

**** Please note INTERACT '89 (5) ****
****Intensive Summer Sessions (9) ****

SUMMARY OF ACTIVITIES

I. Annual Meeting.

The third Annual Meeting of AATT took place in Los Angeles in conjunction with the Annual MESA Conference on November 2, 1988. The meeting was called to order by Prof. Burrill at 8:15 p.m. and was adjourned shortly after 10:00 p.m. Twenty members and one guest were in attendance.

Treasurer's Report. The Treasurer reported on the fiscal year ending June 30, 1988. AATT started its third year with \$1,695.09. The income from dues was \$2,496, gifts \$70, interest earned \$161.97. Grants for specific projects came to \$4,350, bringing the total of funds received for the year to \$7,077.97. Compared to last year, income from dues increased by 25% and there was a 50% increase in funding for projects.

Expenditures for the year amounted to \$4,035.96 of which about 44% was spent on general operating expenses. The project on Computing Standards was able to complete the initial phase with a surplus of \$177.66 which was returned to ITS.

Cash on hand as of October 27, 1988 was \$4,578.19. This amount includes monies received but not spent as yet, for the Terminology Project and for activities covered by the Matching Grant. We should note here, that we are taking advantage of donations in the form of copying, postage, some travel, and wordprocessing equipment on loan whenever possible in order to build up a reserve. This,

however, makes it difficult to accurately project the day to day operating expenses. Thus the figure quoted above for expenditures is lower than actual costs.

Report on Projects Completed. The work of the Committee on Computing in Turkish was summarized by E. Gilson who directed the Committee. The full report was mailed to the membership in September 1988. The Committee was able to make recommendations regarding ASCII coding for Turkish since the work of the Committee coincided with international initiatives and standardization efforts in Turkey. Closely following the deliberations between the Türk Standartlar Enstitüsü and the International Organization for Standardization (ISO), the Committee is fully endorsing the International Standard Code Table ISO 8859-9: Latin Alphabet 5 for the Turkish language character set.

Also recommended were two keyboard layouts for Turkish, the F-keyboard which follows with minor changes the standard being developed by the TSE in Turkey, and the Q-keyboard which has ease of use for English speaking users in mind. For the sizable number of users of the Macintosh system, a keyboard is also recommended, one which differs from the Q-based layout for other PCs in order to take full advantage of the Macintosh.

The Committee is awaiting comments on these recommendations, and plans to publish a small pamphlet showing the ASCII codes and keyboard layouts for distribution. There was no further discussion, and the membership present endorsed the recommendations of the Committee.

Projects in Progress. The Working Committee on Standardization of Turkish Grammatical Terminology, consisting of U. Schamiloglu (Chair), E. Gilson and G. Kuruoğlu, has discussed via telephone a work plan, and will hold its first meeting during the MESA Conference. U. Schamiloglu stressed the importance of agreeing to a common terminology for teaching purposes, especially in light of the fact that work on standards and guidelines for Turkish will soon start and it is essential that a terminology, sensible and acceptable to all, be in place.

All standard reference works will be included for consultation, Turkish as well as international. The recommended terminology will aim, to the degree this seems feasible, to cover the needs for all of the Turkic languages. It was announced that at the AATT-sponsored Workshop on Saturday, the issues would be discussed in greater detail and members were urged to attend.

Status of Proposal for Proficiency Guidelines. E. Gilson announced that the proposal is in the process of being rewritten, and that there are a new set of consultants, more actively involved: D. Thompson who formerly was with the Department of Education, and P. Lowe, one of the moving forces behind the oral proficiency movement, and currently director of one of the ILR's language schools.

During the following discussion regarding the second refusal for funding, it was explained that reviewers' comments had again been asked for and studied, and that out of three, one reviewer's very low rating (of our budget) compared to the other two, hurt our proposal. It was pointed out that out of 55 applications to the International Research and Studies Program, 15 were selected for funding, at least partial funding. Of those receiving funding, only one was a guideline development proposal for a new language: Hebrew.

E. Gilson pointed out that with Arabic and Hebrew taken care of, the next language in the 'pecking order' for the Middle East is Turkish. It was also commented on that there was some objection to the suggestion in the proposal that Turkish guidelines could serve as a model for the development of guidelines for other Turkic languages. This is a very small aspect introduced in the proposal, and should have no direct bearing on the validity of the proposal as such.

Membership and Fundraising. K. Burrill made a brief comparison with the membership figures of last year. Student members increased from 6 to 9, regular members from 29 to 42, a most respectable increase, and institutional from 12 to 17. Members were urged to identify institutions that may be considering introduction of Turkish, and to ascertain whether their own institution is a member, or perhaps needs reminding of payment of dues.

In case of non-academic organizations such as Turkish-American groups, the personal approach is recommended and members are urged to contact the Turkish groups should they exist in their locality.

New Business.

Introduction of New Board Members.

W. Andrews next announced the result of the election for a Board member to replace G. Kuruoğlu whose term had expired. J. Stewart-Robinson (Michigan University) was introduced as the new board member for a three year term. K. Burrill then announced that E. Ervin had resigned from the Board as she has accepted a fulltime non-academic position making it very difficult for her to be at meetings and participate fully. The President, according to AATT's bylaws, can make an appointment for the unexpired term in such instances, and D. Chambers was asked to serve on the Board for the remaining one year.

The present Board is as follows:

D. Chambers	1 year
E. Gilson	1 year
W. Andrews	2 years
J. Stewart-Robinson	3 years

The President is elected by the Executive Board, and K. Burrill was again elected to serve for one year.

Election of Nominating Committee. The President next asked for candidates to serve on the Nominating Committee, pointing out that the Committee will need to nominate four candidates to replace two Board members, D. Chambers and E. Gilson. C. Fleischer and U. Schamiloglu were nominated and agreed to serve on the Nominating Committee with the President.

K. Burrill mentioned the fact that it was Board policy to help pay for the expenses of Board members who do not have access to faculty funds and would otherwise not be able to attend the annual meeting. In addition to the annual meeting, currently the Board holds one of its business meetings during MESA also. This is the only face-to-face meeting of the Board, as the other two regular business meetings are held during the year via conference calls. Members present were asked to comment on this. It was the sense of the meeting that, within reason, this policy

should continue. It was suggested that the amounts spent should not exceed 25% of the available funds of the Association.

Testing for the Boğaziçi Program. The new director of the *Boğaziçi* summer program, C. Fleischer, thanked D. Chambers for his help during the transition period and also introduced the new co-director, A. Karamustafa. He then addressed the issue and answered questions regarding the program and, in particular, the test which was felt by many to be problematic. Many indicated that the skills tested were too advanced, and that prohibition on dictionaries on the reading test was placing an excessive burden on students. D. Chambers stressed the fact ARIT/Title VI fellowships are for advanced language training abroad only, and that students must be made aware of this and not misled. *Boğaziçi* does also offer elementary and intermediate language instruction for which students must obtain their own funds. He urged not to send students who are not ready for the advanced course.

