is available for the Uzbek language.

Gass (1979, 1980) investigated the acquisition of relative clauses in adult second language learners of English with various L1's and compared the responses of her subjects according to language background. She found that while significant differences did exist between groups of differing language backgrounds on some higher AH positions, indicating that L1 features such as pronoun retention did have an effect on target language production, in relativized positions lower on the AH, there were no significant differences, suggesting that general complexity levels conforming to the AH act as the deciding factor, not transfer from L1, on lower positions (1980; 135, 137). Gass also found that for English clauses in which the noun to be relativized was in the genitive position, the percentage of correct or avoided responses did not follow the AH. Gass concluded that while acquisition of relative clauses may accord with level of complexity as postulated by the AH, language-specific factors may also influence learners' ease of relativization of certain positions.

Procedure

For the present study, it was decided to follow the basic design of Gass's (1979) study, since her sentence combination elicitation instrument was amended itself for implementation in a study where most subjects were reachable only by mail. This study, unlike Gass's, however, is not so much concerned with testing the affects of transfer but with producing a general picture of the acquisition of relativization patterns of Uzbek as a second language.

Subjects

Subjects were volunteers who were either from students at Indiana University or who responded to a

notice posted on electronic mail. The respondents range in age from 26-43. Only one was female. The subjects had various levels of exposure to Uzbek, from less than one year to more than three years of formal instruction. Several had spent some time in Uzbekistan, ranging from a few weeks to three years. Most had studied Uzbek at a university in the U.S. All of the subjects were native English speakers. Approximately half of the subjects had studied Turkish or another Turkic language in addition to Uzbek. In accordance to Gass's criteria for selection of study candidates (1979; 38), 2 subjects out of the 16 who returned the testing materials had studied Uzbek less than one academic year and had never been to Uzbekistan and were therefore not included in the final results (except where noted), since they had no apparent knowledge of relativization. There was one native speaker of Tajik who completed the testing materials but this person's results were not analyzable because every single item on the sentence combination task was embedded improperly, apparently from failing to read the directions for this task.

Three native speakers were also asked to complete the sentence combination task, although the results of at least two of these informants are of questionable accuracy.

Elicitation Technique

The implementation of this study was hampered by not having a "captive" pool of subjects to test using an instrument for eliciting oral production or to which a battery of tests could be administered. Instead, an Uzbek version of Gass's sentence combination task (1979; 127) was devised which asked subjects to combine 19 pairs of sentences. Since there are three oblique cases in Uzbek morphologically distinct from one another, one sentence of each type was included rather than lumping all into one category as in Gass's Object of Preposition (OPREP) category (1979, 1980). Three additional sentences were provided for distraction and to check elicitation strategies for consistency. The OCOMP position was included both to test native speakers to see if this was a possible combination and to see whether avoidance strategies between native and non-native speakers would show any degree of similarity. The sentence combination task had the following order of combination, with the intended matrix clause in the second sentence of the pair. The sentences were ordered in this way to mimic the relative order of the two clauses in the final sentence. Below the sentence pairs are given in the order as they appeared on the combining task, with

the syntactic function of the identical noun phrases of each sentence.

1. SU	SU
2. DO	SU
3. DO	SU
4. IO	SU
5. DAT	SU
6. LOC	SU
7. ABL	SU
8. GEN	SU
9. OCOMP	SU
10. SU	DO
11. SU	DO
12. DO	DO
13. IO	DO
14. DAT	DO
15. LOC	DO
16. ABL	DO
17. GEN	DO
18. OCOMP	DO
19. OCOMP	DO

Each identical noun phrase was underlined (given in capitals on email versions) and subjects were told that these noun phrases were identical. Subjects were instructed that the sentence produced should answer the question 'Which___?' for the underlined noun phrase in the second sentence.

In addition to the sentence combination task, subjects were asked to write a short composition based on the scenes of a comic strip. While this elicitation technique is arguably more natural and therefore more accurate in assessing acquisition of a second language given the impossibility of conducting oral interviews, it was felt that even fewer respondents would respond than did if such a labor-intensive task were given. Subjects were also asked to rank their proficiency in Uzbek on a scale of 1 to 5, with 5 being native, and to provide feedback on tasks they found difficult.

Results and Discussion

Rather than adopt a strict transfer error hypothesis from the outset, all types of errors on the combining task were noted, though it was assumed that most errors would result from the major differences in Uzbek and English relativization patterns. In addition, errors exhibiting "avoidance" strategies were assigned to one of six avoidance types. The sixth type, not included in Gass's (1979; 85) study, became apparent after observing the types of errors not classified as avoidance in her error analysis.

1. Substitution of one lexical item for another (usually the polar opposite)
2. Switching the order of the two sentences so as to embed the sentence which was intended as the matrix
3. Changing the identical NP
4. Changing the syntactic structure of the embedded sen-

tence

5. Leaving the item blank
6. Combining the sentences without embedding them (usually through conjunctions)

Any sentence not combined according to one of the avoidance strategies listed above and which did not contain a grammatical error with regard to relativization was marked correct. Grammatical errors in relativization were found to belong to the following categories:

1. Retention of pronoun from dropped NP
2. Attaching case marking of dropped NP to relativized NP
3. Attaching case marking of dropped NP to relative participle
4. Possessive suffix subject marker attached to relative participle instead of head noun
5. Misformed relative participle
6. Improper tense marking on relative participle
7. SU marker omitted entirely
8. Relative order of head noun/relative clause switched
9. Relative participle and head noun not adjacent
10. Use of "with" in GEN embedding

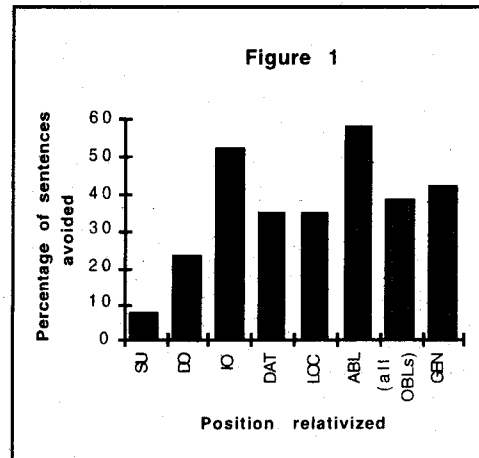
Responses were marked simply Correct, Avoided, or Error; multiple grammatical errors were not counted. In cases where avoidance was combined with grammatical error, the incorrectness was attributed to avoidance. Errors on the relativization of the OCOMP positions were not counted, since there were no "correct" responses.¹

As in Gass's study, it was found that, contrary to expectations, errors stemming from negative transfer from L1 played a minor role, though it remains to be seen whether improvements in the elicitation instrument could circumvent problems associated with subjects having the option of choosing analytically ambiguous avoidance strategies. Of the 13 subjects whose results were deemed acceptable, there were 207 responses to the sentence combination task.² Of these 207 responses, 83, or 40% were correct, 67, or approximately 32% were classified as avoidance, and 57, or approximately 28% were incorrect due to grammatical errors.

As can be seen in Figure 1, in accordance with what Gass found in her 1979 study, plotting the level of avoidance of each position in the sentence combining task in percentages of each response does show a rough correspondence to the AH, especially in the higher positions. More language-specific factors seem to have played a role in disturbing the hierarchy in the lower positions. The percentage of avoidance per position came out as follows: SU, 3/39 (8%); DO, 9/39 (23%); IO, 13/25 (52%), DAT, 9/26

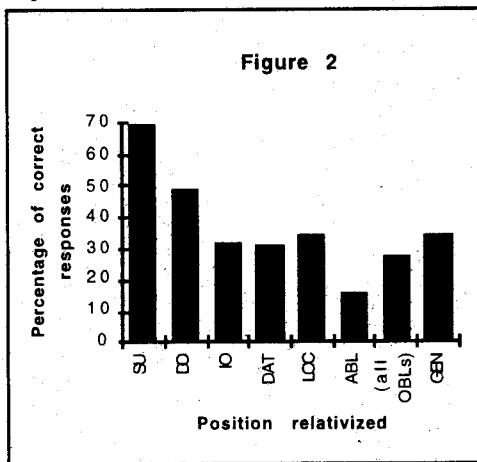
(35%); LOC, 9/26 (35%); ABL, 15/26 (58%); all oblique cases, 30/78 (39%); GEN, 11/23 (31%). What is most informative about these statistics is that not all of the oblique positions were equally avoided in relativization, with ABL being the most avoided and LOC and DAT the least. Even though there is no morphological distinction between IO and DAT positions in Uzbek, for some reason the IO position was more avoided, inconsistent with both its morphological commonalities with the DAT position and with its hypothetical position on the AH scale. Avoidance of the GEN position is also out of sync with its AH level of complexity.

The ease of production suggested by the percentage of correct responses for each item follows the AH profile to a greater degree than that for percentage of avoidance (see Figure 2). Here levels of correct responses for DAT and IO are nearly identical, though both appear to be exceeded by the percentage of correct responses for LOC. ABL still appears to be the most difficult position to relativize, and GEN shows approximately the same level of difficulty as the oblique cases. The actual ratios and percentages for each position turned out to be: SU, 27/39 (69%); DO, 19/39 (49%); IO, 8/25 (32%), DAT, 8/26 (31%); LOC, 9/26 (35%); ABL, 4/26 (15%); all oblique cases, 21/78 (27%); GEN, 9/26 (35%).



In order to determine which measure had a higher correlation to level of experience based on years of formal study of Uzbek, time spent in Uzbekistan, and exposure to other Turkic languages, a Spearman Rank Order Correlation was calculated for a) number of correct responses, b) number of incorrect responses, c) number of items avoided on the sentence-combination task. The number of correct responses had the highest correlation with lev-

el of experience ($\rho = 0.66$), number of incorrect responses had a lower level of correlation ($\rho = 0.49$), and number of items avoided had a negative correlation ($\rho = 0.13$), indicating that it has no predictive value at all. When years of Uzbek instruction for each subject were compared with positive test scores, the results were not favorable, in fact, for the five subjects who had studied Uzbek three years or longer, the range of correct responses was from 1-16, with an average of 6 out of 16. A more predictive measure was found to be amount of time spent on location combined with years of instruction, yet even using this measure, the three subjects who had only scored one correct response on the sentence combining task had a deleterious effect even on this group. Note that these results appear to conflict with Pavesi's (1986) findings on Italian subjects exposed to instructed and uninstructed English, where those with classroom exposure showed a distinct advantage over those with no instruction. One final rank order correlation was made comparing self-ranking with number of correct answers, but the ρ value was fairly low ($\rho = 0.55$), probably due to several subjects who performed better than they expected to.



