

# AATT

## American Association of Teachers of Turkish

---

The Turkish Center, Kent Hall, Columbia University, New York, NY 10027

### NEWSLETTER 7 Spring 1990

- \*\* Proficiency Project Funding (3) \*\***
- \*\* New HyperCard Learning Aid (10) \*\***
- \*\* Concerns from the Field (11) \*\***
- \*\* Summer Sessions (7) \*\***
- \*\* Reviews (9) \*\***

#### CONTENTS

- |                                                                  |                                                     |
|------------------------------------------------------------------|-----------------------------------------------------|
| 1. Annual Meeting 1989                                           | 7. Announcements                                    |
| 2. New Projects and Grants                                       | 8. On Foreign Language Acquisition                  |
| 3. The Proficiency Guidelines Project                            | 9. Textbook Reviews                                 |
| 4. Student Survey 1989-90                                        | 10. New Teaching and Learning Aids<br>and Resources |
| 5. Report on Conferences                                         | 11. Reports and Concerns from the Field             |
| 6. The National Council on the Less<br>Commonly Taught Languages | 12. Ve Saire                                        |

---

The Newsletter is published in the Fall and Spring of each year. Additional copies may be obtained by contacting the Secretary, or calling (609) 424-2686.

## 1. Annual Meeting 1989

The fourth Annual Meeting of AATT took place in Toronto in conjunction with the Annual MESA Conference on November 5, 1989. It was scheduled to follow the TSA Annual Meeting at 9 p.m. The meeting was called to order by the President, Prof. Burrill, at 9:10 p.m. and was adjourned at 10 p.m. This was our shortest meeting to date, and only 14 members were present.

**Treasurer's Report.** The Treasurer reported on the fiscal year ending June 30, 1989. AATT started its fourth year with \$4,537. Income from dues for the year was \$2,309, gifts \$40, and interest \$177. Income from grants was \$1,375. Overall, income figures for AATT showed very little change from last year. Other than applying for the ITS matching grant, the Association did not apply nor receive additional grants.

Expenditures for the year amounted to \$6,237, a sizable increase over last year's expenditures. Telephone bills of the Association will continue to be substantial; they are not as high as in years past, since some of the calls are now covered by the Secretary's institution. As in years past, other than the business meeting at MESA, all meetings of the Board are held via conference calls at night.

Charges for equipment rental and laser printing have been eliminated, as the Secretary now has access to a computer and printing facilities. This translates into a projected savings of about \$300 for the year.

The largest increase was in the travel category. This was due to the fact that travel had to be kept to a minimum the year before because of circumstances and time restrictions, rather than budgetary considerations. Because of the surplus thus generated, the expenditures for 1988-1989 were adequately covered, and the Association continues to operate in the black. With the prospect of substantial funding, it is imperative that AATT's finances be reviewed by a certified public accountant even though this will increase our expenses for 'fees' considerably.

**Reports on Projects.** Dr. Stewart-Robinson who directs the 'Ponies' project reported that selections were in place and in-class translations with his advanced students had started. He indicated that a sample 'Pony' would be available for distribution at the end of summer as originally projected.

Dr. Gilson reported that the Pilot Video project could not be started as yet as there had been some delay in the forwarding of funding. Editing on five hours of news on video had been started, and collection and search for suitable video news clips continues.

Dr. Uli Schamiloglu, director of the Grammatical Terminology for the Teaching of Turkish project is on leave in Italy; in his absence, the project remains on hold.

Dr. Gilson reported on the status of the Proficiency Guidelines efforts. A newly revised proposal entitled

**Standards and Guidelines for Competency-Based Turkish Language Instruction** has been submitted to the Department of Education for funding. It was also suggested that the proposal be submitted to other funding agencies in order to enhance funding possibility.

**Fundraising.** Dr. Burrill again took up the issue of fundraising and asked for input from the audience. Dr. Stewart-Robinson proposed that the Turkish businesses in this country ought to be tapped; that they should be educated about the difficulties and efforts in academe on behalf of Turkish Studies, and asked to be more supportive. It was further suggested that a mission statement be drawn up for these people explaining the nature and purpose of Turkish Studies in this country as well as the problems we face.

**New Business.** Next, the results of the election was announced. Ralph Jaeckel and Erika Gilson were the newly elected two Board members.

The newly elected Board is as follows:

W. Andrews	1 year
J. Stewart-Robinson	2 years
E. Gilson	3 years
R. Jaeckel	3 years.

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

The President next asked to form the Nominating Committee for next fall's candidates. One new officer will be elected to replace W. Andrews whose term will expire. Drs. Sarah Atuş and Leslie Peirce were elected to the Nominating Committee.

E. Gilson sought comments on the suggestion she received to create a new membership category of 'Associate'. After a brief discussion, it was felt that for the time being, 'regular' would suffice to accommodate all interested parties.

Because of the lateness of the hour, several items on the Agenda were tabled for discussion during scheduled informal breakfast meetings at the MESA Conference. It was decided, however, that a more suitable hour for the AATT meeting should be sought.

## 2. New Projects and Grants

### Grants Received:

#### Workshop for Proficiency Guideline Development

The CONSORTIUM FOR LANGUAGE TEACHING AND LEARNING has funded \$3,165 for a Workshop on Proficiency Guidelines Development which took place March 9-11 in Princeton.

The objective of the Workshop was the clarification of the issue of Proficiency-Based Language Teaching. The immediate goal was the drafting of a rough set of proficiency

guidelines for Turkish. The participants were the members of the AATT Proficiency Guidelines Working Committee, Erika H. Gilson (Princeton), Ralph Jaeckel (UCLA), Sibel Kamışlı (Columbia), Gülliz Kuruoğlu (Texas at Austin), James Stewart-Robinson (Michigan), Mükrima Onursal (FSI) and as an alternate, Leslie Peirce (Cornell).

