

**** Annual Meeting (3) ****
**** Please note AATT•MESA Workshop (3) ****
**** Funding Announcements (8) ****

SUMMARY OF ACTIVITIES

1. Business Meeting

The Executive Board held a business meeting via conference call to discuss in particular the notification from the Department of Education that the proficiency guidelines had not received funding. Because of his extensive dealings with the Department of Education, Richard Chambers was also asked to be on line. It was decided that a letter be written to the Acting Director, pointing out the predicament the language teaching professionals and institutions face because of government mandated competency-based language teaching, while no provisions to establish standards for 'language competency' have been made. A copy of the letter was mailed to directors of centers and programs which offer Turkish, and their advice was solicited. It was also decided that if a meeting could be arranged with DOE officials in Washington, K. Burrill and E. Gilson would go to Washington to review and discuss the proposal.

Further discussed were the ITS supported projects, and ITS' selection process regarding proposals for instructional materials or research into language-related phenomena. The SCOLA (Satellite Communications for Learning) Conference in Omaha at the end of May was discussed, and whether any of the board members could attend. Although of great interest and very topical, it was decided that, at \$350, the conference fee was too high, and that contact with SCOLA would be made through other channels. SCOLA does receive and transmit via satellite twice weekly televised news from Turkey (see Video 3). The last item to be discussed was the invitation to join CAFLIS (see 6). After reviewing the organization's objectives, it was decided to join. There are no membership dues involved at this time.

2. Report on Grants

In its second year, AATT has again seen a good increase in its institutional support base and continued support from the Institute of Turkish Studies. The Association has applied for and received matching funds from ITS for the coming

year to proceed with its work. A Committee has been formed to work on **Standardization of Turkish Grammatical Terminology**. With partial funding secured from ITS, the Committee will conduct two workshops with the goal to compile a clear, rational, and consistent set of grammatical terms which will serve effectively the needs of the student, teacher, and scholar.

The **Report** of the project by the **Working Committee on Computing** undertaken with funding from ITS during 1987-1988 on standard ASCII codes and keyboard mappings for Turkish is being readied and will be mailed to the membership for review. The Working Committee's proposals will be discussed during the Annual Meeting. The proposed standards, as adopted by the members, will then be sent to a variety of bulletins, including the TSA and MESA bulletins, and trade journals for the computing industry for publication, to insure the widest possible dissemination.

3. Annual Meeting, Los Angeles

The Association will hold its third annual meeting during the upcoming MESA conference in Los Angeles immediately following the TSA Annual Meeting on November 2, 1988. We would like to extend a friendly invitation to attend to all members and colleagues with an interest in improving and advancing the teaching of modern and historical Turkish.

In addition to a Breakfast Meeting *sans* a specific agenda which it is hoped will prove as productive as last year's, we would *like* to see several Special Interest Groups meet:

- Discussion of Turkish DataBase.** As AATT begins preliminary work on establishing a database for linguistic and pedagogic purposes for Turkish, imminent needs of colleagues in the social sciences or literature can and should be taken into consideration and joint projects developed for mutual benefit. Interested members are invited to attend a breakfast meeting during MESA to discuss the issues and develop planning strategies.

- Planning of 'Ponies'.** Those who had indicated an interest in Questionnaire II in preparing 'ponies' will be contacted and a meeting arranged.

- Haberler on Video.** Newscasts from Turkey on video can be made available; these have the potential of being excellent supplementary materials for Turkish language instruction in every level. For maximum utilization of such videos for language pedagogy, at this initial stage, we need to develop and test prototypes. We are looking for participants who will each transcribe a 30 minute segment and experiment, jointly or individually, with the material.

Day, time and place of the meetings will be announced at the Annual Meeting and also posted on the MESA Bulletin Board.

AATT is sponsoring a **Workshop** at this year's MESA conference entitled ***Guidelines and Standards for Proficiency-Based Teaching of Turkish***, Santa Monica Room, Saturday, November 5 at 12:30.