In general, the performance of the subjects of this study was much poorer than expected, especially considering the level of exposure of many of the respondents. While the subject pool of this study may be too small to figure out random individual error, it is also hard to come to the conclusion that the subjects were not adequately instructed in relative clause formation. Conversations with several subjects afterwards confirmed this suspicion: many claimed that they had never been asked to relativize many of these NP positions, nor had they ever been exposed to relativization in any systematic manner. It should be noted that since most instruction in Uzbek consists of reading and translation courses which expose students to much more

complicated sentence structures with multiple embedded relative clauses than the sentences subjects were asked to produce here. The poor results obtained by those subjects who had completed the highest level of Uzbek instruction available at universities in the U.S. compared with other subjects who had minimal classroom instruction but two or more years' worth of exposure in Uzbek-speaking environments³ indicates that the instruction students are getting is not adequate to impart upon them the skills necessary to produce basic grammatical structures in Uzbek.

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NOTES

1. Given enough native-speaker data, one could grade these responses for level of conformity to one or another strategy such as avoidance by lexical or clause switching, but for this study our informants' responses were not consistent enough. In natural speaking situations, lexical switching would be the most likely strategy for avoiding relativizing an OCOMP position.

2. 16 relativizable positions times 13 respondents minus 1 response on which a subject admitted he had gotten outside help.

3. And even these are diglossic Uzbek-Russian situations in the majority of cases.

WORKSHOP ON OTTOMAN POETRY

Walter Feldman
University of Pennsylvania

Between August 30 and September 1, 1996 the Middle East Center of the University of Pennsylvania, aided by a grant from the Institute of Turkish Studies, sponsored a workshop in Ottoman poetry, organized by Walter Feldman. Participants were: Walter Andrews (University of Washington), Robert Dankoff (University of Chicago), Walter Feldman (University of Pennsylvania), Michael Glünz (Institut für Islamwissenschaft, University of Bern), Mehmet Kalpaklı (Mimar Sinan Üniversitesi, Istanbul), Paul Losensky (Indiana University), Kemal Silay (University of Washington) and Rose-Marie Varga (University of Michigan). Several other potential participants were unable to attend because of other commitments. A few guests from the University of Pennsylvania community and other interested scholars in the Philadelphia area also attended. The three-day workshop, entitled "The Study of Ottoman Poetry: Imitation and Interpretation" had a methodological focus whose major goal was to make explicit what we see as the issues confronting us in the study of Ottoman poetic texts and how each of us go about trying to solve them. To this end the organizer and the chief advisor (i.e. the two Walters) agreed to limit the topic and material severely and to concentrate on the elucidation of the process of parallel or imitative writing, called *nazîre*, as seen in three *gazel* poems with the refrain-word *talab* (quest, aspiration, desire, ambition) by the poets Neşâti (d.1674), Cevrî (d. 1654) and Nâ'îli (d. 1666).

Treatments of *nazîre* writing in Turkish are very few. The great literary scholars of the early Republic, such as Köprülü, Gölpınarlı, Ergun, Tarlan and Levend did not treat the topic in any detail. Indeed Gölpınarlı occasionally referred to *divan* poetry in passing as "*nazîre* edebiyatı," or "*nazîrecilik*," and by doing so he was attempting to set the limits within which this literature operated; it was a literature of imitation, and by its nature unoriginal. It is not clear to what extent the other scholars shared this opinion, but it does not appear that any of them had written a sustained challenge to Gölpınarlı's view. It is as though these highly knowledgeable savants were perhaps a bit ashamed of this aspect of Ottoman poetry and did not wish to advertise how prevalent the writing of *nazîres* was. They would have been in an excellent position to establish the links between poets of different eras sim-

ply by establishing the lines of *nazîre* writing, but they chose not to do so. In their introductions to the *divans* of various poets they spoke of "influences" of their poet on later poets, sometimes showing clear *nazîre* relations between individual *beyts*, but from these works one would not suspect the extent to which many, perhaps most *gazels* in these *divans* echoed some earlier Ottoman, or perhaps Chaghatay or Persian poem or poems. It is only within the last ten years that some Turkish scholars are making it more of a practice to identify *nazîre* poems in articles or in the introductions to *divan* editions.

On Friday Walter Andrews spoke about the problems of translation and presented his versions of the three poems, coming up with several elegant solutions to syntactic and semantic problems in the originals. Rose Varga dealt with theoretical issues of the printed texts Walter Feldman presented a paper dealing with the centrality of the *nazîre* to the writing of Ottoman *gazel* poetry. The paper also gave his interpretation of the relationship of the three poems in the context of other poems by Cevrî. Paul Losensky's paper dealt with a large group of Persian poems with the refrain-word *talab* concentrating on a long *gazel* by Şâ'ib Tabrizî (d. 1675), a poet much appreciated by the Ottomans. It was clear from these presentations that no single Persian poem could have functioned as the "model" for these Turkish poems, and that even the usage of the word *talab* was not closely related to any Persian poem, nor to any known earlier Turkish poem.

On Saturday morning, Mehmet Kalpaklı presented a paper analyzing three manuscript versions of the poem by Neşâti, demonstrating the problems with variant readings and in the manner in which these readings were incorporated into the two published editions by Ergun (1933) and Kaplan (1996). During the rest of the morning Kemal Silay offered his interpretations of Neşâti's poem and Robert Dankoff discussed two occurrences in Evliya Çelebi's *Seyâhâtname* of the term "penc-beyt" for *gazel*, a reflection of the "shrinking" size of the *gazel* which typified the 17th century. The afternoon session featured a paper by Michael Glünz on what he termed the "international style" of poetry which united the Persian-speaking (and writing) world and the Ottoman Empire during the 17th and 18th centuries, giving examples from Nâ'îli, Fehim (d. 1648) and Şeyh Gâlib (d. 1799). The paper was followed by a broad discussion on the issues raised that day. The Sunday morning session was given over to summarizing the critical issues brought up during the workshop and contemplating new issues for a

futureworkshop, to be held, hopefully the following year. The workshop was marked by a pleasant collegial atmosphere much enhanced by the excellent hospitality of the Gables Bed and Breakfast and the catering of Turkish Delights. Meanwhile a second workshop will take place at the current ME-SA conference in Providence, entitled "The Study of Ottoman Poetry: Prospects for the Twenty-First Century," which will address some of the issues treated here.

In general the Penn workshop marked a much-belated attempt to agree on what issues need to be addressed for the study of Ottoman poetry to advance beyond its present state, in which most of the key scholars in North America (and two from Europe and Turkey), as well as a leading American scholar of Persian poetry of the 16th and 17th centuries were able to meet face to face to exchange views. The papers will be published in the Fall 1977 issue of the *Turkish Studies Association Bulletin*. It is my belief that if such a workshop proves to be successful, and can be repeated on a fairly regular basis, it will stimulate the development of Ottoman literary studies both in the United States and in Turkey. This is both desirable because there is now a generation a scholars capable of such a scholarly dialogue and absolutely essential as in this country Ottoman literary studies is in danger of total disappearance if it fails to become more productive and more integrated into a wider literary discourse.

REPORT ON THE TURKISH TEACHERS' WORKSHOP AT PORTLAND STATE UNIVERSITY

Ayla Algar
University of California-Berkeley

Ten teachers from all around the country participated in the workshop, which was entitled: 'Coming to Terms with Instructional Technology in the Turkish Classroom.' The objectives of the workshop were to:

1. Raise consciousness of the teachers about media aided learning of foreign languages;
2. Discuss video and computer mediums as language teaching aids and their possibilities for language learning and teaching. Explore how these technologies are being used/can be used

in the Turkish classroom;

3. Discover media programs that are most recently being developed.
 - a. What is Internet? What is its relevance to teaching languages and more precisely teaching Turkish?
 - b. What is interactive video and its place in teaching Turkish
 - c. What is *hypertext*?
4. Discuss pros and cons of integrating some of these most recent technological advances into teaching of Turkish;
5. Share resources such as various media programs, materials, and bibliography.

Erika Gilson (Princeton University), Ayla Algar (University of California—Berkeley), Walter Feldman (University of Pennsylvania), Suzan Özel (Indiana University), and Güliz Kuruoğlu presented papers followed by demonstrations and discussions on subjects such as: "The Internet for Turkish Language Teaching," "Hypercard," "A Call Program and Its Use in Turkish Teaching," "Video in the Turkish Classroom," "The Penn Advanced Turkish Modules: Beyond the Printed Text," and "Audio, Its Use in Teaching of Turkish."

On Friday, May 17, after the opening remarks of the workshop, Erika Gilson gave her presentation on Internet. This was a most beneficial hands-on session which took place during the whole afternoon session. Erika introduced to the participants the possibilities offered by the www for foreign language teaching, in particular, as a major resource for the LCTL's. She also demonstrated some of the resources which are already in place for Turkish such as the *Türkçe Sözlük*, a *Monolingual On-line Dictionary* on the www being prepared at Bilkent, various daily Turkish newspaper home pages, and well developed Turkish university sites with links to rich visual resources. During the discussion period, following the presentation, the participants talked about the possibilities offered by the Internet. Erika pointed out the tremendous potential of the www for collaborative efforts of teachers for material development and simple sharing of resource files.

On Saturday, May 18, Güliz Kuruoğlu gave a presentation on a much talked about subject: "The Computer Aided Language Learning Program and Its Use in Teaching Turkish." Güliz demonstrated two modules which were developed in the University of Texas Language Laboratory under her

supervision. In these modules, TV commercials recorded from Turkish television were linked to the computer employing programs such as Hypercard, QuickTime, Macromedia Director. Each module consisted of five sections: a. preview questions; b. silent viewing; c. post viewing questions; d. viewing with sound; e. post viewing exercises and questions. Güliz emphasized that these modules not only test the students' listening comprehension but also further their grammar comprehension by allowing them to complete a series of interactive exercises. Discussions on the subject followed.