**Background and Description.** The most pressing issue today facing teachers of the less commonly taught languages at institutions of higher learning remains the clarification of the issue of 'proficiency'. This has been identified as the top priority item among the teachers of Turkish in the 1986 survey of AATT. It has remained the top priority item, as the issue has not been resolved during the ensuing years. AATT has established a committee for Turkish Proficiency Guidelines Development consisting of a three-member Executive Committee and a six-member Working Committee. The Executive Committee members are Walter Andrews (U. of Washington), Kathleen Burrill (Columbia), and Richard Chambers (Chicago), and the Working Committee members are the six participants of the Princeton Workshop.

AATT had previously organized a workshop on *Guidelines and Standards for Proficiency-Based Teaching of Turkish* at the 1988 MESA Conference, and individual colleagues have attended ACTFL workshops around the country. Yet, although there is a greater awareness and understanding of proficiency-based language instruction, meaningful proficiency guidelines have to be agreed on by the profession so that work may begin to address the needs further established, *i.e.*, setting of a common metric, curriculum design, and development of curricular materials.

**Approach.** The Working Committee attempted to produce during the workshop draft guidelines for Turkish using the generic ACTFL guidelines for the four language skills, speaking, writing, listening, and reading. The resulting draft is intended to be used as a 'sounding board' by the profession, and to initiate concrete, meaningful exploration of the proficiency issue for Turkish—an S-O-V language with distinct acquisition patterns—within the academic setting.

The participants, *i.e.*, the Working Committee, remain active and continue to work on guidelines (see below #3).

## **New Grant Applications:**

### **Matching ITS Funds**

The Association is again applying for matching funds to supplement regular income in order to secure the continuing growth and development of AATT.

As anticipated, the regular membership is increasing at a much smaller rate: there were four new members so that the total stands at 48 regular and 11 student members. We have a core institutional membership of 11; these have been consistently supportive and committed to our goals. The

Executive Board continues its efforts to broaden this institutional support base which would eventually lessen the need to seek matching funds in the coming years.

Although at present income from dues does meet a substantial part of the operating expenses, there is still a great need to continue promotional and exploratory activities, which, without matching funding from the Institute, would have to be eliminated completely.

In order to stress the importance of these activities and the potential benefits to AATT, it should be pointed out that because of the generated visibility and increasing credibility, members of AATT were able to obtain funding from the Ivy League Consortium for Language Teaching and Learning to hold a workshop on the issue of Turkish Proficiency Guidelines (see above). Further, through contacts developed while attending conferences for language teaching professionals, AATT has been offered funding for the Proficiency Guidelines and Teaching Standards project.

In another development directly connected to AATT presence, the Association is on the steering committee of the National Council on Less Commonly Taught Languages, and as such, was instrumental in obtaining a two year grant from the Ford Foundation for the establishment of the National Council (see #6). Thus, very strong representation for the teachers of Turkish at the Council has been assured. Without the visibility which we are afforded by the support from the Institute of Turkish Studies, these developments would not have been possible.

Matching funds are sought at this time again specifically for the following:

**Travel to meetings and consultations.** The new Executive Board again feels very strongly that the Association is not ready at this time to eliminate promotional activities, which have been successful in increasing the visibility of AATT and which, at the same time, provide exposure to Turkish language and literature as well as Turkish Area Studies, and exploratory activities, which stimulate and generate concrete project proposals to be submitted for funding available elsewhere by individual members as well as jointly by the Association.

Expenses in these two categories have been averaging 60% of the total AATT budget. During the 1988-1989 academic year, by providing partial subsidy, we enabled AATT participation in conferences, workshops and meetings of several organizations, such as the National Foreign Language Center in Washington, the Joint National Committee for Languages, the Modern Language Association, and CALICO (Computer Assisted Language Learning and Instruction Consortium). We also subsidized one member to enable him to join the ACTFL workshop for proficiency guidelines for the Less Commonly Taught Languages.

We want to continue to earmark a sizable portion of AATT funds to offer stipends to our membership to encourage such participation in national professional conferences and report to the rest of the members (see #12).

### Promotional Poster for Turkish Studies

AATT has applied to ITS to produce a poster designed to promote and advance Turkish Studies and the teaching of Modern Turkish at institutions of higher learning in North America.

The fact that Turkish Studies and the Turkish language is not receiving the attention it deserves on the American campus, is well known and needs little further elaboration. For a comparison, we note here that the average student count of 250 a year for Turkish is on the par with the student count for Serbo-Croatian. Considering the relative importance and potential contribution of these two languages, it is obvious that Turkish, and Turkish Studies as a field, needs to be better known and advertised on the American campus.

At every annual meeting of the Association, the question of visibility and attracting students to Turkish Studies has been on the agenda. The sense of these discussions has been that a colorful, factual poster would help capture the interest and stimulate curiosity and ideas among students.

The poster will be targeted to the student body on the North American campus. That is, it will seek to address the general student body as well as those already committed to a scholarly career, so that those in business schools or in computer science will be equally challenged. Although general in scope, it will also suggest potential opportunities in banking, business and government.

Mentioned on the poster will be organizations involved in pertinent activities such as TSA, ITS, ARIT, and AATT. The latter will act as the source for further information.

The draft of the poster will be circulated among the membership, the members of the TSA Executive Board, ITS and ARIT for comments and suggestions.

Initially, the following campuses will be singled out for distribution:

- institutions which have a Middle/Near Eastern, Soviet, Balkan, Central Asian Studies concentration or Area Studies Center;
- institutions which have a business school;
- institutions situated in close proximity to areas with an established Turkish-American presence.

### 3. The Proficiency Guidelines Project

#### NSA funds AATT Project on Standards and Guidelines for Competency-Based Turkish Language Instruction

AATT has received funding from NSA to work on proficiency guidelines for Turkish. This is the project for

which we have been unsuccessfully seeking funding from the Department of Education for the last several years.