AATT is participating in the national movement towards proficiency-based teaching of foreign languages. This Workshop will broach the topic of 'proficiency' and address a series of problems in the creation of language-specific guidelines and standards for Turkish. For those who would like to familiarize themselves with the issues prior to the Workshop for a truly productive session, the following readings can be suggested:

* ***Defining and Developing Proficiency: Guidelines, Implementations, and Concepts***, edited and prefaced by Heidi Byrnes and

Michael Canale. Published in 1987, it is the 17th volume of the ACTFL Foreign Language Education Series. Included are five essays, with the following titles: "A Progress Report on the ACTFL Proficiency Guidelines 1982-1986" by David Hiple, "From Defining to Developing Proficiency: A Look at Decisions" by Vicky Galloway, "ACTFL's Current Research in Proficiency Testing" by Pat Dandonoli, "Language Proficiency Levels and Typology of Texts" by James Child, and "Second Language Acquisition: Insights from a Proficiency Orientation" by Heidi Byrnes.

***ACTFL Proficiency Guidelines for the Less Commonly Taught Languages.** This collection of essays, with the subtitle "A Familiarization Project for the Development of Proficiency Guidelines for Less Commonly Taught Languages," was edited by Charles Stansfield and Chip Harman at the Center for Applied Linguistics and David Hiple from ACTFL. It is the result of research conducted with funding from the Department of Education, was compiled in 1987 and can be acquired in microfiche or hard copy format from:

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, VA 22304-5110.

***Proceedings of the Symposium on the Evaluation of Foreign Language Proficiency.** This selection of papers and proceedings from the meeting held in Bloomington, Indiana, in March of 1987, is edited by Albert Valdman. In the 312 pages, the uninformed reader is offered a detailed overview of the current thinking and discussions of the issues. The proceedings are now available:

Committee for Research and Development in Language Instruction
Ballantine Hall 602
Indiana University
Bloomington, IN 47405.

4. Status of Proposal for Proficiency Guidelines

AATT's proposal to the Department of Education to develop proficiency guidelines for Turkish has not received funding this year. As development of such guidelines has top priority with the membership, Board members have discussed this issue at length with officials at the Department of Education in Washington.

We have also consulted with other foreign language teachers with experience in proficiency-based foreign language testing and teaching, as well as with one of the principals of the proficiency movement who agreed to assist us in our efforts. A revised proposal will again be submitted to the Department of Education in October.

5. Membership

Our membership, at the end of August, has increased to 37 regular, 10 student, and the following institutional members:

Sustaining Member:

University of Michigan.

Supporting Members:

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

Regular Members:

American Turkish Association, Inc., Harvard, Ohio State, University of Pennsylvania, Toronto, Utah, Washington University (St. Louis), and the Turkish-American Friendship Society of the United States (Philadelphia).

We thank all who through their efforts brought in institutional support for our organization.

In order to increase our visibility - as well as membership - we have sent our brochure and sample newsletters to a large number of programs and individuals with professional interest in Turkish Studies, identified through various sources, such as the MESA Directory, MLA Language Survey, and private sources.

We have also contacted linguists with an active interest in the Turkish language and invited their participation. We believe that the current shift in academe toward competency-based language instruction has invigorated language teaching in general, opening up new fields in need of careful and innovative research. There are many possibilities for joint research projects which would benefit both, the linguist and the pedagogue.

6. Report on Conferences

The current Executive Board tries to follow very closely the developments and changes in foreign language related government policies and the implications of such policies to foreign language teaching in higher institutions of learning in the United States. In addition to private talks and consultations, we participated in:

The Annual Meeting of the JOINT NATIONAL COMMITTEE FOR LANGUAGES and NATIONAL COUNCIL FOR LANGUAGES AND INTERNATIONAL STUDIES in Washington, D.C., April 22-23, 1988.

Unlike the American Association of Teachers of Arabic, AATT is not sufficiently affluent to become a regular member of the JNCL/NCLIS. The minimum annual dues of the 36-member organization are \$500, and larger language and international education-related groups (such as the American Council on the Teaching of Foreign Languages, The Northeast Conference on the Teaching of Foreign Languages, the American Associations of Teachers of German, Teachers of French, Teachers of Spanish and Portuguese, MLA, Association of Departments of Foreign Languages, Modern Language Journal) pay between \$1,000 and \$16,000, bringing the organization a total annual budget of almost \$160,000. AATT has, however, been granted observer status at the organization's activities and we receive copies of all mailings. Erika Gilson represented us at the 1987 meeting, and this year Kathleen Burrill was able to attend some sessions while in Washington for another gathering.