The students upon arrival take the BI exam which, BI directors say they need for placement purposes as the results of the test given here by ARIT and the BI tests do not correlate. BI test format is sufficiently different to present difficulty to the student who has not seen or taken similar tests. It was agreed that H. Sebüktekin, the Turkish director of the BI program, should be consulted on the ARIT test development as well as the whole proficiency and standards question. C. Fleischer pointed out that, lacking any standards, the major difficulty in developing the test was to ascertain *what* a reasonable level of difficulty was after two years of Turkish. AATT Vocabulary List addresses only the minimum elementary vocabulary needs, and cannot help substantially with the test for advanced students. It is very important from this standpoint that work on guidelines begin so that a common metric can be established for the different levels of instruction.

The summer program is now considered 'big business' at BI: last summer there were 43 students, 14 of which had ARIT fellowships, another five paid their own expenses. Students now come from Europe and the Middle East, so that the program is no longer dependent on ARIT. We also have less input into the program. On the other hand, it has brought additional pressure for improved performance.

D. Chambers commented that considering cost and overall effectiveness of the setting, he would personally advise his students to go to BI rather than attend one of the consortia sessions here. He further emphasized that because of the lack of students, time, money and effort is wasted by having two consortia offer summer sessions. He argues that there should

be only one to accommodate those who hold summer Title VI fellowships for elementary foreign language study in the US. J. Stewart-Robinson did object to the criticism regarding the cost at US institutions, citing Michigan's track in the East Coast Consortium.

It was mentioned again that faculty can apply for ARIT fellowships to attend the BI program and refresh language skills. Eventually, BI might be interested to conduct specialized courses for teachers of Turkish.

Attracting Students to Turkish. This item has been on the agenda for the second year and ways to increase interest among the student body was discussed. It was again suggested that we increase our visibility on campus through distribution and posting of posters, and perhaps sending information regarding Turkish to prospective students. The example often referred to was that of the efforts of the Teachers of Arabic.

Also mentioned and discussed was G. Smith's suggestion that AATT write to administrative authorities, deans, heads of different department about the need and potential of Turkish to the field. It was suggested that this be done jointly with the Turkish Studies Association. Another very important point to be made is the 'graying' of the field, and the fact that a new crop is not being raised to insure adequate language preparation of future generations of scholars.

2. Special Interest Meetings at MESA.

As announced in October to those who had indicated their interest on the Questionnaire 2 and again at the conclusion of the AATT Annual Meeting, a series of Special Interest Meetings were held during the MESA conference to discuss and plan for proposed projects. There were two early breakfast meetings, and one evening meeting attended on the average by seven members.

Turkish Ponies, bilingual literary readers for increasing reading proficiency through self-directed, voluntary learning activity, were seen as useful tools which could be produced with relative ease as part of translation exercises of advanced level students. It was agreed that a pilot project should be initiated and a proposal to ITS for a modest sum be submitted. The principal investigator for the pilot project will be J. Stewart-Robinson. (See also Item 8 below).

Turkish Language Database meeting took place in the evening following the Business Meeting of the new Board. In response to the Questionnaire, many had indicated an interest in the subject, and thought preliminary discussions were in order. Available machine-readable Turkish texts, such as those in the Oxford Archives, were discussed. E. Gilson pointed out that in Turkey, publishers with fully computerized systems do exist, and that such data could be made available for academic purposes. Further, there are centers such as the *Computerized Analysis of Texts Center (CATS)* at the University of Pennsylvania, which will produce language databases by scanning the material with a Kurzweil, maintain them and also act as a clearinghouse. The estimated cost for a 10 million word base is \$75,000. Another, more economical route is a PC-directed scanning operation handled by several cooperating members. This would take advantage of existing scanning software which manipulates ordinary, desktop scanners to allow for sophisticated recognition of graphs and fonts.

The discussions did not lead to a definite follow-up plan, but will be continued.

Haberler on Video generated a lot of interest and it was decided to start a pilot project to develop formats for authentic audio-visual material suitable for language teaching/learning. E. Gilson will coordinate the project involving the following colleagues: W. Andrews, R. Jaeckel, L. Peirce, S. Kamışlı, D. Chambers, and A. Karamustafa. (See also Item 8 below).

3. Activities Concerning the Proficiency Movement.

MESA Workshop: "Guidelines and Standards for Proficiency-based Teaching of Turkish" was the title of the workshop which U. Schamiloglu chaired. The first part dealt directly with issues involving ACTFL proficiency guidelines. G. Kuruoğlu described an Oral Proficiency Interview (OPI) workshop as conducted across the country by ACTFL and which she attended for English. E. Gilson gave an historical overview of the proficiency movement in this country leading to the present federal mandate for **competency-based modern foreign language instruction** at institutions receiving federal support and discussed the implications to Turkish language instruction.

In the second part, R. Jaeckel presented his preliminary report on an aid to the **proficiency-based teaching of Turkish** (see next item below) and U. Schamiloglu discussed the

need for a standard teaching terminology to facilitate development of proficiency-based standards and curricula.

Participation in ACTFL Workshops. Various institutions are arranging ACTFL workshops for their language teaching faculty, and several of our members have already attended these workshops designed to introduce and familiarize participants with the concepts of Oral Proficiency Interviewing and Rating. A workshop based on English is scheduled at Columbia in April which K. Burrill and R. Murphey both will attend.

Although those teaching the less commonly taught languages in general have had to take workshops which were based on a language with guidelines in place (these are English, French, German, Chinese, Italian, Japanese, Russian, and Spanish). However, at the workshop in Monterey scheduled for May 3-6, the first two days of the workshop training will be conducted in English, and for the additional two days, students from the Defense Language Institute will provide each participant with an opportunity to interview in the target language. DLI does offer Turkish, and J. Stewart-Robinson will attend this special workshop for AATT.

Proposal to the Department of Education to develop Proficiency Guidelines for Turkish. A new proposal to develop proficiency guidelines for Turkish has been submitted to the Department of Education's International Research and Studies Program in November. The Working Committee members are E. Creel, R. Jaeckel, G. Kuruoğlu, J. Stewart-Robinson, and E. Gilson (Director). The major consultant is P. Lowe, one of the principals of the proficiency movement and the expert on the Oral Interview Proficiency which currently is the only proven tool to evaluate oral proficiency.

The timeframe of the proposal is 18 months, and calls for quarterly progress reports to AATT members, colleagues and other interested organizations.

4. A Preliminary Report on a Learner's Dictionary for Turkish.

The following is a slightly expanded version of a talk delivered by Ralph Jaeckel (UCLA) at a workshop entitled **Guidelines and Standards for the Proficiency-Based Teaching of Turkish** at the Middle East Studies Association Conference, Saturday November 5, 1988, Beverly Hilton Hotel, Los Angeles, California.

**"How can I say that in Turkish?" One answer:
A Basic-Turkish English Vocabulary for
Speakers of English
Part I: Verbs.**

For the teaching of Turkish we need a wide variety of materials for different types of minds, styles of learning, teaching methods, and learning situations. But one of the most urgent needs is for a Turkish-English dictionary devoted to basic, conversational Turkish, and one especially for those learners with an idea to express rather than merely for readers looking for the meaning of a word they have encountered in a text. For the most common notions and situations it would ideally be able to answer the question that every new learner of a language asks most frequently and that in the case of Turkish he can get answered now only from his text book, his teacher, or a native Turkish speaker who knows English, that question being "How do you say that in Turkish?" A work such as I have described would serve not, of course, as a native speaker but as an ever present, constantly available, endlessly patient, ever willing if not smiling aid to one. It would be a reference source for students, teachers, and those preparing teaching materials and, if structured in certain special ways that I will describe below, it would also be an effective self-teacher and thus increase effective student-language contact time outside of class.