The contract will allow the Working Committee to meet several times during the next 18 months, with consultants, as needed, to develop draft guidelines and standards which will be distributed for field testing, comment and evaluation to the AATT membership. The membership will receive progress reports at regular intervals throughout the project.

### 4. Student Survey 1989-90

Responses from 14 academic institutions are summarized below:

<b>Total student count:</b>	<b>250</b>
1st year	71
2nd year	38
Advanced	37
Ottoman I	13
Ottoman II	19
Other Turkic	72

Information on Financial Aid/Stipend and Area of Study remains extremely sketchy. Suggestions to improve the Survey and to insure full participation is most welcome.

**Note:** Any member interested to conduct the Student Surveys, and who is willing to be appointed AATT representative to the Data Collection Task Force of the Council on LCTLs, is asked to get in touch with the Secretary.

### 5. Report on Conferences

#### JNCL Delegate Assembly Washington, D.C. March 23-24, 1990

AATT was again invited to send an observer to the Delegate Assembly of the Joint National Committee for Languages, and Erika Gilson was able to attend the opening sessions on March 23.

The first speaker, Representative George Sangmeister, a Democrat from Illinois, spoke to the group about his new bill, the *Global Elementary Education Act of 1990*. Sangmeister began by telling the audience that he had become interested in the issue of foreign language competency following a trip to Turkey. During this trip he met among others with the then Prime Minister Özal and, although Sangmeister himself was unable to communicate with his hosts, he noted that they were able to speak flawless English. At the time, this bill, HR 4144 had 45 co-sponsors. He urged the delegates to write to

their congressmen asking for co-sponsorship.

The next speaker was John Alexander, the new Director of the Center for International Education of the U.S. Department of Education. Alexander noted that his staff was ready to assist people seeking grants and described the programs administered by CIE. He invited language professionals to meet with him should they be in Washington to discuss issues and afford him new outlook into the field. He stressed that both Title VI and Fulbright-Hays needed fresh ideas and—more funding. He sees the CIE's challenging mandate as being the catalyst for the 'internationalization of American education.'

According to Alexander, CIE needs to have greater visibility. He would like to see more emphasis on competency-based testing and more funding for study abroad for teachers to increase their abilities.

The next speakers were Charles Karelis, Director of the *Fund for the Improvement of Post Secondary Education* (FIPSE) and Richard LaPointe, Director of the *Fund for the Improvement and Reform of Schools and Teaching* (FIRST), both funds being administered by the Secretary of Education.

Karelis spoke about the kinds of projects FIPSE is currently funding which include foreign language/international studies. He noted that international education is currently a priority at FIPSE and is likely to remain so for the next three years.

LaPointe explained the purpose of FIRST which has a budget of \$36 million and last year awarded 152 grants. Although the focus up to recently has not included foreign languages, with the increasing emphasis on international education, proposals for innovative foreign language are being encouraged.

The next speaker was Celeste Colgan, Deputy Chair of the *National Endowment for the Humanities*. The emphasis at the Endowment appears also to be 'foreign languages.' NEH has a new foreign language initiative, and according to Colgan, \$2.5 million, five times the current spending level, will be made available to 'renew and invigorate' the foreign language teaching profession. She urged members to call the Endowment and get assistance in preparing grant applications.

## 6. The National Council of the Less Commonly Taught Languages

[*Editor's Note:* The following is from the news release dated April 24, 1990. See also Newsletters 4 and 6 for reports of yearly Council meetings.]

### National Council Receives Major Grant to Support Less Commonly Taught Languages

The National Council of the Less Commonly Taught Languages, based at the National Foreign Language Center at

the Johns Hopkins University in Washington, D.C., announces the receipt of a major grant from the Ford Foundation to strengthen the position of those languages which often fall outside the attention of most Americans: the Less Commonly Taught Languages (LCTLs).

The grant, of approximately \$270,000 for a two year period, will enable the Council to focus on the common problems of languages studies by thousands of American students (such as Chinese, Japanese, and Russian), as well as languages whose students number only in the dozens (such as Lao or Slovak). The grant will make it possible to unite the efforts of established language teaching organizations and specialists from widely scattered institutions. The intent is to ensure the formulation of a national strategy for establishing priorities and addressing problems common to the instruction in these increasingly important world languages.

The Ford grant provides for four major activities which are designed to plan and test a coordinated systemic effort to effect a transformation of the LTCL profession:

- 1) the strengthening of the organizational structures of teachers' associations and of the Council itself;
- 2) the development of workshops for the training of teacher-trainers;
- 3) the design of more standardized and innovative curricula appropriate for learning small-enrollment languages in geographically diverse and dispersed settings;
- 4) the systematic collection of comparable data which can inform policy decisions and program design.

According to Council Vice-Chair Ron Walton, Professor of Chinese at the University of Maryland, College Park, and Deputy Director of the NFLC, historically there has been little joint effort among the LCTLs in solving long-standing problems related to curriculum design and the development of instructional materials: "As a rule, these languages are much more difficult for native English speakers to learn since their linguistic structure and cultural context differ so dramatically from the languages and culture of the Western tradition." Walton notes that the instructional time required for learning some of the LCTLs is as much as three times greater than that for the commonly taught European languages.

Steering Committee member Erika Gilson, Executive Secretary-Treasurer of the American Association of Teachers of Turkish, characterizes the teacher associations as organizational structures that have never really been utilized to their full potential. "We tend to try to resolve many of our field-wide concerns within our own language programs on our own campuses and use the teachers associations as a place to exchange views and report activities. We are now asking our teachers associations to play a more dynamic role, undertake the setting of field-wide priorities, and implement more broadly-based efforts at strengthening language instruction."