Next was Ayla Algar's presentation on Video in the Turkish Classroom. Ayla first pointed out that no one is under the illusion that technology can by itself transform teaching. However, in the hands of a creative teacher who has already abandoned and encourages her/his students to abandon, the notion that learning means rote memorization—a teacher who, moreover, realizes that there are many paths to learning—technology can be a remarkable and empowering resource. She shared the highlights of a recent workshop at Berkeley Language Center on the subject of video as a language teaching tool given by Professor Garza of the University of Texas at Austin who, is known for his research and articles in various journals on the subject. After emphasizing the most important criteria in selecting video materials, such as authenticity (materials that are produced for the native speakers of language, not for the learners of that language), she also pointed out the importance of linguistic and paralinguistic elements, such as cultural literacy and production values. She then demonstrated the various interactive ways she uses video in her classrooms at Berkeley which consist of clips from feature films, and news broadcasts, commercial advertisements, Sesame Street, and soap operas, all recorded from Turkish television. She also demonstrated many interactive activities selected from a seemingly infinite number of ways which can be employed for the exploitation of video materials in the language classroom.

In the afternoon, there was a general discussion about the pros and cons or feasibility of integrating media aided programs into the teaching of Turkish. Every one seemed to be stimulated and enthusiastic about the subject of instructional technology, and willing to learn more about it. Then they discussed how they could collaborate in the establishment of language- and culture-specific archives for Turkish which could be accessed via the Internet.

At 3:30 Saturday afternoon, following the general discussions, Walter Feldman of University

of Pennsylvania talked about the Penn Advanced Turkish modules, which are a series of dialogs and exercises targeted toward the upper intermediate to advanced proficiency levels. These modules were developed by Walter and much appreciated and used by most teachers of Turkish. Walter invited people to discuss the question of how these can be made more effective through computer interactivity.

On Sunday, May 19, Suzan Özel of Indiana University talked about "Audio and Its Use in Teaching Turkish." She demonstrated how two basic skills such as listening and speaking that are normally practiced in audio exercises can be combined not only with one another but also with the remaining two skills, reading and writing. She pointed out that such combinations can produce a large variety of audio tasks that learners can perform outside the classroom.

In the following discussion session, we discussed the challenges of the matter and agreed that we must pursue the issue further individually at our universities. We also agreed that we need more hands-on workshops to enable use of the technology.

All the participants expressed how pleased they were and how productive it had been to have a workshop which included so many participants from different universities from both Eastern and Western consortiums.

The workshop closed with participants praising Jon Mandeville's warm welcome and Portland's exceptional hospitality.

WORKSHOP ON CENTRAL ASIAN STUDIES OCTOBER 3-6, 1996

Uli Schamiloglu
University of Wisconsin-Madison

The first meeting of the new annual "Workshop on Central Asian Studies" met on October 3-6, 1996 at the University of Wisconsin—Madison. The workshop was sponsored by the Central Asian Studies Program, the Center For Russia, East Europe, and Central Asia of the University of Wisconsin-Madison, co-sponsored by the American Association of Teachers of Turkic Languages (AATT), Association for the Study of Nationalities, Association for the Advancement of Central Asian Research, Association for Central Asian Studies, and John D. Soper Central Asian Language Institute (UCLA).

It met in conjunction with the "Workshop on the

Proficiency-Based Teaching of Central Asian Languages," which met October 3-6, 1996. There were about 50 participants in the "Workshop on Central Asian Studies"; about 30 of them also participated in the special activities of the "Workshop on the Proficiency-Based Teaching of Central Asian Languages." There was also a concert of Central Asian music (with visiting musicians from Kazakstan) sponsored by the Anonymous Fund and the Office of International Studies & Programs.

The goal of the new annual "Workshop on Central Asian Studies" is to offer an opportunity for scholars, institutions, and organizations interested in the Central Asian field to meet annually to discuss in depth problems related to how we research, teach, and coordinate efforts in the Central Asian field. There are several important features of this annual conference in addition to the opportunity for Central Asianists to meet with colleagues studying the same area.

1. "The Legacy of Russian Colonialism in Central Asia" was the theme for the first meeting of the new annual workshop. There was a keynote address on this theme on the afternoon of October 4, and there was a plenary session and a second panel devoted to this theme on October 5, with an additional session devoted to discussion of the papers (not on the program) on October 6. There were six panels in all, with about 50 participants.
2. There was also a focus on "Central Asia in the Undergraduate Curriculum," which discussed current teaching resources, as well as the possible joint development of new resources.
3. As coordinator for the Workshop on the Proficiency-Based Teaching of Central Asian Languages (now jointly sponsored by CREECA and AATT), I ran a separate day-long mini-conference for teachers of Central Asian languages devoted to the proficiency-based teaching of these languages plus additional panels through the weekend. This mini-conference is intended to complement the full Workshop on the Proficiency-Based Teaching of Central Asian Languages, which last met in Madison in May 1995. On October 4, 1996 there were separate presentations on: Ben Rifkin, (UW-Madison), "Overview of Proficiency, Strategies for Reading, Evaluating Writing" Antonia Schleicher (UW-Madison), "Yoruba CD-ROM Project" Erika Gilson (Princeton U.), "The Internet for Collaboration and Language Instruction" The Work-

shop on the Proficiency-Based Teaching of Central Asian Languages included about 30 participants from the UW-Madison, Indiana, Harvard, Princeton, UCLA, Michigan, Minnesota, U. Mississippi, Washington-Seattle, Arizona State, New Orleans, Chicago, and other universities as well as MRM, Inc. and from government language teachers in Washington, DC.

4. The Association for the Advancement for Central Asian Research conducted a business meeting to try to revive Central Asian organizations in North America.
5. There was also a reception in honor of the new Journal of Central Asian Studies, which will regularly publish some of the papers presented at the annual Workshop.

REPORT ON THE TEACHING OF INTENSIVE TATAR AT ARIZONA STATE UNIVERSITY SUMMER 1996

Agnes Kefeli

Arizona State University

Thanks to the funding provided by the Social Science Research Council, the Department of Languages and Literatures and the Russian and East European Studies Consortium of Arizona State University established the Critical Languages Institute (CLI) during summer semester 1995. Directed by Professor Lee Croft, the CLI provided instruction in three underrepresented Balkan and Eurasian languages: Macedonian, Serbo-Croatian and Tatar in 1995, and this year in two languages, Macedonian and Tatar. This report confines itself to the 1996 Tatar program.

This eight-week intensive first-year Tatar language program was a successful experience. Compared to last year, we had a slight increase in the enrollment. Last summer we had ten students, this summer twelve altogether. Twelve students, five from ASU, one from McClintock High School in Tempe, Arizona, one from the University of Virginia, two from the School of Intercultural Studies in Union Mills, North Carolina, one from Pennsylvania State University and one Cincinnati University, completed the course. The group included undergraduates and graduates in linguistics, architecture,

music, folklore, history, political science, and Russian. Upon completion of the program, they received ten tuition-free credit hours. One graduate ASU student in anthropology who had already completed first year

Tatar in 1995 took four credit-hours of second year. Besides the tuition waiver, local and out-of-state students received fellowships. Five of our students are planning to live in Kazan from one to four years. Two of them will leave next November.

Because of funding cuts, this year I was the only instructor. As expected, the students' level varied considerably. There were four groups of first-year students: one student had had no previous exposure to any foreign language; one had had this exposure but no knowledge of either Russian, Turkish, or Turkic languages; seven had had a strong background in Russian; finally two had an active knowledge of Turkic languages. One student from the last group (a graduate from ASU) is in the process of applying for Indiana University and the University of Wisconsin to complete a Ph.D. in Turkic linguistics.

In the classroom, communicative competence work such as socially relevant dialogues was alternated with grammatical presentations reinforced by drills (substitution of forms, question-and-answer mechanics). Flash-card games and graphic-aids were used to help students to add suffixes properly. Listening and reading texts played an important role. There was a story time and Tatar jokes. Special grammatical notes, exercise sheets (much more than last year) and graduated texts were regularly distributed to the students to supplement Nicholas Poppe's Tatar Manual, the only available textbook in English. Each day students were required to complete grammar and vocabulary exercises. Once a week they had a text to translate.

Since most of the students were not familiar with Tatar civilization, I always tried to relate what they were doing during conversation hours with history and literature. Students had free access to my personal library of Tatar books. Before the beginning of the program, I also had the benefit of being in Kazan from March 1st till June 1st, thanks to a grant from IREX. During my stay in Kazan I visited mosques, newly opened Tatar schools, and the countryside. There I took nearly 300 slides that I used during the course in two different ways.

First, I presented them during conversation hours in Tatar around the following themes: a typical Tatar family in the city of Kazan, Tatar traditional

costumes, Tatar national schools and Russian schools where Tatar is taught to Russian and Tatar children, a typical Tatar apartment, life in Kazan and in a Tatar village. Besides mastering the vocabulary and the suffixes presented during the preceding hour, the students were exposed to the linguistic and cultural challenges that the Tatars face in the sovereign, officially bilingual Tatarstan. Ten percent of the Tatars in Kazan cannot speak or understand their so-called native language. The others have various levels of competency. Some of them understand Tatar but do not speak it; others do understand and speak it, but their vocabulary is limited to daily communications. On the other hand, in the countryside where everybody speaks Tatar, there is no Russian interference. The Tatar family that I chose illustrated these different levels of competency. The father, an engineer, was educated in the city and works in a dominantly Russian-speaking scientific environment. Although strongly attached to his Tatar identity (he reads everything that is printed about the Tatar past in Russian), he did not master his native language well and used a lot of Russian borrowings in his language. The mother on the contrary was educated in the countryside and worked for a Kazan Tatar journal. Her Tatar, needless to say, was perfect. The three children study in the gymnasium no. 2 where all subjects are taught in Tatar, play Tatar traditional instruments, and read in their native language. They dream of becoming Tatar national artists, journalists or writers in their native language. Because of this divide in the population, Tatars at the university and the Academy of Sciences devote a lot of work and energy to teach Tatar and train teachers in native schools and Russian schools where Tatars and Russians as well, learn Tatar. Tatar has become obligatory for all children of different nationality living in Tatarstan. Pictures of the newly opened Tatar schools and Tatar classes in Russian schools show how Tatars try to recapture their past and their language, and create a bilingual state within the Russian Federation. Finally, slides of the countryside show how Tatar culture was able to keep its cultural and linguistic distinctiveness, despite anti-religious policy.