Three outstanding works that provide for the learner of English just what we now need for the learner of Turkish may suggest how such a work might be prepared and serve as models to inspire us. Two are dictionaries: the **Longman Dictionary of American English** [Longman Inc., 95 Church Street, White Plains, N. Y., 1983], containing 38,000 words and phrases, and the **Longman Dictionary of Contemporary English**. [Longman Group UK Limited, Richard Clay Ltd, Bungay, Suffolk, second edition 1987], containing 56,000 words and phrases. Both works are for advanced learners and entirely in English, the definitions and examples employing only 2000 common English words.

Both works are also based on similar principles. They are not only reference works but active learning tools. They teach not only by giving the meaning of words and illustrating these meanings in sentences, but by providing synonyms and antonyms and including in their entries quite extensive yet essential information on grammar and usage, much of it by means of special symbols. This means that they really cover the areas of both lexicography and grammar.

Let me quote briefly from the preface and introduction to the second work. [The emphasis is mine throughout.] "Our view that dictionaries for learners should present words not as isolated units of meaning but rather in terms of their function in combination with other words and structures, has been confirmed by recent developments in the fields of text linguistics, vocabulary acquisition, and pragmatics. Consequently, a great deal of attention has been paid to showing the collocational properties of words and the grammatical relations into which they can enter." [p. F8]. And again from another place, "For advanced learners working to improve their competence in English, a knowledge of the grammatical behaviour of words is obviously of particular importance. For this reason, the Longman Dictionary of Contemporary English aims to give a complete and explicit description of the grammatical features of each word or meaning it contains." [p. F10].

These two works also assign an important role to pragmatics. I quote again from the second: "Pragmatics (the study of language as affected by factors such as the intentions of the speaker and the relationship between speaker and hearer) is now recognized as being of fundamental importance to linguistic competence. Guidance on the pragmatic use of words, but more usually phrases, is given throughout the Dictionary, particularly in Usage Notes and in the new Language Notes pages (for example Politeness)." [p. F9]. These two dictionaries have obviously profited from the cumulative practical experience of numerous expert language teachers over many years. They give the learner exactly what he needs to express himself. There is nothing like them for Turkish and indeed probably few works like them for any other language.

Aside from these two dictionaries, let me mention another work also for the learner of English and also suggestive as a model but one organized in a quite different fashion: Tom McArthur's **Longman Lexicon of Contemporary English** [Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England, 1981], a work whose usefulness is suggested by that fact that it had gone through 6 impressions by 1986. Like the dictionaries mentioned above, it is entirely in English. Unlike them, however, it is compiled according to an alternative tradition which "follows the logic of everyday life" [p. vi], that is, which organizes words by "the company they usually keep" [p. vi] in the human mind, the tradition of Roget's Thesaurus. Like that work, it is divided into two main parts: a section of categories and an index of words. The user finds a word in the index and is referred to a category in

part 1. From this point on MacArthur's work differs radically from Roget's Thesaurus: In the category section the user will find not only the category that includes this word together with the other words in this category, but also the definition of the word, its use illustrated in a sentence, and a discussion of its relationship in grammar and use to other words in the same or related categories. Thus while a non-native speaker cannot use Roget's Thesaurus effectively, he can use this work to great benefit. Although it is not as exhaustive as the Roget work -- it includes only 15,000 items and 14 main categories -- it actually teaches vocabulary by showing how words relate to one another within semantic fields and how these fields relate to one another.

The three works mentioned above are for learners of English and reflect recent views on language teaching. For English speaking learners of Turkic languages, on the other hand, the only slightly similar work I know of is Natalie Waterson's **Uzbek-English Dictionary**. [Oxford University Press, New York, 1980]. It has between 9,000 and 10,000 head entries and focuses on "the essential vocabulary of modern spoken Uzbek". It has example sentences translated into English and includes a very useful index of Turkish suffixes. It is, however, in no way comparable in scope or breath of conception to the excellent Longman dictionaries referred to above, a fact that should surprise no one considering the demand for works on English and the great financial and manpower resources consequently available for producing them.

I am sure you will agree that we need for Turkish a work along the lines of the Longman works just cited, but a bilingual one for a less advanced learner. But where would the manpower and funding for such a longterm undertaking come from?

It seemed to me that a possible way out of this dilemma would be to prepare one segment of the vocabulary at a time, distribute it widely for immediate criticism and review, revise it, and then make that segment generally available. [By the way, I think it particularly important that each segment be reviewed at every stage by several native speakers]. At some later date the separate parts could be revised in accord with the latest criticisms, edited to achieve better coordination, and then merged. Computers would help us all along the way in assuring rapid revision, updating, and speeding the results across the country. Several generations of students often pass through the educational system between the time that a complete dictionary is conceived and any part of that original conception is realized. Our method of work would avoid such a time lag.

There are at least two clear advantages of proceeding in this step-by-step fashion aside from the obvious one of having an almost immediately available result. First, we the compilers can better direct our attention to the particular problems of each class of entry and more easily determine the procedures, annotations, and formats best for each. Second, once we have achieved some kind of immediate, if intermediate, result, we will be in a better position to obtain funding for the next segment since it will be obvious that progress is being made and that the benefits of our project are already being reaped.

With these thoughts in mind, I and my assistant Gülnur Tannöğen embarked on such a first step with the grammatical category of verbs.

Before proceeding I had decided that the vocabulary would be most effective for us as teachers of Turkish to American students if it were addressed specifically to the native speaker of English, although this emphasis would by no means restrict its usefulness to that audience. It is true that most language texts for teaching English to foreigners are not for the speakers of any particular language, but this is because we cannot afford to organize separate classes. When we teach Turkish in the United States or other English speaking countries, on the other hand, our students are all English speakers. Why not concentrate on their particular needs? Then too, we now have several studies of contrastive Turkish-English analysis, why not integrate this knowledge into our teaching materials? Directing the vocabulary to a native speaker of English implies much more than simply providing English definitions, as will be seen below. We also assumed that our native English speaking learner would have a basic knowledge of Turkish grammar.

The sources for this verb vocabulary were as follows:

- A. For specifically Turkish language content, that is, individual words as well as context:
 1. Various vocabulary lists including the **Provisional Elementary Level Turkish Vocabulary List** distributed to us by AATT [1987 version, a computer generated, alphabetical list compiled from lists submitted to the association by the membership. We included all the 177 verbs on it], and **Halman's 201 Turkish Verbs Fully Conjugated in All Tenses** [Barron's Educational Series, Inc., New York, 1980];

2. A variety of textbooks for teaching Turkish;
3. Guides prepared for tourists: special language guides and phrase books as well as general guides with Turkish language sections;
4. Written records of speech, including Turkish comic books;
5. Books of idioms, phrases, and set expressions including our verbs, notably *Sammlung Türkischer Redensarten* by Bedriye Atsız and Hans-Joachim Kissling [Otto Harrassowitz, Wiesbaden, 1974] since it is addressed to speakers of another Indo-European language, German;
6. and most important of all, our Turkish friends, particularly my co-worker Gülnur Tanrıoğen and a circle of Turkish students at UCLA whom we could prevail upon to suggest verbs, to free associate with these verbs and thus to provide us with situations and examples of the most useful kind. They also criticized the final product.