The teacher training portion of the grant received particular praise from Steering Committee member Teresita Ramos, Director of the Second Language Teaching and Curriculum Center of the University of Hawaii. "Attracting

and training qualified teachers is a particularly acute problem in the LCTLs given the difficulty of mastering the languages and the scarcity of training programs for non-native as well as native speakers." Dr. Ramos is also the immediate past President of the Consortium of Teachers of Southeast Asian Languages.

The question of needs and priorities of these languages in the United States was addressed by other members of the Steering Committee. Eyamba G. Bokamba, Professor of Linguistics and African Languages, Director of the Program of African Languages, and Acting Director of the Center for African Studies of the University of Illinois at Champaign-Urbana, said: "The languages of over ninety percent of the world's population are studied by approximately two percent Americans. Few of the 1100 African languages are taught in this country, and practically no teaching materials exist for the few, like Swahili, Hausa, and Zulu, which are taught."

Richard Brecht, the Chair of the Steering Committee, Director of Research and Development of the American Council of Teachers of Russian, and Professor of Russian at the University of Maryland, stressed the need for more information: "We need the consistent collection of comparable data on the resources available in these languages and the demands they are all called upon to fulfill. Also needed are empirical data from a broad range of languages on the effectiveness of domestic and study abroad programs."

## 7. Announcements

### POSITIONS

#### Near Eastern/North African Anthropology Position at the University of Michigan

The University of Michigan Department of Anthropology and Center for Near Eastern and North African Studies announce, pending administrative approval, a joint appointment at the assistant professor level on tenure track in Near Eastern/North African ethnology beginning in September 1991. Theoretical specialization is open, but an emphasis on social organization, economic, or political anthropology would be favorably considered.

Course load: four per academic year, including a survey course on the peoples and cultures of the Near East and North Africa. Ph.D. must be completed before employment begins. The University of Michigan is an equal opportunity employer. Address inquiries and applications to: Chair, Near Eastern and North African Ethnology Search Committee, Department of Anthropology, University of Michigan, 1054 Literature, Science, and the Arts Building, Ann Arbor, MI 48109-1382. Completed applications must be received by **January 1, 1991.**

#### Islamic Studies Librarian Position at Washington University

The Olin Library System of Washington University is searching for a full time Islamic Studies Librarian.

The position involves both collection development and cataloging responsibilities for the vernacular portions of the collection. It will also call for close work with faculty members associated with the Center for Islamic Studies.

Washington University is committed to building a strong collection in support of the Center's efforts. Since the collection is relatively new, a significant portion of the person's time will be spent on developing a suitable collection, a rewarding challenge for the appropriate candidate.

The candidate must in addition to having a MLS degree be fluent in one and reading knowledge of two of the following languages: Arabic, Persian, and Turkish.

For further information, contact:  
Personnel Office, Box 1184, Washington University, One Brookings Drive, St. Louis, MO 63130-4899.

### FELLOWSHIPS

#### Middle Eastern Literatures Fellowship at University of 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 in Middle Eastern Literatures on the Ann Arbor campus from September through May 1991-1992.

Fellows will devote their time to writing (in English), translation, and analysis of contemporary belle lettristic literature of the Middle East (Arabic, Hebrew, Persian or Turkish) to make these literatures and the modern values and concerns of Middle Eastern societies accessible to the English-speaking Western world.

The deadline for application is **January 15, 1991.** For information, contact:

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

#### 1991-1992 Fulbright Scholar Program

Fulbright awards are available for Turkey. They are offered for research, lecturing, or a combinations in all disciplines, including Language and Literature, Education,

and English as a Foreign Language. The awards may be for 3 to 10 months between June 1991 and September 1992.

The deadline for Middle East applications is **August 1, 1990**. For further information, contact:  
Council for International Exchange of Scholars  
3400 International Drive, NW, Suite M-500, Box LME,  
Washington, D.C. 20008-3097

## ANNUAL PRIZE

The Turkish Studies Association announces the deadline for the current **Annual \$200 Prize for Best Graduate Student Paper in Turkish Studies** is July 1, 1990.

Any graduate student in Turkish Studies is eligible. This includes anthropology, art, economics, history language, literature, political science, religion, sociology, — or any other discipline

Papers must be submitted in triplicate. There are no page limitations, and no letter from a mentor need accompany the paper. The winner will be notified in time to receive the award at the annual meeting of the Turkish Studies Association in November. The paper, or portions thereof may be published in the TSA Bulletin.

Papers should be submitted to:

Dr. Frank Stone, Chair  
TSA Student Paper Prize Committee  
Box U-93 School of Education  
University of Connecticut  
Storrs, CT 06269-2093

## SUMMER SESSIONS

**Summer Language Consortium (East)  
in Persian and Turkish  
at the Ohio State University  
June 18-August 29, 1990**

Intensive summer courses in Persian and Turkish, sponsored by the member institutions of the Consortium, are again offered during the summer months. All courses are the equivalent of a one year language course (15 credit hours).

**Elementary Turkish:** An intensive study of Turkish at the elementary level. The emphasis will be on the development of listening, speaking, reading, and writing skills.

**Intermediate Turkish:** An intensive study of Turkish at the intermediate level. The emphasis will be on oral proficiency, written expression, and reading comprehension.

**Tuition** is \$730.00 for Ohio residents;  
\$2,093.00 for non-residents;

**Living costs:** about \$650.00 for room only,  
and \$1,350.00 for room and board.

Authorization for fee waivers are available to qualified applicants. For further information, please contact:  
Summer Language Consortium, JaNELL,

The Ohio State University  
256 Cunz Hall, 1841 Millikin Road  
Columbus, OH 43210  
(614) 292-9255

**The Middle East Mosaic  
Middle East Program  
at Portland State University  
June 19-August 24, 1990**

The Consortium of Middle East Centers in the West are offering an expanded Middle East program including intensive language courses in first and second year Turkish.