Instead of lecturing about Tatar civilization, I also used slides to introduce the students to the history of Tatars, my field of research. English then was the mode of communication. I chose three themes: Islam in Tatarstan before and after perestroika, the multiplicity of Tatar ethnos: the Tatar Kriashen festival in April 1996, and a trip in the old Tatar neighborhood of Kazan which was a good way to in-

roduce the students to the pre-revolutionary Jadid (reformist) past. In addition to the slide presentations, students had access to a folder containing briefings about current events in Tatarstan and articles dealing with the history of the Tatar nation. Students also gathered to learn important Tatar songs. The songs as well were used to introduce new suffixes, train students to form liaisons between words. I used recordings of the same songs in Kazan and Mishar Tatar to illustrate the phonetic differences between the two dialects. It was another way to introduce the students to the multiplicity of Tatar ethnoses. One student in music was able to adapt Tatar folk songs to his guitar. Paula Davis Larson, a specialist in Balkan and Central Asian folklore dance, taught students to dance to Tatar music, using tapes that I brought from Kazan. I also distributed Tatar recipes that students translated. They zealously prepared a delicious traditional Tatar dinner, including such dishes as ochpochmak, kystybyi, and koimak. During the feast, one of the students showed his pictures of Crimean Tatar settlements and Gagauz villages. I also prepared an exhibit about Kazan and folk Tatar art for the party.

In addition, students were encouraged to subscribe to the Tatar e-mail group. Professor Eugene Clay from the Religious Studies Department explained to the students how to access Kazan State University's home page on the World Wide Web. Finally, two meetings were arranged with the five students who were getting ready to leave for Tatarstan. I shared practical advice about life in Kazan and the countryside, and how to improve language skills on one's own.

The lab hours also extended the cultural program. Cartoons, children's programs, skits, dances and songs interpreted by famous Kazan singers from Tatarstan TV were used to introduce Kazan pronunciation and test students' comprehension level. The second-year student used the video library more often than the other students to improve her comprehension skills. Transcripts of these films, which were not subtitled, were provided after the students had made the effort to understand them and had answered basic questions about their content. Whenever possible, tapes prepared last year by Goljihan Biktimirova-Kashaeva were used along with visual aids. Finally, at the end of the program, I provided the students with a bibliography of grammars and textbooks in other Turkic languages. I also provided information about other programs in Turkic languages.

In general I found the students highly motivated.

As a group, they showed more initiative than last year. One student asked for help in learning the Arabic script, while another did extra translations. Two students prepared vocabulary lists each week to remedy the absence of a proper English-Tatar /Tatar-English dictionary. Their cards will help me to create a basic glossary for the 1997 course. Others had Tatar recipes that Tatar friends had shared with them. They in turn, used them for the dinner. Finally, other students had tourist books about Kazan that they let their classmates borrow. I have greatly appreciated this continual exchange of ideas and material between students and teacher.

Pending funding, we will offer intensive first- and second-year TATAR language instruction at our 1997 summer Critical Languages Institute to be held on campus in Tempe, Arizona. Students may be eligible for tuition waivers and further fellowship support. For information, contact:

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**REPORT ON THE 1996 SUMMER CENTRAL
 ASIAN LANGUAGES AND CULTURE PRO-
 GRAM AT THE UNIVERSITY
 OF WASHINGTON**

**Ilse Cirtautas
 University of Washington**

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I. STUDENT INFORMATION

1.1. General Remarks

As in previous summers the UW's 1996 Summer Program in Central Asian Languages and Culture attracted mainly graduate students or professionals with a serious interest in the region. Almost all students who took Intensive Intermediate Uzbek or Kazakh proceeded immediately to Kazakhstan or Uzbekistan to conduct research, having received funding either through IREX, ACCELS or FLAS. One student returned to his teaching position in Shimkent, Kazakhstan.

All students from the UW who had enrolled in Intensive Elementary Uzbek in Summer are taking now our Second Year Uzbek class. Three students from the Intensive Elementary Kirghiz class are currently enrolled in our Second Year Kirghiz, offered under NE 496/596: Special Studies in Kazakh and Kirghiz. For one of them, who lives in California, special arrangements have been made through correspondence.

1.2. The following is a list of all students who received SSRC fellowships.

1.2.1. Intensive Elementary Tajik:

Boe, Ryan (University of Washington)
Cooper, Alanna (Boston University)
Total Enrollment: 5

1.2.2. Intensive Elementary Kirghiz:

Brown, Christopher (University of Washington)
Ferreira, Samson (University of Nevada)
Gormezano, Alfred (Music Teacher, Seattle)
Kraut, Karen Rae (East Tennessee State University)
Sherry, Dana (University of Washington)
Total Enrollment: 7 (one auditing)

1.2.3. Intensive Elementary Kazakh:

Brown, Kathryn (University of Washington)
Chanda, Diana (University of Colorado)
Total Enrollment: 3

1.2.4. Intensive Intermediate Kazakh:

Chanda, Curt (University of Colorado)
Davidson, Kelly (University of Florida)
Total Enrollment: 4

1.2.5. Intensive Elementary Uzbek:

Asakawa, Tasia (University of Washington)
Smith, Amy (University of Washington)
Total Enrollment: 6

1.2.6. Intensive Intermediate Uzbek:

Burke, David (Columbia University)
Dean, Carol (University of Washington)
Peterson, Kenneth (University of Washington)
Total Enrollment: 3

II. REPORT ON LANGUAGE INSTRUCTION AND CULTURAL PROGRAMS

2.1. Intensive Elementary Tajik

2.1.1. Language Instruction

The class met daily, Mondays through Fridays, from 8:00 am to 12:00 pm, and was taught jointly by two native speakers, Mr. Habibulla Mirzoyev and Ms. Fevziye Barlas.

Mr. Mirzoyev, an English language instructor from Dushanbe, Tajikistan, had already taught Intensive Elementary Tajik in Summer 1995. He had come to the UW as an IREX scholar. We invited him again because our students had been most favorably impressed with his teaching abilities and his enthusiasm in demonstrating to them aspects of Tajik culture. We are especially grateful to him for providing the Program with excellent videotapes on Tajik customs, traditional crafts and the way of life in the Tajik countryside. The tapes, now part of our Central Asian videotape collection, were shown in the afternoons as part of our Tajik Cultural Program (see below).

Ms. Fevziye Barlas, a graduate student in the UW's Department of Near Eastern Languages and Civilization, had already assisted us in teaching Intensive Elementary Tajik during Summer 1995. Prior to joining the Department as a graduate student, she had a distinguished career as Senior Editor for the Tajik Program, Radio Free Europe/Radio Liberty, Munich, Germany.

2.1.2. Cultural Program

For the Tajik Cultural Program the students met three times each week. Most of them participated also in the cultural activities of the other language programs (see attached *Calendar of Events and Extracurricular Activities*).

Lectures and discussions were regularly presented on Tuesdays. On Mondays the group met for conversation practice or video showings in Tajik with their instructors, and on Fridays from 2:30-3:30 pm students could view individually or as a group Tajik videotapes which they selected from a List of Videotapes (see Attachments). This list was handed out to the students on the first day of classes together with the *Calendar of Events and Extracurricular Activities*.

The Tuesday Lecture Series started with an informal discussion of "News from Tajikistan" (June 18) and included the following lectures:

(June 25) "Tajik Customs and Rituals" (with videotapes)

(July 2) "Tajiks in Afghanistan"

(July 9) "Social and Political Situation in Tajikistan"

(July 16) "Profiles of Tajik Political and Intellectual Leaders"

(July 23) "Tajik Traditions of Nawruz"

(July 30) "Introducing the Tajik Poets Bozor Sobir and Gulrohsor Safiyeva" (with videotapes)

The topics of the lectures had been coordinated with the lectures of the other language programs enabling the students to compare events and developments, such as revival of customs and questions of leadership, with those in the neighboring republics: Uzbekistan, Kazakhstan and Kirghizstan.

The high point of the Tajik Cultural program was the Summer School Performance Party on August 11. Under the guidance of their artistically and musically gifted instructors the students performed sketches in Tajik, donned in genuine Tajik costumes provided by their instructors. Memorable was a student's rendering of a traditional Tajik lullaby, performed while rocking an authentic Tajik cradle to highlight the rhythm of the melody. All students truly enjoyed their program, performed in front of a critical audience which included an unannounced group of about twenty Uzbek officials who happened to be in Seattle for a training session in municipal affairs. There is no doubt that the performances gave the students confidence in their language ability. One of the student—he had joined the Summer Program from Columbia University and is now transferring to the UW—was able to freely engage the visitors from Uzbekistan in a delightful discourse in Tajik.

2.2. Intensive Elementary Kirghiz

2.2.1. Language Instruction

The class met from 8:00 am-12:00 pm Monday through Friday, and was conducted by Professor Ilse D. Cirtautas and Elmira Kochumkulova, a native speaker of Kirghiz. Professor Cirtautas taught grammar, while Ms. Kochumkulova was responsible for oral practices.

Ms. Kochumkulova, a graduate student in the UW's Department of Near Eastern Languages and Civiliza-

tion, brought to the class her exceptional musical gifts. She plays the traditional Kirghiz instrument, the *gomuz*, and being endowed with a beautiful voice, she loves to sing the songs of the famous Kirghiz *aqin* (oral poets/singers). Moreover, she recites episodes from the *Manas*, the national Kirghiz epic. In March and July 1996 Ms. Kochumkulova gave two well-received concerts, one at the Middle East Institute, Washington, D.C., and the other at the University of Minnesota.

Her teaching skills include cheerfulness, and a genuine joy of being able to teach her native language and culture to American students.

2.2.2. Cultural Program

The Kirghiz Cultural Program had several components. Lectures were presented on Thursdays from 1:30-2:30 pm (see attached *Calendar of Events and Extracurricular Program*). On Mondays the Kirghiz group met for informal discussions and student presentations. Fridays from 2:30-3:30 pm the students had the opportunity to view either individually or as a group videotapes selected from a *List of Videotapes* which all students had received on the first day of classes. As in previous years the favorite among the videotapes was T. Okeyev's film "The Descent of the Snow Leopard" which was shown on June 20 for all students participating in the Program. Likewise, on June 28 all students watched a documentary on the celebrations of the 1000th anniversary of the epic *Manas*, held in Kirghizstan in August 1995. Helpful explanations were provided by Kağan Arik, Ph.D. student in the UW's Interdisciplinary Ph. D. Program in Near and Middle Eastern Studies. Mr. Arik had witnessed the spectacular events as a guest of the Kirghiz government.