Ideally, of course, we should have had at our disposal a large corpus of recorded conversations made of several different native speakers in all of the basic situations that we want our students to be able to function in, but, as far as I can determine, such a basic resource does not yet exist for Turkish.

B. For notions to be expressed, sources compiled with a purpose similar to our own but for other, more commonly taught languages, such as Spanish, French, etc.

C. For methodology, principles, general concepts, categories, and so on, not related specifically to the Turkish language, we consulted the Longman works mentioned above and, especially important, works on the functional/notional approach to language teaching by such authorities as Finocchiaro, Brumfit, Ek, and Alexander.

We thought that the number of entries should be determined by how many basic notions we want our students to be able to express and how many basic situations we thought they should be able to function in. Our list of essential verbs has exceeded by somewhat more than 325 the total of verbs in the AATT Provisional Elementary Level Turkish Vocabulary List. Another consideration arguing for more entries was that some basic verb lists published for other languages, such as those in the Barron's Educational Series for Turkish, German, and French, have either 201 or 501 verbs. Finally we wanted to include several verbs in the same meaning categories if they were all in common use.

The first, very preliminary draft of this vocabulary, consisting only of the first of the four parts mentioned below, was circulated toward the end of October 1988 with a statement of our goals and a questionnaire requesting feedback on several specific points. We received much valuable advice and are currently completing a very much revised, second draft which we hope to circulate by the end of April 1989. Those people who requested a copy of our original draft after it had already been circulated but did not receive one will receive a copy of this second draft. We eagerly await their comments.

The second draft consists of four parts, each preceded by a brief introduction on its use. They are:

1. **A Basic-Turkish English Vocabulary for Speakers of English:**

Part I: Verbs, an extensive revision of the first version we circulated, including entries and structural features not included in the first draft;

2. an **English-Turkish Index** of these verbs;

3. A **Roget-type English-Turkish Thesaurus**, grouping all the verbs in the Turkish - English vocabulary by meaning; and

4. A **List of Verb Formation Suffixes** that occur in the vocabulary, those that form verbs from nouns and other verbs, *i.e.*, passive, reflexive, reciprocal suffixes, and so on.

Let me now describe briefly the main features of each of these four sections, beginning with the first, the **Basic Turkish-English Vocabulary**. Here is a sample entry. It does not include certain features found in others. All main features, however, are enumerated below it, more or less in the order in which they occur.

* **tekrarla-** /I/ '- repeat' [tekrar 'repetition' + verb-forming suf. -IA]:

* **Anlayamadım. Tekrarlayın, lütfen.** 'I didn't [lit., 'couldn't', which is more common Turkish in this case] understand. Please repeat.'

* **Söylediklerinizi duyamadım. Tekrarlar mısınız lütfen?** 'I didn't [lit., couldn't] hear what you said. Would you please repeat?' 103:7. repetition: - repeat. See = tekrar et-.

1. Since our corpus is so much larger than the draft of the AATT Provisional Elementary Level Turkish Vocabulary List, I thought that the user might wish to be able to distinguish our entries from those that were more generally agreed upon and perhaps more scientifically derived. In the

vocabulary we therefore placed an asterisk in front of each verb that also appears on the AATT list.

2. Each verb is entered only by stem, as in the New Redhouse Turkish-English Dictionary. This has the advantages of focusing on the essence of the verb, of often bringing together in alphabetical order more closely related forms, of saving space, and of facilitating swift computer search.

3. An entry that does not end in a vowel, such as **yap-**, is followed, in brackets, by the third person singular aorist form of the verb, [-ar]. Aorist forms of verb stems ending in a vowel are not shown as they are completely predictable, always [-r]. Students seem to have trouble remembering the aorist forms of certain verbs. These are given in bold [-ur]. We thus anticipate a student's reaction on the basis of our past experience.

4. After the aorist form, our vocabulary indicates in brackets the cases required by the verb. This is a feature of most of the better Turkish-English dictionaries today. What distinguishes our vocabulary is that it also indicates various postpositions, phrases, and so on, that may occur with the verb. More important, it highlights those instances where the relationship between the Turkish case suffix or postposition and an English preposition is not what our teaching experience has told us the native English speaker will expect. Thus in the entry **bekle-** /I/ '- wait /for/ the accusative case suffix is given in bold in the Turkish, and the 'corresponding' preposition is capitalized between slashes in the English. [Our experience has taught us that the student will expect the dative case here.] The contrastive highlighting occurs not only between slashes close to the entry word, but also in the Turkish example and its translation. Occasionally the capitalization is reinforced with an explanatory note. Thus, under **al-**, in reference to the sentence **Pazar.dan ne aldınız?** and the translation 'What did you buy AT the bazar?', we have a note to the effect that while the usual English translation includes 'AT' rather than 'from', Turkish tends to use the ablative case on a noun denoting source, here **pazar**.

5. Our vocabulary includes information on the formation of many verbs. Thus, for example, if the verb is formed from a noun plus a Turkish suffix, the unit is analyzed, the noun is defined, and the type of verb-forming suffix indicated. If a verb is passive, causative, reflexive, etc., it is always shown as deriving from a simpler form. Once a student has used this vocabulary for only a short time he will have a solid knowledge of verb formation that will help him guess the meaning of verbs he encounters

outside this vocabulary. As we noted above, our vocabulary includes an appendix of verb forming suffixes. I will discuss it below.

6. Our vocabulary gives only the most common meanings of each verb, these being judged according to our standards for conversational, everyday use. Unlike the Longman reference sources cited at the beginning of this paper, our definitions are not in the target language. This, as we suggested above, is because our vocabulary is intended for a student less advanced than those using the Longman sources. 7. Our vocabulary indicates the usual spoken forms when they differ from those usually written. Thus under **sihhatler olsun** we give **saatler olsun**, under **Allaha ısmarladık**, **Allahısmarladık**.

8. Our vocabulary illustrates each meaning in at least one Turkish sentence. A Turkish sentence that is frequently encountered, is entirely correct and idiomatic but seems strange to a native English speaker when considered with the corresponding English is preceded by an asterisk. The same applies to idioms. This warns the student that this sentence will require special attention. We are making a concerted effort to include common sentences of this type. Thus we place an asterisk in front of a sentence such as * **Türkçe.m.E yardım et-**. 'Help me with my Turkish'. If the sentence is a typical pattern, as is the one cited here, we provide more than one example.

9. In many cases, to add realism and facilitate practical use, our vocabulary embeds a sentence in a larger, conversational context. This may be either a brief Turkish dialogue or an English description of the scene in which the sentence is likely to occur. We use brief dialogues whenever possible, with as many exchanges as are needed to complete the conversational unit naturally. The starred sentences and extended contexts are not features found in any of the sources mentioned above.

10. Some of the example sentences we have selected are useful pattern sentences that can be used with various replacements. In such cases, between slashes, we provide common, useful substitutions. Thus in the entry **tanıştır-** '- introduce', in the example we provide the identities of several persons the learner might want to introduce:

Siz.E /Ahmet'i/Annemi/Babamı/Kardeşimi/ tanıştırayım. 'Let me introduce /Ahmet/my mother/my father/my younger brother/ to you.'