Tuition is \$90.00 for the first credit and \$45.00 for each additional credit. To obtain a catalog with complete information, contact:

Summer Session Office,  
Portland State University, P.O. Box 751  
Portland, OR 97207  
1-800-547-8887

**Turkish Language and Culture  
at Boğaziçi University  
July 9-August 31, 1990**

Intensive Elementary, Intermediate, Advanced Turkish and Advanced Spoken Turkish are offered in addition to courses and lectures on various aspects of Turkish culture. The program is open to English speaking university students and scholars from all countries.

Tuition is \$1,250.00; room and board \$600.00. For further information, contact:

Prof. Ömür Akyüz  
Summer Program in Turkish  
Boğaziçi University  
80815 Bebek, Istanbul, Turkey

## TÖMER Turkish Language Courses

TÖMER, the *Türkçe Öğretim Merkezi* of Ankara University is conducting throughout the year Turkish language courses at four levels for speakers of other languages.

The summer courses are four weeks long and are offered in Ankara, Istanbul, Izmir, Cyprus, and in different resort areas.

For further information, contact:

TÖMER  
İnönü Cadd., Bağdoları Sok.18  
Gümüşsuyu, Istanbul, Turkey  
011901 152 5154

## CONFERENCES

### **The "Other" Turkey**

A Graduate Student Conference:  
**Difference and the Turkish  
in the Literary Arts**

May 5-6, 1990  
Ohio State University  
Victoria Rowe Holbrook, Director

The "Other" Turkey: a graduate student colloquium exploring configurations of thorniness in Turkish literary and social texts. Its aim is to foster communications among the young scholars of this unique field, and to encourage creative reflection on its future directions and definition. Our topic invites participants to bring a broader range of theoretical approaches to bear in thinking beyond Orientalist and traditional, 'Near Eastern Studies' perceptions of difference in the field of Turkish literary studies.

For further information, contact Dr. Holbrook at JaNELL, 256 Cunz Hall, Columbus, OH 43210 (614) 292-8913.

### **Interact '90**

A Video Teleconference on  
**The Future of Education  
and Technology**

Thursday, May 10, 1990  
7 p.m. to 9 p.m. Eastern

The teleconference will highlight present and future technologies and their uses in the field of education. It will also explore the inevitable social, economic, and political issues which accompany these innovations.

InterAct '90 can be viewed by any institution with a satellite capable of receiving C or Ku bands. The satellite and transponder information will be provided to the conference coordinator two weeks before the event.

Those watching the teleconference will have the opportunity to ask questions of the panel via a toll-free number.

For additional information, contact:  
Interact, California State University at Chico  
Chico, CA 95929-0504

**Sixth Annual Conference  
Development of Effective Interactive  
Instruction Materials  
at the J.W. Marriott in Washington, D.C.  
August 22-24, 1990**

This conference is designed to present current techniques, evaluation methodology, new tools for development and issues in pedagogical design. Presentations will address these topics and related technology issues including Hypermedia applications for courseware

development, graphics design issues, authoring systems implementation and evaluation, and courseware production methods.

**MESA Conference  
November 9-13 in San Antonio, Texas**

Please make plans to attend as this is the only time we are able to hold our meetings. We will hold our annual meeting on the 9th, the day reserved for pre-sessions.

**ACTFL Conference,  
17-19 November in Nashville**

This year's ACTFL Conference has the theme "Professional Priorities: Phase II." Presumably, the conference will pick up where ACTFL 89 left off and work on priorities established at that earlier conference. These conferences are becoming very large gatherings, and include several hundred sessions.

For information, write or call  
ACTFL, 6 Executive Blvd., Upper Level,  
Yonkers, NY, 10701; (914) 963-8830.

**MLA Convention  
27-30 December in Chicago**

This is the largest conference in the country devoted to the study of 'modern languages'. Besides sessions on Applied Linguistics and the Teaching of Language, a cursory glance at the huge program reveals again only one or two sessions which having some bearing on the Middle East:

Advisory Committee on Foreign Language Programs sponsors "Translation of Middle East Classics as Second-Level Discourse: Problems in Selection, Production, Marketing, and Interpretation." Further, a session entitled "Improving Students' Oral Expression in a Foreign Language Introduction to Literature Course: Interactive Methods of Teaching Literature."  
[Please see #12 Ve Saire].

## **8. On Foreign Language Acquisition**

[*Editor's Note:* The following article was submitted by a member of the Association who is a PhD candidate in ESL at Columbia University. It represents a model of how to integrate pronunciation practice and communicative skills. Although problems associated with English /th/ sounds are the focus of attention, the model for a communicative approach to handling pronunciation problems is a valid one, and one from which teachers of Turkish can benefit.]



## Communicative Approach to Teaching Pronunciation

### Introduction

In the history of foreign language instruction the value of teaching pronunciation and ways of teaching it have been the object of dispute and concern among foreign language instructors over the years. Earlier approaches, the grammar translation method and reading-based approach, have considered pronunciation as "irrelevant" to foreign language teaching and claimed it to be a "low" priority skill among the other skills—reading, writing, listening, and speaking. (Bowen 1969, Celce-Murcia in Morley 1987)

These methods were based on the idea that any contact with the foreign culture would be done exclusively through reading. On the other hand, methods following them, that is, the direct method and the audiolingual approach, have viewed pronunciation as one of the important components of oral communication, a skill to be implemented in language classrooms. In classrooms where both of these methods have been applied, pronunciation is presented via teacher modeling which is followed by student repetition. One of the requirements called for teacher models that were native speakers or had a near native-like competency in the language.