The Thursday Lecture Series started on June 27. Professor Ilse Cirtautas discussed "The Epic *Manas* and Its Singers." Elmira Kochumkulova demonstrated the style of the singers by reciting segments of the epic. This lecture-demonstration was a necessary introduction to the documentary on the *Manas* Celebration which the students viewed the following day (see above).

Other lectures to be mentioned are:

"The Kirghiz Uprising of 1916 in Kirghiz Oral Poetry" (Elmira Kochumkulova)

"Profiles of Kirghiz Political and Intellectual Leaders" (Panel discussion with Sadirbek Jigitekov, IREX scholar from Bishkek; Roza Aitmatova, Bishkek; and Güzel Abduldavayeva, Kirghiz American School of Business, Law and Humanities, Bishkek)

A major event not only for the Kirghiz Program but for all other language groups was the presence of Dr. Roza Aitmatova, sister of the world-renown Kirghiz writer Chingiz Aitmatov. Roza ayim, herself a writer, has been active in helping Kirghiz women and their families through her women's organizations *Ene* ("Mother") and *Ayaldarga jardam berüü borboru* ("Center for Helping Women"). She discussed the situation of the Kirghiz women with our students and with members of the community interested in Kirghizstan. On July 25 she presented a well-attended lecture on "Chingiz Aitmatov: Childhood and Family Background." The story of Chingiz Aitmatov's childhood is certainly representative of Stalin's mass repression and brutality. But hearing it from the heart and soul of one of his victims, who together with her two brothers and one sister grew up as a child of an "enemy of the people," made the terrible abuse of power under Stalin more personal and vivid. Dr. Aitmatova illustrated her talk with segments of two Kirghiz documentaries, one on her father Törökul Aitmatov, who perished together with 136 other intellectuals of Kirghizstan on November 5, 1938, and the other on her mother Nagima. Dr. Aitmatova's presentation, which lasted much longer than the assigned one hour, left everyone deeply moved. The following day the discussion on Chingiz Aitmatov was continued. In the presence of Dr. Aitmatova, Muhammed Ali Axmedov, distinguished writer of Uzbekistan, lectured on "Chingiz Aitmatov's Influence on Contemporary Uzbek Literature." His lecture was followed by a lively discussion to which the students of the Kirghiz group actively contributed.

The active and enthusiastic participation of the students in the Kirghiz group was also evident at the Summer School Performance Party on August 11. Under the admirable guidance of Elmira Kochumkulova the students were able to sing songs and tell stories. One student even recited a short segment of the epic *Manas*! The lively performance included Kirghiz riddles which the audience was asked to solve. To involve the audience was a most splendid idea. Needless to say that our unexpected guests from Uzbekistan enjoyed this part of the Kirghiz Program tremendously. They were the quickest to shout out the right answers for which they received, applauded by everyone, small tokens of appreciation.

2.3. Kazakh Program

2.3.1. Language Instruction

2.3.1.1. Intensive Elementary Kazakh

The class met four hours daily from 8:00 am-12:00 pm, Mondays through Fridays, and was jointly taught by Professor Ilse Cirtautas (grammar) and Mr. Kağan Arik (see 2.2.2). He replaced our previous Teaching

Assistant for Kazakh, Mr. Ablahat Ibrahim, who had returned to Xingiang after finishing his degree at the UW.

Mr. Arik, who taught oral and written skills, has a near-native command of Kazakh. He had studied Kazakh at the UW's Summer Programs as well as in Kazakhstan and in Xingiang. In addition, he has taken a course in language teaching methodology as part of his teaching assignment.

The class was also assisted by Talgat Imangaliyev, a native speaker of Kazakh. He practiced conversational skills with the students, particularly during the second half of the course. Mr. Imangaliyev, who is from Atyrau (Western Kazakhstan), is an exchange student in the UW's Department of Near Eastern Languages & Civilization. We had already employed him in Intensive Elementary Kazakh during Summer 1994. Mr. Imangaliyev also served as technical assistant in our Language Learning Center (Language Laboratory) where he took care of the laboratory needs of our students.

2.3.1.2. Intensive Intermediate Kazakh

The course, taught by Dr. Alma Kunanbayeva, met from 8:00 am-12:00 pm, Monday through Friday, and was conducted almost exclusively in Kazakh.

Dr. Kunanbayeva, a native speaker of Kazakh, is an experienced language teacher. For several years she taught Kazakh at the University of Wisconsin, and in Summer 1995 she taught Intensive Intermediate Kazakh for the first time at the University of Washington. Day by day Dr. Kunanbayeva transmitted not only to the students in her own class but also to all other students in the Program her profound knowledge of Kazakh oral traditions, Central Asian history and culture. Her devotion to her students is truly unique.

The class stressed the development of reading, writing, speaking and listening skills. Mr. Imangaliyev served as teaching assistant for the class, conducting conversational practices mostly during regular and additionally assigned hours.

2.3.2. Kazakh Cultural Program.

The Kazakh Cultural Program consisted of the following components: a series of lectures every Wednesday from 1:20-2:30 pm; informal meetings on Mondays for student presentations and social gatherings intended for practicing conversational skills, and Friday's showing of Kazakh films and documentaries which the students could select from a List of Videotapes. As in previous summers the students were most eager to watch the following films:

"The Angel of Death" (A Kazakh film based on

the events of the 1930's, when Soviet politics brutally enforced the sedentarization and collectivization of the Kazakhs, causing the death of over 2 million of them, i.e. over half of their total population.)

"*A Wolf Cub Among Humans*" (A Kazakh film about a young boy in a Kazakh village who wants to raise a wolf cub against the objections of the grown-ups.)

"*Qiz Jibek*" (A Kazakh film based on the epic song of the same title.)

The Wednesday lectures had been topically coordinated with the lectures presented in the other language groups. The goal was to view issues and developments of Central Asia comparatively. On June 19, Dr. Alma Kunanbayeva discussed recent political, social and cultural developments in Kazakhstan. During the same week similar topics were discussed regarding Tajikistan and Uzbekistan. During the week of July 15-July 19, when the topic of the lectures centered on Central Asian leadership, Dr. Alma Kunanbayeva analyzed "Kazakh Political and Intellectual Leaders." On June 26 she gave a memorable presentation on "Kazakh Epic Songs and their Performers." Her lecture, based on her field research in Southern Kazakhstan, was complemented by her discussion on the "Research on Kazakh Oral Literature: Past and Present" (July 24). As a member of a small group of distinguished Kazakh scholars who despite many obstacles have never ceased to promote and to foster Kazakh oral literature, Dr. Kunanbayeva was able to present the audience with many unknown facts and insights.

Other presentations in the Wednesday Lecture Series included:

Kağan Arik: "Revival of Kazakh Customs and Traditions" (with videotapes) (July 10)

Curt Chanda: "Update on Environmental and Other Issues in Kazakhstan" (July 31)

On August 7, the faculty of the Kazakh and Kirghiz language courses jointly demonstrated "Kazakh and Kirghiz Rules of Conduct." Similar demonstrations had been offered in previous summers. The response of the students was again overwhelmingly positive. Many expressed that they had learned a lot from these demonstrations which in fact made the students aware of important aspects of Central Asian culture.

On August 11, at the Summer School Performance Party, the Kazakh group displayed its level of oral and written competency in a sketch which the students of the Intermediate Kazakh class had written

on the basis of an ancient Kazakh legend on the creation of the human being. At the end of the performance, one of the students stepped forward and publically expressed in the name of all students his warmest appreciation and gratitude to all the teachers, particularly to Dr. Alma Kunanbayeva, for the teaching and care they had received during the eight weeks of instruction. Similarly, students in the other language groups, took the opportunity to voice their appreciation after their performances.

2.4. Uzbek Program

2.4.1. Language Instruction

2.4.1.1. Intensive Elementary Uzbek

The class was taught jointly by Mr. Hamit Zakir and Mr. Muhammad Ali Axmedov. The classes met from 8:00 am-12:00 pm, Monday through Friday. Mr. Zakir taught grammar and oral and written exercises, while Mr. Axmedov taught conversational skills emphasizing good pronunciation habits. Professor Axmedov, who himself speaks a carefully cultivated Uzbek, never grew tired of correcting the students' pronunciation.

2.4.1.2. Intensive Intermediate Uzbek

This course, too, met four hours daily, from 8:00 am-12:00 pm. The instructors were Professor Axmedov (three hours) and Mr. Hamit Zakir (one hour advanced grammar, syntax). The course was taught almost entirely in Uzbek. Professor Axmedov, who is an Honored Writer of Uzbekistan, introduced the students to Uzbek writers, and stressed the importance of mastering various writing styles, as, e.g., official styles of petitions (*ariza*), formal and informal style of letters. He spent hours correcting the students' compositions which became longer and more sophisticated as the course proceeded. The students also appreciated his efforts in practicing oral and listening skills. Students gave regular reports on their home readings, assigned from the materials of the *Reader in Uzbek Current Affairs*. For listening practices the materials in *Uzbek Listening II* were used.

All instructors were available to the students in the afternoons for additional hours of consultation and conversation.

2.4.1.3. Cultural Program

The Uzbek Cultural Program was designed to complement the cultural programs offered for the Tajik, Kazakh, and Kirghiz languages (see above). Every Friday from 1:20-2:30 pm lectures were presented, to be followed by viewing of Uzbek films and documentaries selected from a List of Videotapes. On Mondays the Uzbek Group gathered informally for stu-

dent presentations and conversation practices.

The Friday Lecture Series started on June 21 with a discussion of "News From Uzbekistan" presented by Muhammad Ali Axmedov and Ilse D. Cirtautas. Other lectures included:

Muhammad A. Axmedov: "Uzbek Intellectuals Under Stalin"

Muhammad A. Axmedov: "Chingiz Aitmatov's Influence on Contemporary Uzbek Literature"

Ken Peterson: "The Jadid Movement in Uzbekistan"

On August 2 Muhammad Ali Axmedov and Hamit Zakir introduced the students to the "Uzbek Code of Conduct," by demonstrating forms of greetings, obligations of hosts and guests and other important aspects of Uzbek etiquette.

On August 11 the students of the Uzbek Program joined the other language groups in presenting their language skills before a critical audience of co-students, faculty and a group of Uzbek officials who happened to be in Seattle on a training session in municipal affairs (see 2.1.2). The performance was organized as a typical Uzbek gathering with poetry recitations, story telling and songs. Needless to say, our visitors from Uzbekistan thoroughly enjoyed the performance and the tasty Uzbek pilav which the Uzbek students had prepared.