11. Whenever possible, we provide examples that include the nouns or other parts of speech commonly associated with a verb, particularly if they are very limited in number. Thus under **din-** '- cease, stop', we note that this verb is used with a very limited set

of nouns whose use with this verb must be memorized and provide the example:

/Yağmur/Kar/Dolu/Fırtına/ dindi. 'The /rain/snow/hail/storm/ stopped.' and also the example *Kocası öldüğünden beri gözyaşları dinmiyor.* 'Since her husband died, she hasn't stopped crying [lit., her tears haven't stopped].' Here we apply the underlying principle of J.I. Rodale's book *The Word Finder* [Rodale Books, Inc. Emmaus, Pennsylvania, 1947], a reference work for English speakers which does not define or categorize words, but shows which ones are associated with and augment others.

12. When the example and its extended context is not sufficient to indicate the register of the utterance, we have provided further annotation.

13. Although we have assumed in the user of this vocabulary a basic knowledge of Turkish grammar, we are still writing for a learner and, on the basis of our teaching experience, anticipate his difficulty with certain types of sentences such as, for example, those involving noun clause equivalents. In example sentences including them, we have therefore separated morphemes from base words with a dot. Thus under *söyle-* '- say, tell', we have written the example as follows:

Şimdi siz.E ne yapma.nız gerektiğ.i.ni söyleyeceğim. 'Now I am going to tell you what you have to do.'

14. Each Turkish example sentence in an the entry is translated into English. The first translation is always idiomatic. If the sentence is one preceded by an asterisk indicating that it harbors special difficulties for the native speaker of English, it is also followed, in brackets, by a word-for-word literal translation:

* *Türkçe.m.E yardım et-* 'Help me with my Turkish [lit., help to my Turkish].'. Such literal translations help make sense of the Turkish, often clarify Turkish thought processes, and thus aid the student's memory. This is also a unique feature of our vocabulary.

15. This segment of our vocabulary is devoted to verbs, but occasionally a notion expressed with a verb is also commonly expressed in some other way. In such cases we also indicate how. Thus under the verb *acık-* '- feel hungry, be hungry', we make a reference to *karnı aç-* lit., 'his stomach (karnı karnı) is hungry'; under the verb *in-* '- descend /from...to/, go down /from...to/' we find the form *inecek var* lit., 'there is a getting off [person].', under the verb *bil-* '- know', following *Türkçe biliyor* 'he knows Turkish', we also note the form

Türkçesi var. lit., 'he has Turkish'.

16. Some entries contain an explanation of cultural context where ignorance might cause misunderstanding or bad feeling. Thus under *anla-* '- understand', we point out that the question *anlatabildim mi?* 'Have I been able to explain it', is often preferred to *anladınız mı?* 'Did you understand?', which would first occur to a native English speaker, and explain why.

17. On occasion a learner may wish to express an idea that is a feature of his own culture but may seem strange to a native speaker. This vocabulary shows the learner how to express his idea but also explains how it will probably be regarded by a native Turkish speaker. Thus our vocabulary tells how to express the idea of "go dutch", but explains that this is not common practice in Turkey, that in a small group one person usually pays for everyone and that in time everyone is expected to get his turn. Just as we apply the principles of contrastive analysis in our treatment of grammar, we also apply them in our notes on Turkish culture.

18. Experience has shown that logic or a literal translation of a Turkish utterance will sometimes suggest an incorrect meaning to an English speaker. We provide the correct meaning, indicate that the other meaning that occurred to him is not appropriate, and refer him to the entry where he will find the Turkish equivalent of the incorrect meaning that had occurred to him. Thus we define *başına gel-* as '- happen /to/' [*baş* 'head', so lit., '- come to one's head'], indicate that it does NOT mean '- occur to', and then refer the learner to *aklına gel-* '- occur to'. Such warnings, while not common in dictionaries today, will occasionally be found in annotations of Latin texts for students prepared years ago. Valuable features of earlier works are sometimes forgotten in the avid quest for the new.

19. If there is a no close Turkish translation of an idea our English learner may wish to express, we indicate this. Thus, for example, if Turkish can express the idea 'The audience applauded him' but has no equivalent for 'The audience applauded his performance', both possible in English, we note this under *alkışla-* '- applaud'. Here again our principle is to anticipate a student's reaction on the basis of our past experience with native speakers of English. In this case we anticipate an inappropriate extension suggested by possibilities in English.

20. Each meaning of an entry is followed by a Thesaurus category and subcategory. Thus after */A/ benze-* '- look /LIKE/, resemble', the appropriate example and its translation, the reader finds: 20:7. similarity: - resemble. Here 20 is the number of the

main category, similarity, and 7 is the number of the subcategory, - resemble [the dash replaces the 'to' of the English infinitive]. The numbers of the category and subcategory are written together with a colon between them rather than separated so that only the numbers need be used in computer search. These categories and subcategories are from **Roget's International Thesaurus, Fourth edition** [Thomas Y. Crowell Company, New York, 1977] and are assigned in accordance with the English meaning of the Turkish. On occasion we have added categories not in that work. A particular meaning may be followed by more than one Thesaurus category. The placement of such category numbers makes it possible for a computer in a computer version of this vocabulary to find rapidly all the instances of a particular category of meaning anywhere in the vocabulary.

We did not use the simpler system employed in the excellent McArthur volume because the Crowell volume represents the most refined, detailed version of this system available today and can more easily be applied to a corpus much larger than the one we currently dealing with. It will thus be useful in forthcoming installments of this vocabulary that will treat elements other than verbs.

Here, perhaps for the first time, we have a Thesaurus system directly linked with a particular dictionary and this dictionary-thesaurus combination applied in a practical language teaching tool. It thus combines the features of the Longman dictionaries and the Longman lexicon.

21. Each Thesaurus category and subcategory is followed by the word 'See' and common synonymous and antonymous verbs that are also included in this vocabulary. Thus our learner can easily go from **takdim et-** '- introduce' to **tanıştır-** '- introduce, make acquainted'; from **radıoyu aç-** '- turn on the radio' to **radıoyu kapat-** '- turn off the radio'; or from **kalk-** '- get up, rise' to **otur-** '- sit, sit down', and so on. These crossreferences have been added in response to frequent student requests for synonyms or antonyms. Each meaning of an entry may also be crossreferenced to related verbs which are not exactly synonymous or antonymous but somehow related. Under the entry **bil-** '- know a fact', the reader will find a reference to **tanı-** '- know a person, recognize'.

22. Ideally in the final version, synonym or antonym entries will be parallel in structure so that the degree of similarity or difference between them will be readily apparent.

23. We have attempted to repeat the same basic vocabulary and the same basic structures in different

entries. Our emphasis is not on variety but on the basics. Thus under verbs taking noun clause equivalents such as those of thinking, supposing, and so on, we always give the same types of noun clauses as objects.

This concludes my remarks on the main features of the **Basic Turkish-English Vocabulary**.

Now to the second main section of our vocabulary, the **English-Turkish Index**. The index contains the English meanings of all the entries in the Turkish-English section of the vocabulary followed by the corresponding Turkish, without, however, any examples:

- age, grow old [for living things only]:
ihtiyarla-. 123:9. oldness: - age;
126:10. age: - age.