From the late 1960s to the early 1980s, however, increasing discontentment with the principles as well as the practices of the direct method and the audiolingual approach to pronunciation caused it once again to be demeaned and eliminated from language teaching environments. (Morley 1987) The common view at the time that an adult could not get rid of a foreign accent also played an important role in the exclusion of pronunciation from foreign language curriculums. That is, although an adult language learner has "extensive discrimination training", "a highly articulate verbal repertory" and "a great deal of control in the language learning process", (s)he cannot master the sound patterns necessary for a native-like pronunciation in the second language. (Scovel 1969, p. 245) Consequently, changes in the models of second language learning as well as the focus in second language teaching occurred. That is, cognitive-code, which is a new approach stressing grammar and vocabulary significantly while at the same time deemphasizing pronunciation, began to be widely applied in classrooms. As a result of this disregard for pronunciation, very few books on pronunciation were published during this period. (Morley 1987)

In the early 1980s, however, Hinofotis and Bailey empirically showed that unless a non-native speaker reaches a threshold level of pronunciation, (s)he will not be able to communicate well orally. (Celce-Murcia in Morley 1987) This is true despite her/his competency in other skill areas. Hinofotis and Bailey's claim led to a renewal of interest in the learning and teaching of pronunciation in foreign language environments. Consequently, the concentration moved to "communicative competencies", "language functions", "task-based methodologies", and "realism" as well as "authenticity" in activities and materials. (Morley

1987) Language instructors using this communicative approach have been trying to find ways of implementing pronunciation into communicative language teaching environments. In the TESOL Convention, "Current Perspectives on Pronunciation: Practices Anchored in Theory" which was held in New York City March 8, 1985, certain principles in the teaching of pronunciation in English as a Second Language (ESL) classrooms were established.

These principles which might be used in the teaching of pronunciation of other languages are as follow:

1. A focus on working with pronunciation as an integral part of, not apart from, oral communication.
2. A focus on the primary importance of suprasegmentals (i. e. stress, rhythm, intonation, etc.) and how they are used to communicate meaning, with a secondary importance assigned to segmentals (i. e. vowel and consonant sounds).
3. A special focus on syllable structure, linking (both within words and across word boundaries), phrase-group divisions (thought group chunking and pausing), phrasal stress and rhythm patterns.
4. Learner involvement in the learning/teaching process including speech awareness and self-monitoring.
5. Meaningful practice set in speech activities suited to the communication styles in the learners' real life situations.
6. A focus on providing speech modeling that is natural and contextual, and avoiding hypercorrect or "foreigner-talk" modeling.  
(Morley 1987, Preface)

The focus of this paper will be to develop a lesson plan for teaching how to pronounce words which are orthographically written with *-th*. This teaching objective will be embedded in situations which will be related to students' interests and experiences; materials will be authentic and realistic; and the students' attention will be focused on the content rather than the form of the message. (Bowen 1969) The communicative tasks, e. g. problem-solving, game activities and role playing, which will evoke meaningful interactions between and among students, and which are used to teach other skill areas—locating places to visit, talking about your family, getting around in New York—will be used to teach pronunciation communicatively. (Celce-Murcia in Morley 1987)

### Lesson Plan New York, the Big Apple I. Teaching /θ/ Sound

Students - Low intermediate level ESL students who are enrolled in the American Language Program (ALP) of Columbia University, New York. The students learn English in order to pursue their (under)graduate studies in

any of the American universities in the United States or use the language for various matters, e.g., business, education upon their return to their country. Most of them have recently arrived in New York, the Big Apple, therefore, they do not know much about the city.

**Purpose** - To achieve a near native-like accuracy in producing words which contain a /θ/ sound by locating places to visit and learning more about New York.

**Procedure A** - Students initially listen to the first part of a dialogue on tape between Yuriko and Yoshiko, two female Japanese students from Tokyo studying at the ALP. Yuriko is distressed because she really thinks that she is not benefiting much from being in New York, the Big Apple.

**Procedure B** - The teacher passes around the written version of the first part of the dialogue between Yuriko and Yoshiko and lets the students listen to the conversation once more, while following along.

**Procedure C** - The teacher asks the students whether they feel the same as Yuriko and Yoshiko about not knowing the places to visit in New York. After getting their responses, (s)he shows postcards of New York tourist sights to the class and keeps a list of the places that the students have visited so far. Example:

<b>Places</b>	(+)	(-)
The United Nations	(+)	
The Bronx Zoo		(-)
Lincoln Center	(+)	
The Village		(-)

**Procedure D** - The teacher plays the second part of the dialogue. Then as a class, they brainstorm about the places that Yuriko and Yoshiko can go to in New York. They might come up with the following ideas:

**Places to Visit in the Big Apple**

- 1) Parks
- 2) Entertainment: Performance Centers, Broadway and Off-Broadway Theaters, Night Clubs, and Movies
- 3) Libraries
- 4) Museums
- 5) Churches
- 6) Interesting Places
- 7) Shopping Areas

Then, according to the places that the individual students are interested in visiting, the teacher puts them into groups of 3-5 students. Each group is responsible for writing down the names of the places and their locations that they believe Yuriko and Yoshiko can visit while in New York. The students should consult the map of New York and the NYNEX Yellow Pages for addresses. (Additional instructions on how to use these resources might be necessary.)

**Procedure E** - The teacher hands them a calendar of April and asks the students in pairs to use a list of places and locations that they have prepared to report on the places that Yuriko and Yoshiko should go to on Thursdays, when they

do not have classes. This activity should be done in pairs, since students will be required to report where they think Yuriko and Yoshiko should go. They should employ the following format, which gives them the flexibility of filling in the blanks:

On Thursday, April \_\_\_\_\_ (date) Yuriko and Yoshiko can go to \_\_\_\_\_ (place) which is on \_\_\_\_\_ (location). Then they can go to \_\_\_\_\_ (place) which is near \_\_\_\_\_ (place). \_\_\_\_\_ (place) is on \_\_\_\_\_ (location). Finally they can spend the rest of the day \_\_\_\_\_ (place/activity).