All performances at the Summer School Party have been videotaped and the program has been shown on Tashkent TV. It should also be mentioned that the students of both Uzbek classes worked together in composing a formal letter to Islom Karimov, President of Uzbekistan. As in previous years they congratulated the Uzbek people on the occasion of their Independence Day on September 1. The letter was published in all major Uzbek newspapers and President Karimov graciously responded in a personal letter addressed to the students in which he expressed his personal and the Uzbek people's gratitude for the long-standing commitment of the University of Washington to promoting the study of the Uzbek language, history and culture.

III. EDUCATIONAL TOOLS AND TEXTS

3.1. Intensive Elementary Tajik

The course used the following texts (manuscripts):

- a) *Reader in Tajik for Beginners with Glossary*, compiled by Z. Halimova (224 pages). Also available on audio-cassette.

- b) *A Basic Course in Tajik (Grammar and Workbook)*, by Randall Olsen (76 pages).

- c) Handouts of texts and exercises (50 pages).

3.2. Intensive Elementary Kirghiz

The students were provided with the following materials:

- a) *Kirghiz Language Materials*, based on the *Kirghiz Language Materials for Peace Corps Volunteers*, Washington, D.C., May 1993, prepared by Ilse D. Cirtautas with the assistance of Kirghiz native speakers.

The *Kirghiz Language Materials* meet three immediate needs of the students: 1) its chapter "Brief Introduction to the Kirghiz Grammar," the Grammatical Charts, and the Index of Suffixes serve as a short reference grammar; 2) it provides useful dialogues relating to everyday life situations in Kirghizstan; and 3) it gives useful information on Kirghiz history, culture, and the current situation in Kirghizstan (172 pages).

- b) *Kirghiz Reader for Beginners*. Starting with simple texts from Kirghiz primers, the manuscript contains folktales, excerpts from the epic *Manas*, a discussion on the *aqin* (oral-poet) Toktoqul, selected readings from the works of Chinghiz Aitmatov, short newspaper items, and authentic letters written by Kirghiz students and professors (105 pages).

- c) *Kirghiz-English Dictionary* (First Draft). It contains the vocabulary of (a) *Kirghiz Language Materials* and (b) *Kirghiz Reader for Beginners* as well as the vocabulary of a *Kirghiz Reader in Current Affairs* to be used for Intermediate Kirghiz.

For the above titles a) and b) tapes were available. Students could obtain them from the Language Learning Center free of charge.

3.3. Kazakh Program

3.3.1. Intensive Elementary Kazakh

The class used the following materials:

- a) *Kazakh Language Materials*, prepared by Professor Ilse Cirtautas with the assistance of Kazakh native speakers. These materials, originally prepared for the Peace Corps, have been revised and augmented. They contain a brief introduction to the Kazakh language, dialogues, cultural notes, and a glossary. Each dialogue is provided with grammatical explanations. The dialogues have proven to be excellent materials for oral practice, such as role-playing in class. They present scenes of everyday life and contain the most essential words and phrases (150 pages).
- b) *Kazakh Reader for Beginners*, compiled by Ilse D. Cirtautas, containing texts from Kazakh primers, stories, newspaper and other materials. Each text is provided with a glossary and notes (77 pages).

Items a) and b) have been recorded on tapes which were available to the students free of charge.

- c) *Kazakh Workbook*, prepared by Ilse D. Cirtautas with the assistance of Ablahat Ibrahim. The *Workbook* has been designed to help the student in mastering the Kazakh grammar. It contains exercises for home and class work, grammatical charts, and an index of suffixes (75 pages).
- d) *Kazakh Materials for Listening I*. Based on audio and video texts, most of them from Kazakh TV and Radio programs. The texts are designed for basic and mid-basic listening exercises. The material is still in the process of being revised because tapes of better quality and more suitable for beginners have become available.

3.3.2. Intensive Intermediate Kazakh

This course was based on:

- a) *Reader in Kazakh Current Affairs*, prepared by Ilse D. Cirtautas. The *Reader* gives selections from Kazakh newspapers. Starting with advertisements and announcements, it contains short news items, articles and editorials. Each text has a glossary and notes. A translation is also provided, enabling students to master the texts on their own, leaving more time in class for discussing the texts in the form of oral reports, questions and answers. The *Reader* has been recently revised and

each text has been provided with a set of questions (190 pages).

- b) *Reader in Kazakh Oral Literature*, compiled by Ilse D. Cirtautas. The *Reader* offers a selection of various genres of Kazakh oral literature, such as proverbs, anecdotes, folk tales and excerpts from epic songs (*Alpamis*). Each text is provided with a glossary and notes. The *Reader* is intended to provide the student with genuine Kazakh language materials. Unlike the texts in the *Reader in Kazakh Current Affairs*, Russian influence is non-existent. As Kazakh proceeds to rid itself of Russian influence, the language and stylistic features of the oral literature are again becoming an essential part of everyday communication (120 pages).
- c) *Kazakh Dialogues*, prepared by Raxmanqul Berdibayev and Ilse D. Cirtautas. This material assists the student in speaking practices by reviewing grammatical structures and acquiring vocabulary and common phrases. The dialogues discuss subjects such as "Kazakh Hospitality," "Kazakh Food," etc. (22 pages).
- d) *Kazakh Materials for Listening II*. The materials contain excerpts from authentic tapes from Kazakh radio and television. The texts have been transcribed, provided with appropriate questions, a glossary, and a translation to facilitate self-study (150 pages).
- e) *Kazakh-English Dictionary* (First Draft), based on the word material of the *Reader in Kazakh Current Affairs* listed above.

Items a) and b) have been recorded by native speakers and the tapes were available to the students free of charge.

3.4. Uzbek Program

3.4.1. Intensive Elementary Uzbek

The course was based on:

- a) *Introduction to Modern Literary Uzbek*, a revised book-manuscript of Uzbek grammar with exercises authored by Ilse Cirtautas (130 pages).
- b) *Elementary Uzbek Workbook*. Dialogues, Exercises, Readings, Assignments. The *Workbook* has been prepared by Hamit Zakir as a complement to the *Introduction to Modern Liter-*

ary Uzbek (78 pages).

- c) *Scenes of Uzbek Life in Dialogues*, by Muhammad Ali (Axmedov). The dialogues relating to everyday life situations contain important information on Uzbek culture and customs. Each dialogue is provided with a glossary and notes (62 pages).
- d) *Uzbek Materials for Listening I*. They contain short audio and video texts for basic and mid-basic listening activities. Based on the experiences gained during previous Summer Programs we are now in the process of revising the materials.

3.4.2. Intensive Intermediate Uzbek

The course used:

- a) *Chrestomathy of Modern Literary Uzbek*, by Ilse Laude-Cirtautas, Weisbaden, 1980. The texts of this book are divided into the following chapters: "The Country and Its People," "Uzbek Writers Tell About Their Childhood," "Examples From Uzbek Oral Literature," and "Contemporary Uzbek Short Stories." Each text is provided with notes explaining phrases and idiomatic usages. Additional notes give information on individual writers and literary genres. An extensive glossary concludes the book (249 pages).
- b) *Reader in Current Uzbek Affairs* prepared by Ilse (Laude-) Cirtautas. The *Reader* is based on selections from Uzbek newspapers and journals. It is designed for self-study, each text is provided with a glossary and a translation, so that students can use the *Reader* for independent readings and presentation of oral reports in class (274 pages).
- c) *Uzbek Materials for Listening II*. These listening materials were newly introduced during Summer quarter 1995. They contain selections from authentic Uzbek radio programs, videotaped interviews, and Tashkent TV programs. All texts are transcribed and provided with vocabulary and translations to facilitate self-study. (347 pages)
- d) *Uzbek-English Dictionary*. I. Draft, based on the alphabetized word lists of the *Reader*. It is planned to have the vocabulary of a) and c) combined into a comprehensive dictionary.

Audiotapes were available free of charge for items a) and b).

IV. TEST AND EXAMINATION

4.1. Pre-Program Proficiency Testing

Pre-program proficiency testing was conducted for

students enrolled in Intermediate Kazakh and Intermediate Uzbek. Since guidelines for proficiency testing in these languages have not yet been established or agreed upon, the test were administered as follows:

- a) Written tests consisting of translations (Tajik-English; English-Tajik; Uzbek-English; English-Uzbek; Kazakh-English; English-Kazakh) and a composition on a topic of the student's choice. The tests essentially covered the same materials as the written tests given to our students in Intensive Elementary Uzbek and Intensive Elementary Kazakh at the end of the Summer Programs.
- b) Oral tests consisting of speaking and listening tests.

For the speaking tests the instructors conducted an interview-conversation with each individual student. Starting with proper forms of greetings, the conversation would lead to topics such as family, career goals or to the topic of the written composition. For establishing levels of proficiency in speaking a chart was used, indicating the following criteria: use of vocabulary and suffixes, correction of sentence structures and tenses used, pronunciation and familiarity with cultural aspects, such as terms of address, usage of polite expressions, etc.

In the listening test the students were asked to listen to short texts segments of audio-tapes. From simple tasks such as listing all proper names, the students proceeded to identifying who is doing what by writing down the predicative forms at the end of the sentences and establishing the sentence subjects. Finally, the students were asked to transcribe and translate the audio-text.

4.2. Midterm and Final Tests

The course syllabi which the students were given on the first day of classes informed them of the requirements for the midterm and final tests. All tests consisted of written and oral parts, covering all four skills: reading, writing, speaking and listening. Allowing for differences in course levels the tests essentially followed the same procedures as outlined above. For the written tests (translations) the students were given one hour. The composition was a take-home assignment. The interview-conversation lasted approximately 30-40 minutes. For the listening tests the students were allowed to listen to the audio tapes several times.

BOOK REVIEWS

Azerbaijani-English Dictionary. Patrick A. O'Sullivan, Mario Severino, Valeriy Volozov, eds. Kensington, Maryland: Dunwoody Press, 1994

This single-volume hardbound dictionary of 366 pages contains approximately 25 000 entries of the Azerbaijani language, or Azeri Turkish, as it is written and spoken in the Republic of Azerbaijan. The dictionary was begun by Pamela Johnson Moguet, who passed away before the book could be completed, and to whom the book is dedicated by its three authors, Patrick A. O'Sullivan, Mario Severino and Valeriy Volozov.