About sixty persons attended the 1988 Meeting and, in spite of some setbacks and frustrations over the year (e.g., the deletion of languages as eligible programs in the Education for Economic Security Act "flow through" funds and the reduction of Title VI of the HEA by slightly over four percent), the mood was somewhat upbeat. The immediate reason for this was the Senate's passing on the previous day a sweeping Education Bill which, among other things, included new money for foreign language programs.

Although the teaching of Turkish is far from being a priority for JNCL/NCLIS, the work done is central to AATT's general interests. The Director reported in detail at the Meeting on the activities in which he and his 2-person staff have been engaged during 1987-1988. These covered member services, research and publications as well as public relations and advocacy, and the latter ranged from participating in a conference sponsored by the Vice President on a national movement to promote literacy, creating media packets for all Members of Congress during National Foreign Language Week, to promoting the initiation of new pieces of legislation, including the comprehensive trade and education bills. The Council worked also to create a "sense of Congress" resolution that languages and international studies are a vital key to international economic competitiveness, and helped to develop the International

Education for a Competitive America Act, being invited to testify on its behalf. Staff assisted in the drafting of committee report language for the Omnibus Education or School Improvement Act and the House report recommending that Department of Defense Dependent Schools require study of the host country's language and culture. Previous lack of such a requirement alone indicates how necessary NCLIS is!

Invited speakers addressed attendees at lunch on the two days of the conference. The first (Kenneth Whitehead, Acting Assistant Secretary for Post-Secondary Education, U.S. Department of Education) reviewed the Department's dealings in the language-international studies field and, although admitting problems, argued that much has been done to channel necessary funds. The second, Dr. Gordon Ambach, Executive Director of the Council of Chief State School Officers and former Education Commissioner of the State of New York, discussed "State Commitment to International Education," in particular the progress New York is achieving, e.g., making a foreign language a requirement for school graduation. He also stressed his interpretation of "bilingualism": that is, it should be *not* a remedial system for students whose first language is not English, but a situation where all Americans know English *and* another language.

The growing realization that acquisition of foreign language is an advantage for Americans was reflected also in a general report on State activities. 22 states now list a foreign language as an entrance or exit requirement for the BA. 17 have some form of foreign language requirement. Only three (New York, Louisiana, and North Carolina) have precise pre-college requirements. Arizona has introduced study of either language or cultural studies, anticipating an eventual requirement. Overall figures show that in the U.S., less than 5% of elementary school students study any foreign language and only 15% of high school students study a language for more than two years. At the post-high school level, just 20% of U.S. colleges and universities require a foreign language for admission and only 5% of college graduates are fluent in a second language. In this connection there is need for trained personnel, both teachers and supervisors (10 states, for example, still do not have State Foreign Language Supervisors).

Various reports and commentators dealt with the need for competency in language and international studies in government and business, and for the need to bring those in education into communication with these other constituencies. As usual it was pointed out that compared with other countries, the U.S. is behind in language competency and general information about the rest of the world. Two organizations promoting improvements in this area reported some progress and changing attitudes. They are:

(1) the Tennessee Foreign Language Institute, established with bi-partisan support, and which is conducting teaching research, investigating priorities, coordinating foreign language education at all levels and providing language services to government, business and industry in the state.

(2) The Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS). Set up in 1987 with Ford, Rockefeller and other such funding, the Coalition is still at an organizational stage, but is working to increase national awareness of the needs for foreign languages and international studies. It is appointing working groups to meet next September, aiming a three-pronged thrust at the federal government, state and local authorities, and the private sector.

On the second day of the Meeting attendees divided into three Breakout Sessions, each of which summarized their discussions at the plenary session as follows:

1. National Policy Priorities. Four main items were presented.

(a) Organization and Funding at the Federal level. As seen from reports given during the Meeting, the JNCL/NCLIS has been successful in the past and will continue to aim at being instrumental in this area.

(b) Teacher supply and demand. This was deemed very important, and recent legislature has indicated support at the teacher level.

(c) Need for new programs at the elementary level, and *for the less commonly taught languages.*

(d) Research.