Students should take turns reporting their suggestions to the class. Perhaps each student can read one sentence at a time.

**Procedure F** - In order to provide further practice in their productive skills, the teacher hands out to each student in a pair a couple of flashcards. On one side of these flashcards a question is asked about the location of a place while on the reverse side an answer is given. Student A asks the question written on the flashcard, student B answers by using the map of New York.

**Grandmother, Grandfather etc.: Family Relations**  
**II. Teaching /ð/ Sound**

**Purpose** - To achieve a near native-like accuracy in producing words which consist of a /ð/ sound by talking about family relations.

**Procedure A** - First the students listen to "Sue" who talks about her family on the tape. Then the teacher passes out a blank family tree. The teacher asks the students to fill in Sue's family tree as they listen to the tape a second time.

**Procedure B** - The teacher asks the students to get in pairs and to compare and discuss Sue's family tree that the students have come up with. After a certain period of time, the teacher with the help of the class draws Sue's family tree on the blackboard.

**Procedure C** - Showing the class pictures of her/his grandparents, parents, brothers and sisters, the teacher talks about her/his own family. Then (s)he asks the students to write about what they heard and understood about her/his family. After the students get into pairs, they discuss and compare their passages about what they have written about their teacher's family.

**Procedure D** - First the teacher gives the students a blank family tree and asks them to fill it in with their family members. Then (s)he asks them to write a short passage about their family. Providing the following format, (s)he asks them to complete the sentences that are relevant to them:

My grandfather on my father's side \_\_\_\_\_ (name) was born in \_\_\_\_\_ (country) \_\_\_\_\_ (year). His family was \_\_\_\_\_ (nationality). My grandfather was \_\_\_\_\_ (youngest/middle/oldest) child of his family. With my grandmother \_\_\_\_\_ (name), they worked very hard to raise a family.

My mother's family is \_\_\_\_\_ (nationality). My grandfather on my mother's side \_\_\_\_\_ (name) was born in

\_\_\_\_\_ (country) \_\_\_\_\_ (year). His family was \_\_\_\_\_ (nationality). My grandfather was \_\_\_\_\_ (youngest/middle/oldest) child of his family. With my grandmother \_\_\_\_\_ (name), they worked very hard to raise a family.

My mother met my father \_\_\_\_\_ (place or country). Soon after they met, my father proposed to my mother and they got married. First my brother/sister \_\_\_\_\_ (name) was born. Then I was born. Now we live in \_\_\_\_\_ (place/country).

Finally, each student talks about her/his family within the framework of the passage. As (s)he gives her/his report, (s)he shows her/his family tree to the class.

### New York, the Big Apple and Family Relations III. Contrasting /θ/ and /θ̥/ Sounds

**Purpose** - To show the difference in pronunciation of words with sounds /θ/ and /θ̥/ although their spelling is the same.

**Procedure A** - The teacher gives the written version of Sue's monologue to the class and the following exercise. Then (s)he asks the students to fill in the blanks according to Sue's monologue. Using the map of New York, the students guess where Sue's grandparents and her family might live. They also locate her school as well as her brothers'. The teacher should point out that there is no right or wrong answer. In addition, (s)he can emphasize that the blanks should be filled with street and avenue numbers.

#### Exercise

1. Grandmother Sue and grandfather Ethan live near Lincoln Center. Lincoln Center is on \_\_\_\_\_.

(Street/Avenue #). Grandmother Sue and grandfather Ethan may live in an apartment on 64th Street and 10th Avenue or \_\_\_\_\_ (Street/Avenue #) or \_\_\_\_\_ (Street/Avenue #).

2) Grandmother Jane and grandfather Horton live near the Empire State Building. The Empire State Building is on \_\_\_\_\_.

(Street/ Avenue #) Grandmother Jane and grandfather Horton may live in an apartment on \_\_\_\_\_ (Street/Avenue #) or \_\_\_\_\_ (Street/ Avenue #).

3) Sue's family lives near the United Nations Plaza which is on \_\_\_\_\_ (Street/ Avenue #) They may live on \_\_\_\_\_ (Street/ Avenue #) or \_\_\_\_\_ (Street/Avenue #)

4) Sue's brother George's school, Columbia College is on \_\_\_\_\_ (Street/Avenue #)

5) Sue's brother Ethan's school, Baruch College is on \_\_\_\_\_ (Street/Avenue #)

6) Sue's school, Hunter College is on \_\_\_\_\_ (Street/Avenue #)

**Procedure B** - The teacher asks the students to make a list of the words written with -th in the above exercise, Procedure A. Then (s)he writes one of the students list on

the blackboard. Then (s)he takes two words and pronounces them. After that (s)he asks the students whether they sound the "same" or "different". According to their response, (s)he puts them into two groups. The students may come up with the following list:

**Group A**  
grandmother  
grandfather

**Group B**  
64th Street  
110th Street

**Procedure C** - The teacher asks the students why they grouped the words like grandmother and grandfather under Group A, but 64th and 110th under Group B. Students may come up with a generalization like the following: The words under Group A have more of a /d/ sound while the words under Group B sound like more /t/. Then (s)he gives a similar explanation based on Prator and Robinett's book Manual of American English Pronunciation. (1985):

The consonants /θ/ and /θ̥/ form a voiced-voiceless pair. While the former is voiced, the latter is voiceless. Both sounds are produced when the cutting edges of upper and lower teeth are lined up and brought closer without touching each other. The tongue moves towards the slit-like opening between the upper and lower teeth. When the tip of the tongue touches the back of both sets of teeth lightly, it stops. In the production of /θ/ in both initial and final position, the air escapes between the tongue and teeth with a fair amount of pressure. The /θ̥/-sound is the noise of this air escaping through the narrow passage. In the production of the /θ̥/-sound, because of less pressure, less sound is heard of the escaping air. The /θ̥/-sound is produced by the vibration of the vocal cords.