Because the purpose of this index is to help the student find the Turkish of what he wants to say as rapidly as possible from his native English, the English definition is often supplemented, in brackets as above, with comments that will narrow down the area of his search. There may, of course, be more than one Turkish equivalent for a single English entry. Each Turkish equivalent is again followed by the relevant Thesaurus categories and subcategories.

The third main section of our vocabulary consists of a Roget-type but bi-lingual not mono lingual, **English-Turkish Thesaurus**. You will recall that in the **Basic Turkish-English Vocabulary** each meaning of an entry was assigned a category and subcategory from the semantic categories in Roget's International Thesaurus. In our **English-Turkish Thesaurus** the user will find all the closely synonymous Turkish entries from our vocabulary grouped together in alphabetical order under semantic category. Each verb appears with the definition that relates to the particular category it appears under so that the reader may see its semantic relationship to the other members of the category, but no examples are provided. If, setting out from the **English-Thesaurus**, the reader wishes to find a particular entry with examples in the **Turkish-English vocabulary** and has the computer version of our work, he may either search for the individual Turkish verb there or he may search for all the members of the category by searching for the category number. The ability to view our vocabulary by semantic group enables us to see exactly how far we have actually achieved our goal of covering major

notional and situational categories.

The fourth section of our vocabulary, **A List of Verb Formation Suffixes**, similar to that in Waterson cited above, includes all the verb suffixes that occur in our vocabulary, those that form verbs from nouns and other verbs, that is, passive, reflexive, reciprocal suffixes, and so on. The suffixes are given in alphabetical order but cross-referenced by function, the function of each is explained, and under each, again in alphabetical order, are listed all the verbs in our vocabulary formed with it. A student seeking more detailed information on a particular suffix than he found in the Turkish-English vocabulary will find it here. Teachers and text book writers will find this appendix a good source of common, useful examples.

So there you have the four sections of our verb vocabulary in its current state. We anticipate further revisions on the basis of the feedback we receive on this second draft. In compiling it we have attempted to apply to Turkish some of the general principles articulated and applied in the Longman reference books. But you will note that we have also added several features not present in the Longman volumes. The particular characteristics of the Turkish language have at all points determined the style and arrangement of our work. We intend to make our vocabulary available both in a traditional, readily portable book format as well as in a computer format which may be adapted for various interactive uses.

To sum up: Our vocabulary is derived from spoken Turkish and thus provides a standard core of information on one part of the Turkish vocabulary. We hope that it is, or at least will become in future versions, an accurate record of the speech of its time. We compiled it because up to now current Turkish-English, English-Turkish or Turkish-Turkish dictionaries, while effective in helping the person who has encountered a word to find its meaning, have not efficiently met the needs of a person setting out not so much with a word but with an idea to express. We have prepared our vocabulary specifically for the English speaking learner with a basic knowledge of Turkish grammar. Based on experience teaching Turkish to American students and on contrastive Turkish-English analysis, it anticipates his questions, problems, and probable errors. It teaches basic vocabulary and structure by means of semantic and grammatical analysis,

commentary on usage, and pattern sentences, by indicating the links between verbs of related meaning, by showing the associative ties between a verb and other parts of speech, and by repeating under different entries elements that it wishes to teach. It also conveys something of the culture associated with that core vocabulary by applying what we have learned from our own personal experience and from contrastive cultural analysis.

It will obviously never replace a native speaker, but it will surely ease his burden as a source of information by placing in the hands of our students, teachers, and textbook writers, a worthy, inexhaustible assistant to him. By providing a concrete, specific basis for a common metric, it will promote the goals of the proficiency based teaching of Turkish. We feel certain that in principle and format it will serve as a model for similar works for other languages.

Yet this vocabulary is only a very small part of a much larger effort. In recent years we have witnessed an attempt to remedy alleged deficiencies in the American educational system by specifying the body of knowledge all American citizens educated up to a certain level should have in common. Objections have been voiced in some quarters that the body of cultural knowledge, or rather the Cultural Literacy, recommended by the originators and promoters of this movement is not broad enough, that we must, for our national good, strive for something more, for some kind of multicultural literacy.

Whatever the outcome of these efforts to define our cultural identity, they suggest several fundamental questions in regard to the student who undertakes to study Turkey or indeed any foreign country and its culture: What should be the extent of his cultural literacy in regard to Turkey and at what point in the course of his studies? How should that foreign cultural literacy relate to his literacy in his own culture? What should be the relationship of his second, Turkish cultural literacy to the cultural literacy expected of an educated Turk? This vocabulary is a very preliminary attempt to answer these questions in the very limited area of Turkish language.

Ralph Jaeckel
University of California,
Los Angeles.

Readers' suggestions on our vocabulary as described

above would be appreciated.

Write your comments to Ralph Jacckel, University of California, Department of Near Eastern Languages and Cultures, 405 Hilgard Avenue, Los Angeles, California 90024.

5. INTERACT '89.

A video teleconference demonstrating strategies and instructional methods using innovative technology in modern language instruction will be broadcast on:

May 10, 1989 12:30 - 2:00 p.m.
Pacific Standard Time
"Using Technology in the Modern
Language Classroom"

The conference will focus on the benefits of instructional technologies in language laboratories and classrooms. A panel of experts will demonstrate how audio/video technology can be applied to language instruction to enhance learning and retention. This is an interactive program giving viewers the opportunity to call in, toll free, with questions and exchange information directly with colleagues. For further information, call INTERACT (916) 895-5367.

6. Teaching and Learning Aids and Resources.

The following learning aid to facilitate vocabulary acquisition has been submitted by one of our members. AATT would like to encourage all members who have similar materials, no matter what the scope or medium (text, audio, video), to make them known and available through the Newsletter. We will also publish reviews of such materials, both solicited as well as unsolicited.

⚡Memorize!

Introduction to a vocabulary aid on the Macintosh as submitted by Douglas Ivers:

Language Learning Software for the Macintosh

As a student of Turkish (at the school of the

self-taught), I was always making lists of vocabulary words and their definitions. I would cover up the English definitions side and try to remember what the Turkish words meant. This served its purpose for awhile, but then I wanted to mix up the order because sometimes I began learning the order--instead of the Turkish! Also, the words I learned quickly, I wanted to remove from the list so I could continue working on the more difficult ones.

The obvious, traditional solution to the problem was to make flashcards, but I didn't feel like making hundreds of little cards that would get worn out and lost. Besides, there had to be a more interesting and effective way to learn vocabulary... What I wanted was someone who would set up little quizzes for me; quizzes with variety: multiple choice, match-up, spelling, and straight-from-memory questions. I wanted the order to be unpredictable. With a given group of new Turkish words, I wanted the quizzes to begin easy--so that I could get most correct, the positive feedback encouraging more learning--then become more difficult as I learned. Finally I wanted a good amount of review so that I wouldn't forget what I learned; so that the information would be permanently fixed in my mind.

If you haven't guessed, I wrote a program for the Macintosh to do this very thing (since my wife refused to be my quizzier). It is a point-and-click type of program that is very easy to use. The user types in the words along with their definitions that he/she wants to learn and then requests the type of quizzes. The program does the rest--including automatically adjusting for how well the user knows each word/definition. Over time, a list of definitions accumulate which could be used as a dictionary with the provided fast searching function.

The program can be used to learn many other languages, too. In fact, the program will help with just about anything you want to memorize. That is why I call it MEMORIZE.