A short discussion of these items led to questions on the structure of JNCL/NCLIS, and the need to expand its membership and bring in people in area studies.

2. *Increasing Public Advocacy in the States.* Concern was expressed that good models are lacking, and it is proving hard to involve organizations or individuals in lobbying. The very word tends to scare people away. It was felt that the JNCL/NCLIS should update its workshop on political action and look for further ways of educating its membership in ways of influencing state authorities, other than just writing to Congressmen.

3. *Professional Standards.* This session centered on a presentation by the American Association of Teachers of French of their preliminary report on a study undertaken by its Commission on Professional Standards. The goal of the report was stated to be an "attempt to increase awareness of the knowledge and skills needed by teachers of French," and approached the question through discussion of culture, language proficiency, linguistics, literature, methodology, professional concerns, and curricular implications. The Association plans to implement the study, and offers to promulgate the Report, inviting "other language organizations to study the feasibility of national licensing for language teachers."

In view of increased pressure from fund-granting agencies in Washington for conformity in the area of language teaching, it may be useful for AATT members to become familiar with this Report and to see where things may be heading next. It is published as Volume 13, Special Issue (October 1987) of the American Association of Teachers of French *National Bulletin*. AATF's address is 57 East Armory Avenue, Champaign, IL 61820.

(Kathleen R.F. Burrill)

THE NATIONAL CONFERENCE OF THE LESS COMMONLY TAUGHT LANGUAGES, held at the NATIONAL FOREIGN LANGUAGE CENTER at the Johns Hopkins University in Washington, D.C., April 16-17, 1988.

The National Conference of the Less Commonly Taught Languages (LCTs) was formed last year on the initiative of the National Foreign Language Center (NFLC) in Washington to provide a forum for dialogue and joint planning among representatives of teachers' associations in those languages. The initial meeting in January of 1987 was felt to be so valuable that the group resolved to create a more durable organization to facilitate continued interaction among the various teachers' associations, and to develop a common strategy to assure sustained representation, growth, and improved effectiveness in the teaching of the LTCs. There was consensus that 'without a coordinated national effort, the maintenance of the national capacity to teach many of these languages will be in constant jeopardy.'

AATT was invited to participate in this year's conference, and was represented by E. Gilson. The other 16 invited participants represented the following languages or language groups: African Languages, Arabic, Chinese, Indonesian, Japanese, Near Eastern Languages, Russian, Scandinavian Languages, Slavic Languages, South Asian and Southeast Asian Languages. Nine of these languages or language groups have a formal organization, the rest were represented by individual scholars or directors of language programs. In addition to the four-member Steering Committee, Dr. Richard E. Brecht, Dr. Richard Lambert, Director of NFLC, Dr. Gerald Lampe, and Dr. Ronald Walton, six scholars from NFLC were present. There were 17 observers to the conference representing organizations such as ACTFL, American Council on Education, Association of American Universities, JNCL, Center for Applied Linguistics (CAL), Foreign Service Institute, CAFLIS, Annenberg/CPB Project, Educational

Testing Service, National Endowment for the Humanities, and the National Association of State Universities and Land Grant Colleges.

The conference was built around a core of four sessions:

- * National Perspectives;
- * Competency, Standards and the LCTs;
- * Establishing Priorities for the LCTs: Common Problems; and,
- * Establishing Priorities for the LCTs: Collective Solutions.

In his opening remarks, Dick Brecht, who was the chairman of the Steering Committee, pointed to the *raison d'etre* of the conference: common problems to which collective solutions need to be found.

The format of the conference was essentially that of a roundtable discussion, led by the members of the Steering Committee. There were, however, four invited presentations on national policy and perspectives. Three officials from the U.S. Department of Education, Mr. Kenneth Whitehead, Deputy Assistant Secretary for Higher Education Programs, Dr. Joseph Belmonte, Acting Director of the Center for International Education, and Dr. Ann Schneider, Team Leader for the Centers and Fellowship Programs for the Center for International Education, addressed the issue of competency standards and the Department's agenda for and projected support of international education.