According to the authors, the dictionary is intended particularly to those wishing to read the literature of the Republic of Azerbaijan, and is suitable for students of the language who have a beginning or intermediate knowledge of Azeri. The authors have aimed at including most common words likely to be encountered in everyday speech, newspapers, non-technical journals, and general usage. The authors recommend that more advanced translators consult A.A. Orudzhev's comprehensive four-volume monolingual Azerbaijani Dictionary, which has been published by the Azerbaijani Academy of Sciences of the USSR.

In compiling this dictionary, the authors have consulted a number of previously published works, including but not limited to *The Azerbaijani-Russian Dictionary* of Kh. Azizbekov and staff (Baku:1965), the four-volume monoglot *Explanatory Dictionary of the Azerbaijani Language* edited by A.A. Orudzhev (Baku: 1964-1987), and the four-volume *Azerbaijani-Russian Dictionary* of Professor M.T. Tagiev (Baku:1986). In addition, the authors acknowledge the contribution of two native speakers of Azeri, Naida Mamedova and Lala Seidova, in verifying basic Azeri vocabulary in current usage.

The dictionary uses the Azerbaijani version of the Cyrillic Alphabet, as was in common usage in the Republic of Azerbaijan during most of the Soviet period, and does not purport to include information on the Latin Alphabet-based orthographies of Azeri words as they were written in the brief period of Latin Alphabet use in the 1920's and early 1930's. However, the work duly makes note of the official decision of the Azerbaijani state to adopt the Turkic Latin Alphabet, which is to gradually replace the Cyrillic Alphabet in the near future. A key to this new alphabet, with Cyrillic equivalents, has been helpfully included (pp. xii), but it apparently was not possible to reproduce in the chart the diacritics on some of the new letters in the edition reviewed. In addition, the authors have provided transliterations of certain culture-specific terms without exact English equivalents into the new Turkic Latin Alphabet, and have provided definitions thereof in English. Earlier Arabic-script based orthographies, as well as versions of words as they are written and used in Southern (Iranian) Azerbaijan are not within the scope of this work. The emphasis is then on the

Soviet-era written Azerbaijani language, which, according to the authors, is rich in Russian loan-words. The authors have consciously attempted to limit the entries from that source, since it would be more practical to consult a dictionary of that language when necessary.

The work includes a preface containing a brief synopsis of data pertinent to the history of the Azerbaijani language (p. v), a guide to the construction and use of the dictionary (pp. vii-x), a guide to the writing system(s) (pp. xi-xii), and a brief but helpful grammatical synopsis of the Azerbaijani language, including overviews of the substantive, pronouns, postpositions, nominal cases, and verb forms (pp.xii-xxix). Relevant comparisons to equivalent Turkish forms are made throughout the synopsis. The dictionary itself (pp. 1-366) is easy to read and proceeds clearly and systematically. The format used is to give the entry, to provide contextual abbreviations, to categorize the word lexically, to cross-index when appropriate, and to provide equivalents in English in applicable contexts. The entries do not make use of derived word entries, giving instead a separate entry for each word based on the same root. Examples of idiomatic usages of words in context in Azeri, as one may find in more cumbersome dictionaries, are not used in this practical work.

Kağan Arık
University of Washington

Kazakh (Qazaq)-English Dictionary. Karl A. Krippes, ed. Kensington, Maryland: Dunwoody Press, 1994.

This single-volume hardbound dictionary of 290 pages contains 20 951 entries in modern Kazakh as it is written in the Republic of Kazakhstan. According to the Publisher, the dictionary was begun in 1990 as a glossary derived from miscellaneous Kazakh sources, and was later supplemented by a 30 000 entry manuscript collection compiled and contributed by Professor J.R. Krueger of Indiana University. The collection was then converted to a computerized database and supplemented by numerous sources such as readings from the contemporary Kazakh press, word lists from current language journals, monolingual and bilingual reference works and native informants. The resulting file of over 60 000 entries was then refined into its current version, with attention focused on selecting appropriate headwords, verifying existing definitions, and supplying definitions where necessary. The Publisher informs users that all entries were confirmed in at least one standard Kazakh lexicographic work.

The Publisher has included 1700 cross-referenced spelling, pronunciation and stylistic variants, and over 400 contextual examples, and states that the dictionary is representative of the Kazakh written

language as used in the Kazakh press [of Kazakhstan]. The Publisher also recommends to advanced-level users and translators that they use this work in conjunction with monolingual works such as the ten volume *Qazaq Tiliniñ Tüsindirme Sözdigi*, by İ.A. İsqaqov (1974-86) and the *Qazaq Tiliniñ Fraseologiyalıq Sözdigi*, by I. Kenesbayev (1977), and bilingual works such as the *Qazaqşa-Nemisşe Sözdik*, by Q. Mirzabekova (1992), and the *Qazaqşa-Orişsa Sözdik*, by Maxmudov and Musabayev (1992).

A number of native scholars are cited by the Publisher Dr. Krippes as contributors to the making of the dictionary, and these include Associate Editors Dr. Gulgaisha Sagidoldagyn, Dr. Saule Mustafina, as well as Contributing Editors Dr. Svetlana Bulatova and Professor Talant Mawkhanuli.

The dictionary includes a User's Guide which provides useful information on alphabetic order, orthography and spelling variation, transcription and Romanization, parts of speech, citation form of the verb, entries and subentries, loan-words and neologisms, ethnocultural vocabulary, animal and plant names, as well as a guide to labels, abbreviations and symbols (pp. iii-xvi). The Publisher duly addresses the issues of variations in spelling which may be encountered in Kazakh written sources, and states his preference for transcribing words according to their Kazakh, rather than Russian, orthography. This is an appropriate approach, since, among other reasons, Kazakhstan has already declared its intention to replace the Cyrillic script with the Turkic Latin Script. The dictionary itself consists of 290 pages, and includes subentries, cross-references and explanatory uses of words in context. Students who have used this dictionary in the elementary Kazakh language course offered by the reviewer have reported it to be accurate, clear and easy to use.

Kagan Arık
University of Washington

Uzbek-English Dictionary. Karl A. Krippes, ed. Kensington, Maryland: Dunwoody Press, 1996.

This single-volume hardbound dictionary of 246 pages is an expansion of the original preliminary edition published by the Dunwoody Press in 1993, with the addition of 1000 new entries, two new sections and a number of changes. The current edition has over 20000 entries in the modern literary Uzbek as it is written in the Republic of Uzbekistan, and was intended as a reference tool for intermediate to advanced students and translators.

According to the Editor, the *Concise Uzbek-English Dictionary*, compiled by Dr. David C. Montgomery formed the nucleus of the preliminary edition, which was then edited in five stages, including authentication of entries, verification of adequacy of semantic coverage, addition of more than 2500

cross-references and 220 contextual examples, 3142 usage labels and exemplification hints, testing the coverage of entries and meanings by reading and translating over 200 Uzbek newspaper articles into English, and the addition of over 2500 headwords and phrases found in newspapers from 1992. The *Uzbek-Russian Dictionary* of Akobirov and Mikhajlov, and the *Uzbek Explanatory Dictionary* of Ma'ruf-ov were used as sources for the citation of stylistic or usage labels, as well as for the verification of entries and meanings, and the Editor has checked the preliminary edition against the frequency list of Muxamedov (1982) for neologisms and other entries.

The Editor estimates that the preliminary edition of the work is sufficient for non-technical translation, but recommends the consultation of Uzbek-Russian dictionaries for more technical texts, such as Nabiyeu (1969) and Yakubova & Tulyaganov (1978), or Russian-English dictionaries (Callahan 1975, Kuznetsov 1992).

The preliminary edition was published in 1993, two years after the independence of Uzbekistan, and thus still reflects, according to the Editor's admission, some of the Marxist-Leninist language of the Soviet period. The Editor has chosen to include a minimum of Russian loan-words, versus the maximum which may be found in an (older) Russian-Uzbek Dictionary. Such loan-words are being rapidly replaced by Uzbek equivalents, but this process is not yet complete. The Editor has attempted to provide the more common examples of cross-references between Russian loan-words and Uzbek native words and "neologisms."

The Editor cautions the user that only a minimal amount of dialectal and colloquial forms have been included, since this is a dictionary of written literary Uzbek. As the Editor also points out, a dictionary of colloquial, spoken or dialectal Uzbek remains to be written. This would be a considerable undertaking, due to the great variety of regional dialects which are still in use in Uzbekistan.

The dictionary provides a user's guide (pp. vi-xiv), which includes information on the alphabet, labels, cross-referencing, the citation form of verbs, transcription, compounding, sound changes, orthographic variation, and a note on the Tashkent dialect versus literary Uzbek. The bibliography includes a section on Latin-script Uzbek dictionaries as sources for "new" words (in 1994, Uzbekistan has declared its intention to gradually replace the Cyrillic Script with the Turkic Latin Script). A concise but very helpful 38 page grammatical sketch of the Uzbek language follows, addressing in some detail Uzbek morphology and syntax. The dictionary itself (246 pages) is detailed, systematic and appears easy to use. Separate entries are used for derived words, and exemplary usages of numerous words in context are provided in italics.

Kagan Arık
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DICTIONARY OF THE TURKIC LANGUAGES

Routledge Publishing Company announces the publication of English-Turkic languages dictionary. This multi-language dictionary covers the eight major Turkic languages: Azerbaijani, Kazakh, Kyrgyz, Tatar, Turkish, Turkmen, Uighur, Uzbek. 2,000 headwords in English are translated into each of the eight Turkic languages. Words are organized alphabetically in English. Original script(s) and Latin transcription are provided for each language. For ease of use, alphabetical indices are given for the Turkic languages.