Now for some of its limitations: there is no audio, there is no scoring per se of the quizzes, it will not handle a language with a character set vastly different from English, the user interface is in English (thus the user must know English to use it), and there may be others that do not come to mind. Note, however, that *all of these limitations can be solved*, it is simply a matter of someone putting the time and effort into programming. (I welcome your comments and suggestions for modifications.)

System requirements: HyperCard version 1.2 or later and, obviously, a Macintosh that will run HyperCard (1Mb and two 800k disk drives or a hard drive). If your Mac didn't come with HyperCard, you can buy it for about \$50.

Note that this will not run on anything but a Mac!

I will send you a disk containing MEMORIZE and a Turkish font for a fee of \$20 prepaid. (If you have your own Turkish font with a size 12, you can use that instead if you prefer.)

My next project: I have begun work on a hypertext version of a student language magazine. Consider the possibilities... articles, cartoons, crossword puzzles, word finders, games, and other fun learning tools... progressive difficulty in successive issues... anytime the student comes across an unfamiliar word, a click brings up its meaning and its pronunciation (yes, audio) from an on-line dictionary. Just about any language could be presented.

I would like to sell this to a company that already publishes language learning magazines on paper, or to a software company. In addition, I would like to personally author the Turkish version with someone's help (to catch my mistakes in the use of Turkish). An initial demonstration version is almost completed.

I would also like to work with someone who is already developing an on-line dictionary (is there a standard format?). I welcome your comments including the names of publishers of student magazines--any language.

Douglas E. Ivers
1027 Plantation Dr.
Cary, NC 27511-4334
(919) 467-5207

❖ Turkish Sampler: Writings for All Readers Indiana University Turkish Series 7

Müge Galin's anthology (AATT Newsletter 4, #10) is at the page-proofing stage and is expected to appear in late summer, ready for the fall semester. Inquiries should be addressed to Dr. İlhan Başgöz, General Editor, IU Turkish Studies, 143 Goodbody Hall, Bloomington, IN 47405.

❖ GÖZLEM

A Bi-Lingual Newspaper

Published by a group of Turkish students for Turkish students studying at North American academic institutions, *Gözlem* monitors the Turkish, English and American press for news relating to Turkish politics, economy, foreign relations, as well as social and cultural developments. There are reports on studies and conferences at U.S. institutions dealing with Turkey and the Turks. *Gözlem* further conducts interviews with specialists on Turkey, Turkish scientists, business leaders, artists and politicians. Commentaries, stories, comics submitted by the subscribers are also regularly featured.

Yearly subscription rates are \$20, \$10 for students. Sample copy will be sent upon request. For information contact:

GÖZLEM, Barbaros Özdemirel
1214 Verano Place, Irvine, CA 92715
(714) 856-3916.

7. Business Meeting of the New Executive Board.

The Executive Board held a business meeting via conference call on January 26, 1989. Items discussed were the following:

AATT Expenditures. It was decided not to purchase a Macintosh at this time since we included the cost in the Guidelines Proposal to the Department of Education. The Secretary will rent equipment on a weekly basis to prepare proposals and the newsletter.

Further, the following expenditures were agreed to:

*partial travel to Boston to incorporate Turkish into MacLang, a tool for preparing computer exercises and activities for language students (Gilson);

*attendance at Georgetown University Roundtable on Language Teaching, Testing, and Technology (Gilson);

*attendance at the CALICO Conference (Gilson);
*attendance at the JNCL Workshop and Meeting (Burrill);

*attendance at the ACTFL Monterey OPI Workshop (Stewart-Robinson).

It was also decided that in order to encourage attendance at the LSA-MLA Summer Institute, present papers at national conferences such as ACTFL and MLA, AATT will make available a stipend based on need to cover expenses.

Status of Intensive Summer Programs. This topic has been discussed at every annual meeting. There was general agreement at the last annual meeting that it was not sensible to hold two summer sessions for Turkish simultaneously, that one would suffice, perhaps alternating between the two consortia. Although it was strongly suggested that AATT take the initiative on this matter and write directly to the institutions involved, the Board decided to put the issue on hold and not to take any action for the time being.

ACTFL Affiliation. It was decided that the Secretary seek formal affiliation with ACTFL.

Proficiency Planning. It was suggested that AATT plan to take advantage of P. Lowe's offer to hold a special workshop for Turkish in Washington at no cost whether or not we receive Department of Education funding to develop guidelines.

Projects for ITS. The Board decided on the need to apply again for matching funds and to seek funding for two pilot projects discussed during the Special Interest Meetings at MESA, 'Ponies' and 'Haberler on Video'. Further considered but at this time rejected were the development of a poster and brochure, and preparation of drills and exercises based on Jaekel's learner's dictionary. The latter was considered premature as Jaekel has not finalized his dictionary. Also, the author himself had expressed his interest in developing complementary materials to his book.

8. New Project Proposals.

ITS Matching Funds

The Association is applying for matching funds in order to assure continued growth and recognition of the Association. AATT was formed to "advance and improve the teaching of the Turkish language," and a continuing dialogue among the membership is a prime concern of the Executive Board. However, talking amongst ourselves is not enough since we do not function in a vacuum. Therefore, matching funds were again applied for at this time for the

following needs:

a) travel to meetings and consultations.

The newly elected Executive Board fully agrees with the AATT policies of the last two years of fostering a pro-active, highly visible organization. In order to encourage further exposure to the Turkish language and literature, stipends will be made available to members to participate and present papers at national conferences of organizations such as the Modern Language Association, Linguistic Society of America, and American Council on the Teaching of Foreign Languages.

We note here also that AATT is very actively involved in the discussions regarding the establishment of a new national organization representing the Less Commonly Taught Languages for the purpose of setting a common national agenda to address the common needs of languages which are 'Less Commonly Taught' in the United States. Considering that, together, these languages *are the most commonly spoken languages* in the world today, a strong AATT presence in such an organization will be to the advantage of our constituency.

Although, to a degree, these are promotional activities in that they 'promote' AATT, the benefits derived for our membership through exposure to current state of the art technology, language teaching pedagogy, in short, exposure to the 'mainstream' of foreign language related issues in academe, are invaluable. In our quest for improving the teaching of Turkish, wide dissemination of working models and good ideas is essential.

Board members have continued to study the matter of proficiency as advocated by ACTFL. We have consulted with Department of Education officials, the Center for Applied Linguistics (CAL) in Washington, as well as with officials of the Interagency Language Roundtable (ILR), representing government language schools. As a result of our meetings, we have the full cooperation of both CAL and ILR in our current efforts to develop guidelines for Turkish. With this cooperation, AATT's new proposal to the Department of Education to develop guidelines has a better chance of acceptance.

Also, the Association has sponsored and partially subsidized a Workshop on Proficiency at the MESA Annual Conference in Los Angeles, entitled "Guidelines and Standards for Proficiency-based

Teaching of Turkish." AATT should continue to be able to sponsor participation at MESA.

b) **general operating expenses.** Telephone bills of the Association will continue to be substantial; other than the annual meeting at MESA, all meetings are held via conference calls.