Of great concern to all was the amendment to regulations governing the Foreign Language and Area Studies Fellowship Program initially announced in October 1987, which greatly increases the program's emphasis on language training and permits awards only to students taking languages for which their institution *has developed or is developing competency-based instruction*; 'competency-based language training' is further defined as a training program which has defined functional language use objectives and whose evaluation measures for students can be linked to established national standards. By the time of the conference, this wording, after due discussion and review of comments received by the Department from the field, had been accepted and has now become part of the Department's rules and regulations. The officials were very sympathetic to the plight brought upon the teachers of the LCTs by these regulations, yet they stressed that the law *is* in effect and will be for the next five to seven years since any change of rule, were it proposed, would take at least that long to implement.

The fourth speaker was Dr. Richard Thompson, Visiting Scholar at CAL, who reported on several completed and ongoing projects concerning the LCTs and proficiency, particularly the proposed ACTFL-CAL Proficiency Planning Project and the Survey of Needs in the LCTs. He also noted the need to 'mainstream' the LCTs, and called upon the LCT professionals to align themselves with existing organizations for all foreign language teachers such as MLA and ACTFL.

As current activities in the LCTs were discussed, and participants shared their experiences, it became very obvious that many of the efforts were paralleling each other. The common concerns uniting the LTCs as displayed by their current activities can be grouped as follows:

- * efforts to resolve the issues of competency, standards and testing,
- * problems of acquisition of LCTs,
- * teaching methodologies and resources,
- * curriculum design,
- * technology in language learning and instruction,
- * student statistics, and
- * staffing.

In most cases, the experience of one LCT activity or project can readily be absorbed by the others. It was agreed to that immediate and obvious priorities could be established regarding common problems and solutions. It was further agreed to that heading the list of such priorities would be (a) channelling know-how on utilization of technology for language instruction, (b) data collection, and (c)

program evaluation.

From the onset, the need for an action-oriented organization encompassing the LCTs was being stressed; this was agreed to unanimously at the last session. It was resolved that the original Steering Committee would be expanded and empowered to plan for a third conference, and prepare the organizational vehicle for a permanent 'secretariat' which would be voted on at the next conference. The Steering Committee was also empowered to set up sub-committees to deal with items that had high priority with the conference participants noted in the paragraph above.

AATT's experience thus far in applying for funds to resolve some of the major issues confronting teachers of LTCs suggests that projects are more likely to be funded if results will be of benefit to more than one language or language group. The AATT participant to the conference agrees that many of the issues pertaining to foreign language instruction have collective answers that collaborative effort can provide which, in turn, can be readily tailored to suit specific languages. Some 'collective answers', however, as for example the ACTFL or ILR guidelines for proficiency, although providing a solid framework, will still need a considerable amount of 'language-specific' effort before meaningful proficiency guidelines, standards and tests can be obtained. Here, too, the National Conference of the LTCs can be of great help and support by delineating, by virtue of its collective expertise, very clearly those areas which belong to the realm of the specific languages.

We were also invited to join the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS); this coalition of over one hundred organizations was formed to strengthen this country's competence in foreign languages and international studies. Their calendar lists among other items, a session at the MLA National Convention in New Orleans, December 27-30, "*Federal Support for Foreign Language Study: Questions and Issues*". Any member planning to attend the convention, would perhaps be willing to represent AATT.

7. Workshops and Conferences

- MESA Workshop (please see Annual Meeting #3)

• Summer LSA Program

The Linguistic Society of America (LSA) and the Modern Language Association will jointly sponsor a linguistic institute at the University of Arizona from June 26 to August 4, 1989. This, the 55th Linguistic Institute, is the first one in which MLA will participate. MLA, as part of a larger effort to strengthen foreign language teaching in schools and colleges, has organized several two- and four-week courses in foreign language education, which will be offered in addition to introductory and advanced linguistics courses.

The theme of the Institute, **Bridges: Cross-Linguistic, Cross-Cultural, and Cross-Disciplinary Approaches to Language**, "emphasizes the breadth of linguistic investigation and the strengthening of the ties between linguistics and other disciplines. The aim is to provide a forum for wide-ranging inquiry on issues relating to language, from linguistic theory to cognitive science, anthropological linguistics, language and literature, and language pedagogy".