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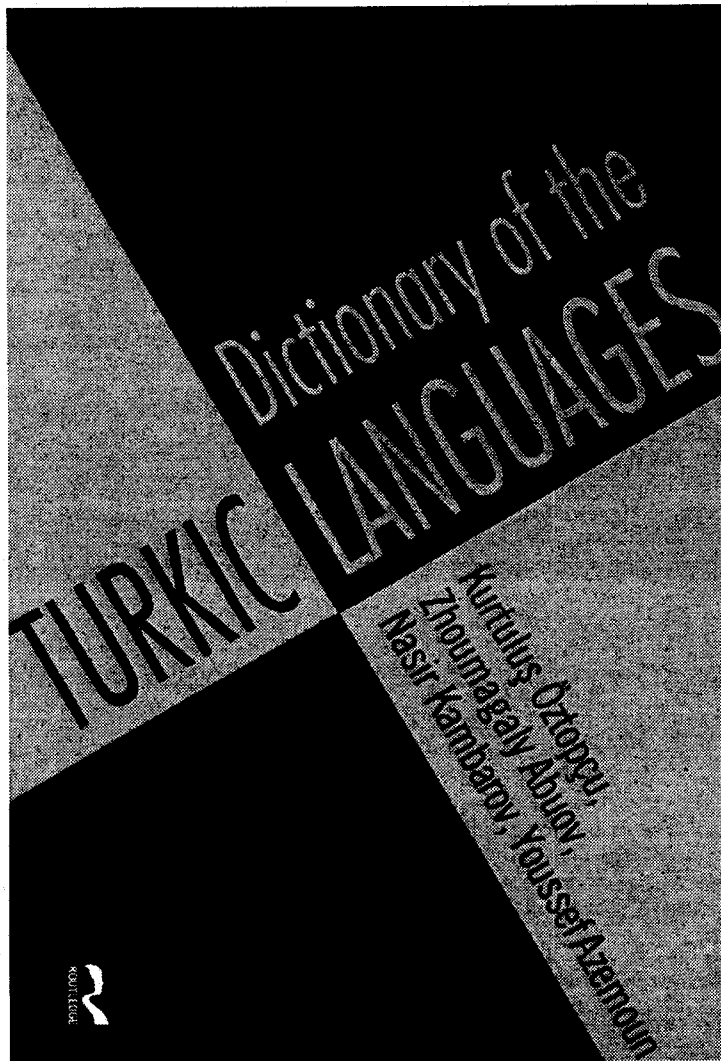
It is edited by Kurtuluş Öztopçu, visiting professor at UC—Berkeley, and authored by Kurtuluş Öztopçu (Azerbaijani, Turkish, and Uighur), Zhoumagaly Abuov, vice-president of the International Society of Kazakh Language (Kazakh, and Kyrgyz), Nasir Kambarov, Language Institute of Tashkent (Uzbek, and Tatar), and Youssef Azemoun, independent scholar on Turkmen.

The dictionary can be ordered from the publisher:

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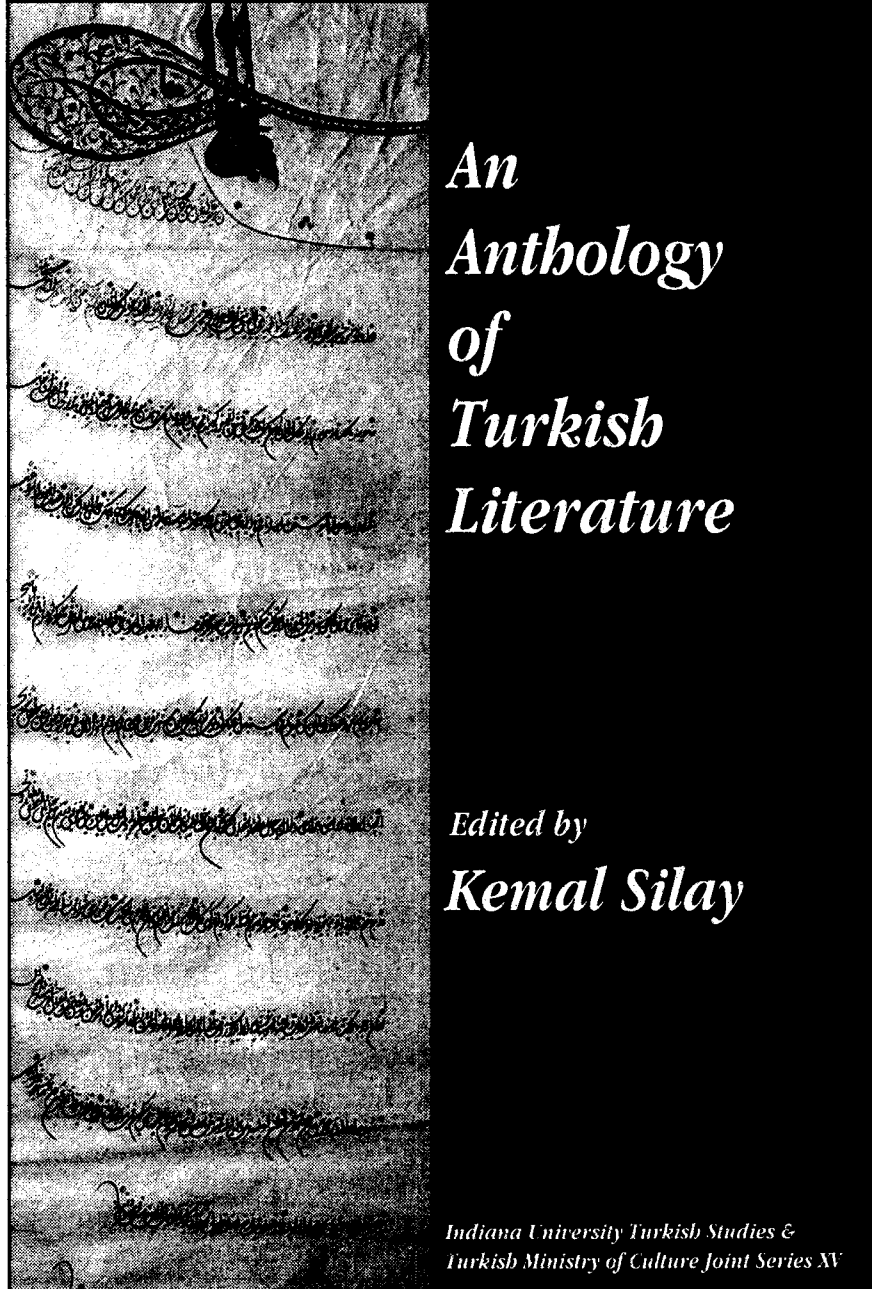
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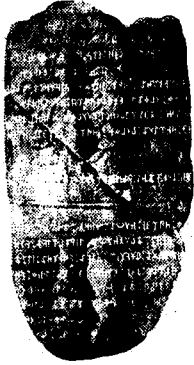
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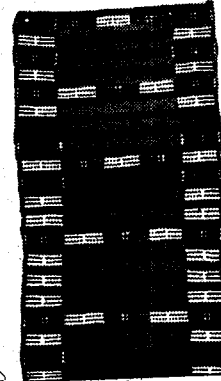
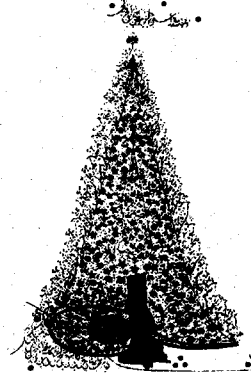
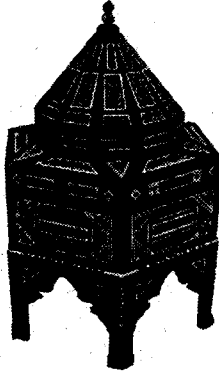
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Dr. Kemal Silay is currently Assistant Professor of Near Eastern Languages and Civilization at the University of Washington where he tea medieval Ottoman language and literature, the cultural and literary history of Modern Turkey, as well as Islamic civilization. He holds an dergraduate degree (1987) from the Department of Turkish Language and Literature at Ankara University, and an MA (1990) and Ph.D. (19 from Indiana University. He is the author of many works on Ottoman and modern Turkish literature, including Nedim and the Poetics of Ottoman Court: Medieval Inheritance and the Need for Change (1994).

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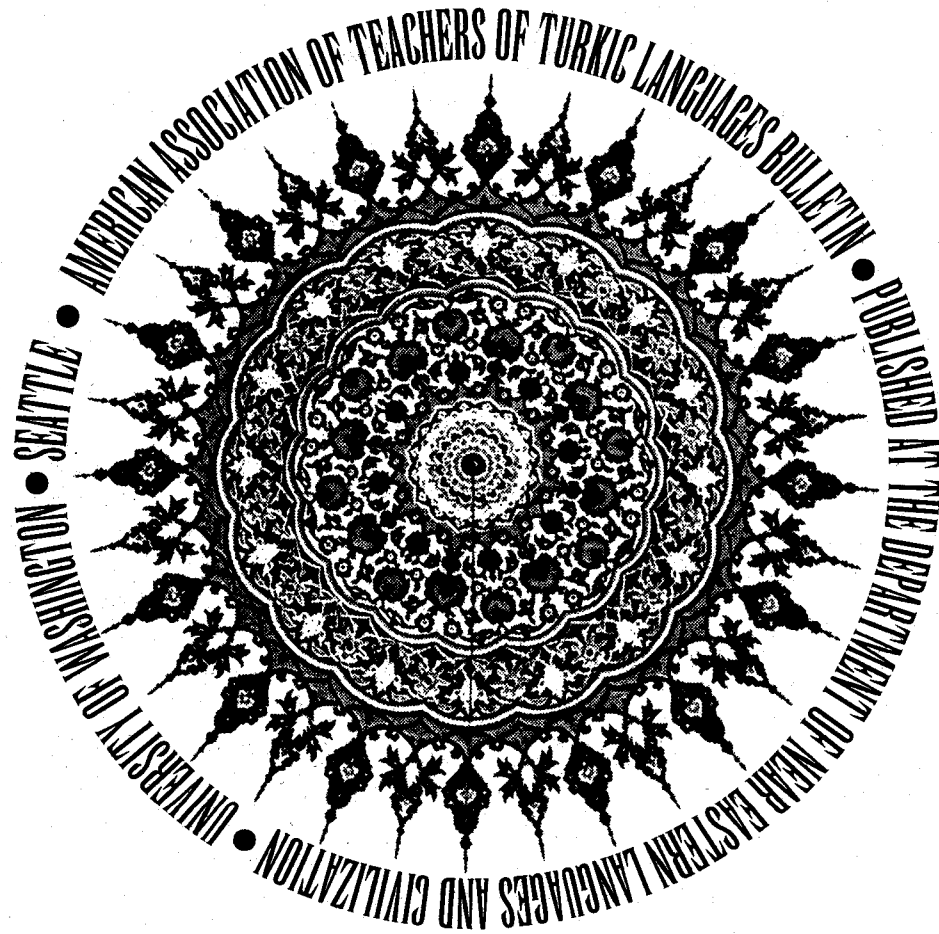
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