Communication is vital and will, unfortunately continue to be expensive: telephone charges this year are projected to be \$1,200, and printing, copying, postage and supplies, \$2,800 based on expenses of the first six months. The Secretary had the use of a computer on loan from Columbia University. Although obtaining a Macintosh for AATT for inhouse desk-top publishing, bookkeeping and planning, remains one of the priority items, the current budget did not permit such an expenditure.

All of the activities of AATT would have to be heavily curtailed if dues were the only source of income. Last year, regular and institutional dues amounted to almost \$2,496.00, a very respectable sum, but clearly not sufficient to effectively pursue the objectives of the Association. Until we have established our presence and effectiveness, we cannot approach other funding sources, such as private foundations. At this stage of our development, we are therefore very much dependent on the Institute's matching grant.

Turkish Language Materials Research and Development Grant.

One of AATT's first activities was to poll the membership on items of priority for the Association. Of the respondents, 88% listed Teaching Materials as their top priority, the highest percentile for any of the items listed. Subsequent questionnaires established a more focused need for reading material and audio-visual resources.

Ponies:

Ponies are bi-lingual readers in which the text in the target language is faced, on the opposite page, with a full translation into the learner's native language. They have been in use for most of the European languages as well as Latin for a long time. These are usually supplementary readers containing literary works, and are meant to encourage self-directed reading for 'enjoyment' as well as profit. Language learners who have used *ponies* do readily admit that it has increased their reading skills, and 76% of the respondents to AATT's Questionnaire 2 were in favor of seeing such readers for Turkish prepared. Great emphasis is currently

again being placed on the role of the language learner himself in the language acquisition process. Self-paced, voluntary reading does lead to increased reading proficiency, and AATT proposes to prepare a sample Turkish *pony* for evaluation.

If funded, James Stewart-Robinson, Principal Investigator for 'Ponies', will start assembling during the course of the coming academic year, suitable Modern Turkish short stories and novellas, possibly around a theme, for incorporation. The translations will be done by advanced students as part of their class work. Similarly translated stories will be solicited from colleagues with advanced students.

AATT intends to monitor closely student use of *ponies* and their effectiveness as reading aids before preparing additional bi-lingual readers for national distribution.

Haberler on Video:

The importance of video use for foreign language teaching is readily accepted; yet in order to make authentic video in the target language truly *effective* for learners at different proficiency levels, such material has to be manipulated and made available in formats which will actively engage the learner no matter at which level of proficiency he or she is. Models developed for use with the Turkish news programs will be 'generic' and suitable for presenting any type of video segments such as Turkish movies, sit-coms, etc. Currently, few such models exist, and none for Turkish. With the rapid spreading of video equipment on campus language laboratories and the undisputed potential that this technology offers to language teaching professionals, AATT's proposal to develop working models for this technology is most timely.

The Working Group for this pilot project includes W. Andrews, D. Chambers, R. Jaekel, E. Gilson, S. Kamışlı, A. Karamustafa, and L. Peirce. Technical consultant for the Working Group on instructional design as well as technical questions regarding interactive video, will be Roy Strauss (Philadelphia). The pilot project's objectives are the production of 5 different tapes containing News from Turkey, each between 15 and 25 minutes in duration and made up of several segments of various lengths, and the description of at least 4 different pedagogically sound models for use with authentic video material to enhance listening skills and develop comprehension strategy in language learners.

9. Intensive Summer Language Courses.

The East Coast Consortium's Summer Intensive Turkish sessions will be held at Columbia University from June 26 to August 18. Applications for fellowships should be received by the beginning of May; regular applications are encouraged and will be considered until the start of the sessions. Both elementary and intermediate courses will be offered, with emphasis on communicative skills development. The instructor for the elementary course is Sibel Kamışlı (Columbia) and for the intermediate course Suzan Özel (Indiana). Tuition for the 8-credit courses is \$381 per credit; additional living expenses are room, \$660 or room and board, \$1,445.

For further information, contact Dr. Rhoads Murphey, MELAC, 602 Kent Hall, Columbia University, New York, NY 10027 (212 280-3550).

The Western Consortium's Summer Intensive Turkish sessions will take place at the University of Utah, also from June 26 to August 18. Only elementary Turkish will be offered. The instructor is J. Kelly (Utah), who will be assisted by Nilgün Moss, a native speaker of Turkish. Underhill and Hengirmen-Koç will be used as textbooks. Tuition for the 15 credit-hours course is \$548; additional living costs are room, \$402.08 for single and \$300.72 for double occupancy.

For further information, contact the Middle East Center, Building 113, University of Utah, Salt Lake City, UT 84112 (801 581-6181).

10. New Institutional Members.

We welcome as new supporting institutional member the Department of Near Eastern Languages and Civilization at the University of Washington in Seattle. We further welcome as members The Inner Asian and Uralic Center at Indiana University, acknowledging gratefully the Center's generous contribution, the Center for the Study of Islamic Societies and Civilizations at Washington University in St. Louis, and the Near Eastern Studies Program at Cornell University.

Our total institutional membership thus stands at 17, only two of which are non-academic organizations. One, the Turkish Women's League based in New York has been a supporting member

since the beginning, and we are most appreciative of their support. The second organization, The Turkish American Friendship Society of the United States (TAFSUS) has increased substantially its support in this current fiscal year for which we are very grateful.

11. Ve Saire.

Questionnaire Results. Every year since AATT's establishment, a questionnaire has been mailed to the membership, usually towards the end of the summer. Your input is solicited in this manner, and it helps the Board set priorities and plan for the future of the profession. The first two questionnaires essentially dealt with issues relating to the teaching of Turkish, needs for materials, workshops, etc. The average response to these two questionnaires has been 68% which is considered a very good rate of participation--although 100% certainly would have been better.

The third questionnaire mailed out last summer dealt with the *teachers* of Turkish. The intention was to bring into focus the current dilemma teachers of Turkish (and other less commonly taught languages) face and highlight the needs of the profession. It has been taken for granted that teachers of these less commonly taught languages in academic settings have varied backgrounds, *e.g.*, history, linguistics, anthropology, philology, *etc.* Yet specific data on these teachers are not readily available. As demands on language teachers in academe shift due to the government-stipulated emphasis on language proficiency, the needs of the profession can best be gauged if a general profile of the teachers themselves were made available. Also, we need the data to make our case for teacher workshops to funding agencies.

The response so far has been a curious 38%, that is less than the previous average. This percentage reflects adjustments made for regular members who do not hold teaching positions. Before an attempt is made to compile a profile based on the responses received to date, the members are reminded of this survey and are asked to respond, if only by noting the reasons they did not respond, or suggest other approaches. Again, AATT depends on the input of its members, the teachers of Turkish, to help chart the Association's way.

Student Survey. Forms which were sent out in earlier this year are still being returned. But, based

on statistics received thus far, the total student count for the present academic year is already above 200, about 1/4 more than last year's total. A complete report will be given in the next newsletter, after all outstanding forms have been received. Those who have communicated the student count via telephone are urged to still complete the survey and mail it to the Secretary.

We welcome suggestions regarding the form of the survey which apparently caused some confusion. We need to establish yearly not only the total student count, but also the language levels offered, whether undergraduate enrollments reflect the national trend to encourage instruction in the less commonly taught languages earlier in the educational process, etc.

Please consider sending news, project information, articles, requests to be incorporated into the Newsletter.

April 1989
Erika H. Gilson
AATT Executive Secretary-Treasurer