Of particular interest to AATT members are the MLA courses, grouped under *Issues in Foreign and Second Language Teaching*. Some of the two-week courses:

- Recent Trends in Communicative Language Teaching
- Computer-assisted Language Learning
- Predictive Reading
- Teaching (Inter)active Skills

Some four-week courses:

- Current Issues in Foreign Language Teaching

Second-Language Acquisition and its Implication for Language Teaching
Language Testing
Literature in Language Teaching.

•ACTFL Annual Meeting and Exposition

The 22nd Annual Meeting of the American Council on the Teaching of Foreign Languages will be held November 18-20, 1988, in Monterey, CA. The theme of the meeting is *Issues and Challenges for the Nineties*. Several leading foreign language associations are co-sponsoring the conference which will feature, in addition to regular sessions, twenty workshops before and after the conference days. It is billed as the most important event in the country for foreign language teachers.

The 'Issues' and 'Challenges' to be covered are indeed very current and of great concern to all foreign language teachers:

Issues: *The New Professionalism*

Teacher Preparation, Certification, In-Service Programs
Role of Professional Organizations

Current Legislation

Foreign Language Requirements
Educators in the Political Arena

Challenges: *Creative Curriculum*

Designing Research and Effective Teaching
Model Programs

Strategic Alliances

Government Language Institutes
The Private Sector
Foreign Language Centers.

And yes, there is even a session (albeit a short one) listed in the preliminary program involving the Less Commonly Taught Languages. There are two presentations announced, versus eleven for the session on classroom techniques. It is merely a beginning, and it is up to organizations such as AATT to focus attention on the LCTLs. Colleagues on the West Coast are urged to attend; anyone who is interested and has the possibility of attending, is asked to contact the Secretary. For further information on the conference, please ask the Secretary, or write to:

ACTFL Annual Meeting
579 Broadway, P.O. Box 408
Hastings-on-Hudson, NY 10706.

8. Funding Opportunities

Rockefeller Residency Fellowships at Michigan

The University of Michigan's Center for Near Eastern and North African Studies, which coordinates interdisciplinary instruction and research related to the Middle East, expects to host two Rockefeller Residency Fellows on the Ann Arbor campus from September-May 1989-1990. Fellows devote their time to writing, translation, and analysis of contemporary belle-lettristic literature of the Middle East (Arabic, Hebrew, Persian or Turkish literature) to make these literatures and the modern values and concerns of Middle Eastern societies recorded in them accessible to the English speaking Western world.

The deadline for application is January 15, 1989. For further information contact:

Dr. Ernest N. McCarus, Director,
Center for Near Eastern and North African Studies,
The University of Michigan, 144 Lane Hall,
Ann Arbor, MI 48109-1290 (313 747-4143)

**U.S. Department of Education
Faculty Research Abroad**

This program is apparently little utilized. It is designed to contribute to the development and improvement of modern foreign language training and area studies in the United States by providing opportunities for scholars to conduct research abroad on topics related to modern foreign languages or area studies not commonly taught in institutions of higher education. The program provides fellowships of not less than three nor more than twelve months.

Deadline for applications is usually late October or early November, with notifications sent out in May; fellowships start June 15. For further information, contact

Mrs. Merion Kane
Faculty Research Abroad Program
Center for International Education
Room 3053, ROB 3, Mail Stop 3308
U.S. Department of Education
Washington, D.C. 20202

REMINDER:

1989 Research Fellowship Opportunities at NFLC

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

The closing date for applications is November 1, 1988. For further details and application materials, please write to:

Program Officer, NFLC at The Johns Hopkins University,
1619 Massachusetts Avenue, N.W., 4th Floor,
Washington, D.C. 20036.

As a source for funding to develop teaching materials, we draw your attention again to the Consortium for Language Teaching and Learning (Newsletter 3). The next deadline for such projects is October 21, 1988 with funds made available in January of 1989.

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

9. Student Survey - Where are the Students?

AATT began last year to compile statistics on students as it became obvious from the data in various surveys compiled through 'outside' sources, *i.e.*, registrar's offices, that only we in the profession can supply up-to-date, precise and meaningful, data on students of Turkish. Please look for a detailed AATT query towards the end of the year. Any suggestions on what should be included will be very welcome, and could perhaps be handed in during MESA.

It has been ten years since the Reports of the Language Task Forces of the MLA and ACLS projecting 'Language Study for the 1980s'. These reports of the Task Forces and their recommendations are fascinating to read. For example, the membership will be interested in learning that by 1988 the *projected* enrollment for Turkish was

to have been 5,000, taught at 160 four-year and 50 two-year institutions. Sadder still is the fact that enrollment total in 1977 was 176, while according to AATT's survey we could barely top 150 in 1987.

10. News from Members and other Associations

PC WRITE for Turkish

Walter Andrews writes from Seattle:

With the assistance of an IBM company grant and the Humanities Applications Computer Center at the University of Washington, I have developed a Modern Turkish and Ottoman transcription character set that works with a group of edit and printer control files to adapt the PC WRITE word processor to Turkish, Ottoman and Turkish/English applications using the IBM PC or PS-2. PC WRITE is a shareware program that can be copied and tested without cost. With full support from *Quicksoft* it costs about \$90.00. It is being used as the standard English language word processor by a number of universities.

The PC WRITE adaptation uses the Turkish ASCII standard codes as adopted by AATT and suggests a standard for the placement of Ottoman transcription characters.

The program as adapted will type and print Modern Turkish on either the IBM standard Q-keyboard or the Turkish standard F-keyboard without extra keystrokes. With one additional keystroke it will also produce the Ottoman transcription characters. In addition, with two keystrokes it will switch between English and Turkish so that it is quite easy to insert Turkish words, phrases, etc. in English text as well as to type solely in Turkish. Modified Cyrillic for other Turkic languages, is also available. Thus far the adaptation only supports the NEC and TOSHIBA 24 pin printers and the PROPRINTER and EPSON 9 pin printers.

If anyone is interested, they may write me at

Walter G. Andrews

Near Eastern Languages and Civilization

University of Washington, Seattle, WA 98005.

We will ask only a small fee for copying and mailing costs and request that if you like the program you register it with *Quicksoft* using our number as your source.

Further, I have been using files generated with the PC WRITE program in conjunction with the Brigham Young University's *Wordcruncher* program being offered by the MLA at a very reasonable price. This program will index, sort, concordance, and in other ways analyze large amounts of text with amazing ease and swiftness. I have been astounded. Anyone working with large text samples or interested in statistical data from texts should certainly try this program. If you are thinking of doing so and will be using the PC WRITE adaptation, write and I will also send a BYC file for Turkish.

(Walter G. Andrews)

Anthology Ready

Müge Galin, Ohio State University, writes:

Turkish Sampler: Writings for all Readers, is expected to be available early in January. It is being published by the Indiana University Turkish Studies Series, and can be ordered, as of December, from İlhan Başgöz, I.U. Turkish Series, 143 Goodbody Hall, Bloomington, IN 47405.

The *Turkish Sampler* includes over fifty selections from nineteenth- and twentieth-century Turkish literature, as well as representative selections from two earlier poets, Yunus Emre of the thirteenth century and Karacaoglan of the seventeenth century. The works are graded from easiest to hardest and are divided into four levels of difficulty. Each level contains the works of approximately eight

different poets or authors. Level one concentrates on short and easy pieces; and level four, on longer and considerably more difficult selections. The anthology can be used as supplementary reading during the second semester of first-year Turkish and then as the main text throughout the second year.

Each selection is preceded by biographical information on the author and, when necessary, on the period out of which the author emerged; thus each provides the student with a sense of the work's political and historical context. These selections are in English; Turkish equivalents for frequently used terms are provided in parenthesis to teach the student the Turkish names for countries and cities, and the Turkish terminology for political or literary movements.

Following every text are extensive notes, questions on content, a writing assignment pertinent to the material just read, and a quiz consisting of a list of ten words, underlined within the text, which students are asked to use in sentences. Maps of Turkey and of Istanbul containing the place names mentioned in the selections are provided in the beginning of the anthology, and a complete alphabetical glossary of the vocabulary is located at the end of the collection. Endnotes provide figurative meanings of terms and, at times, short explanations of grammar, while the glossary provides literal definitions. Also at the end of the book are grammar points that set forth the basic grammatical rules of the Turkish language.

For students interested in reading an author's collected short stories or poems or the whole of an excerpted novel in Turkish, the sources of each selection are cited at the beginning of this volume. For readers who want to pursue these authors in English, a limited list of translations appears at the end. An index is also provided at the end to help the student readily locate still more information on authors, names of places, political or literary movements, and literary terms.

Selections in this book do not begin to exhaust the best works of the best Turkish writers; however, it is my hope that they will introduce readers to the valuable literature written from the last years of the Ottoman Empire through the 1980s in the Turkish Republic.

(Müge Galin)

Putting Wordlist to Use

Ralph Jaeckel reports from Los Angeles that he is working on the Wordlist trying to develop a format which will be useful to the English-speaking learner looking for basic conversational patterns. Beginning with a somewhat expanded list of verbs, he is showing them in their most common contextual setting. The learner with something to say will be able to find the usual patterns for what he wants to communicate. More, apparently, at the MESA Meeting.

New Audio-Video Tapes in Preparation

Güliz Kuruoğlu writes from Austin:

Here is some information regarding our project which involves developing audio and video tapes which hopefully will attempt to utilize principles underlying the generic guidelines for language proficiency that have been developed by ACTFL. These tapes would be designed to enhance students' listening, speaking and visual comprehension.

For first year students, a series of video tapes would be made based on basic vocabulary items such as the names of food products, clothing, rooms in a house, living-room and bedroom furniture, kitchen utensils, etc. In preparing such tapes, the "draft vocabulary list" prepared by AATT will be taken into consideration. First-year students would be required to view these tapes, after which they would be given a picture or a series of pictures illustrating a particular scene and would be asked to describe the scene utilizing the vocabulary they had learned.

A series of conversational tapes (both audio and video) would also be prepared depicting common, everyday dialogues--getting acquainted, making telephone calls,

asking directions, buying tickets, inquiring about family and friends. Content of these tapes would be graded, presenting easy texts at the outset, and gradually introducing more difficult texts containing grammar points of increasing complexity. As students acquire competency, they would be exposed to a variety of themes depicting casual conversations about current social and political events, and showing people talking about their interests in special fields (such as archaeology, art, history, etc.).

While audio tapes would be designed to enhance listening comprehension through aural method, video tapes would enhance listening comprehension with the added aid of visual images. After viewing a tape, students would be encouraged to imagine themselves in situations similar to those depicted and to act them out by using the vocabulary and constructions introduced in the tape.

After developing these audio and video tapes, I would like to make additional video tapes for more advanced students. These tapes may make use of succession of slides displayed simultaneously with spoken descriptions and would center around a variety of topics such as major Turkish cities and family life in Turkey. These advanced tapes will be prepared only if we have enough money and time to develop them.

The project will be carried out during the 1988-1989 academic year and the tapes would be completed and ready for use in fall of 1989.

I hope that I will be able to send a complete set of tapes to the AATT to be included in its collection of instructional materials. In addition I will notify my colleagues at universities throughout the U.S. that the tapes are available at cost.

(Güliz Kuruoğlu)

Grace Smith writes from Berkeley:

With the aid of a faculty grant, I am developing materials for second year Turkish. The first year's materials are being entered into a computer to ready them for publication.

SCOUTT News:

Christine Woodhead writes from England:

The teachers of Turkish language and literature in UK universities have recently formed a small business committee to help co-ordinate and publicize their subject in Britain. The principal aims of SCOUTT (Standing Committee of University Teachers of Turkish) are to promote the interests of Turkish studies generally in UK universities, to act as a forum for the collection and dissemination of relevant information, and to encourage co-operation amongst persons and institutions concerned with Turkish studies (to be interpreted as the study in any discipline of all 'Turkic-speaking' peoples). The Committee meets three times a year. Its initial project is a joint brochure on Turkish degree courses available at UK universities.

SCOUTT may be contacted via its Secretary,

Dr. Christine Woodhead

Department of the Near and Middle East,

School of Oriental and African Studies,

Malet Street, London WC1E 7HP.

11. **Ve saire.**

Included in this mailing will be the notice of membership dues for 1988-1989. The next mailing will be the ballot toward the end of September. You will be voting for a new member to the Executive Board to replace Güliz Kuruoğlu. Please contact the Secretary if you have any suggestions for the agenda for the Annual Meeting.

September 1988

Erika H. Gilson, AATT Executive Secretary-Treasurer