The teacher's explanation should be accompanied with lots of demonstrations in which the students participate. Finally the teacher gives the students a blank 'Sammy' [drawing of a model's head and throat, with points of articulations clearly indicated] which shows how similarly these sounds are formed.

### Concert Halls/Math Grade Results

#### IV. Spelling

**Purpose** - To indicate the difference in spelling of ordinal numbers in multiples of 10, starting with 20 ending with 90.

**Procedure A** - The teacher announces the important events taking place that week and asks the students which one of those events they would be interested in doing. Then, according to the events that the individual students are interested in doing, the teacher puts them into three groups.

Concert Halls	Event	Group
Carnegie Hall	Romeo and Juliet	A
Met. Opera	Madam Butterfly	B
A. Fisher Hall	Mozart Festival	C

(S)he hands out the seating chart of Carnegie Hall to Group A, Metropolitan Opera House to Group B and Avery Fisher Hall to Group C. (S)he can obtain these charts from the NYNEX Yellow Pages.

**Procedure B** - (S)he asks the students in each group to get in pairs and role-play. Student A is the customer while student B is the ticket seller at the box office. First in pairs they complete the following dialogue provided by the teacher. The teacher should mention that only available seats on the chart are shown with a dot. In addition (s)he should ask the students to spell out all the ordinal numbers mentioned in the dialogue.

(Customer goes to the box office of \_\_\_\_\_ (place) which is on \_\_\_\_\_ (location) to get tickets for \_\_\_\_\_ (event)

Ticket Seller: Sir/Madam, may I help you?

Customer: Yes. I want \_\_\_\_\_ (# of tickets) matinee tickets for the \_\_\_\_\_ (event).

Ticket Seller: For what day? We have tickets only for the 20th or 30th of December.

Customer: For Thursday the \_\_\_\_\_ (date), please.

Ticket Seller (looking at the seating chart): The only available seats are on Row \_\_\_\_\_ and \_\_\_\_\_.

Customer: How many rows away from the stage is Row \_\_\_\_\_? Row \_\_\_\_\_?

Ticket Seller: Row \_\_\_\_\_ is the \_\_\_\_\_ (ordinal number) from the front. Row \_\_\_\_\_ is the \_\_\_\_\_ (ordinal number) row from the front.

**Procedure C** - The teacher asks the students to go over the dialogue, make a list of the ordinal numbers and spell them out. Then (s)he asks whether they note, in the dialogue, any difference in the spelling of ordinal numbers. The students may have recognized that to change the cardinal numbers which are in multiples of 10, starting with 20 and ending with 90, to ordinal numbers, it is necessary to drop "y" and add "ieth". The teacher may simplify this rule as follows: Cardinal Number (base) + suffix -ty → Ordinal Number (base)+ieth.

**Procedure D** - To provide further practice with these numbers, the teacher gives out the math test results of juniors studying at Newbury Junior High School. Then the teacher asks the students to role-play. That is, student A becomes Mr. Smith, the principal of Newbury Junior High School. He wants to learn from student B or Mr. Jones, the math teacher how the students did on the math test. The teacher writes down the questions that Mr. Smith might ask Mr. Jones:

1) In what percentile are those students who received a grade of \_\_\_\_\_?

2) In what percentile are the majority of students?

3) In what percentile are the least number of students?

Students in pairs write a dialogue between Mr. Smith and Mr. Jones which answer the above-stated questions. The teacher instructs the students to give the numerical percentile and also write it out enclosed in parentheses. Then they role-play in front of the class.

**Procedure E** - The teacher asks each student to write a letter to Mr. Thackeray, the principal of Riverdale High School asking for admission to the 1990-91 academic year. The teacher reminds the students to include their percentile ranking on the math test in their letter to the principal. (S)he

asks them to spell out their numerical percentile as well as enclose the number in parentheses.

### Concluding Assignment

1) Choose one of the following situations.

**Situation A:** A student who is accepted to Boston University wants to hire a truck to have her/his stuff moved to Boston.

**Situation B:** A student who wants to rent a computer. Depending on the situation of choice, find the locations of the moving companies or computer rental services and write the information down. Consult NYNEX Yellow Pages, if necessary. Put it in such a format as to report to the class.

2) Interview and tape a close friend or neighbor about their family. Then draw their family tree.

3) Using a Manhattan Bus Map, write down what buses run to 20th, 30th, 40th, 150th.

### Conclusion

The history of foreign language teaching reveals that the amount of time and attention given to teaching pronunciation in foreign language classes, especially in English as a Second Language classrooms, has varied significantly over the years. Some approaches (*i. e.* the grammar translation method, reading-based approach and cognitive-code approach) de-emphasized pronunciation. On the other hand, the direct method and the audiolingual approach viewed pronunciation as one of the important components of oral communication. The most recent approach, communicative, in addition to paying explicit attention to pronunciation has made radical changes in ways of teaching it. This lesson plan is designed according to the principles of this latter approach, especially as presented by Marianne Celce-Murcia and Joan Morley. As is suggested by Marianne Celce-Murcia (in Morley 1987), contexts where the -th sound naturally occurs are found; communicative tasks that embody the words with this sound are developed; and finally, exercises which recycle the target sound are prepared. Instructors of any foreign language can also apply these principles in teaching pronunciation to second language learners.

Sibel Kamışlı  
Teachers College  
Columbia University

### References

Bowen, J. D. (1972). 'Contextualizing Pronunciation Practice in the ESOL Classroom.' *TESOL Quarterly*, 6 (1), 83-94.

Celce-Murcia, M. (1987). 'Teaching Pronunciation as

Communication.' In J. Morley (Ed.) *Current Perspectives on Pronunciation: Practices Anchored in Theory*. Washington, D. C.: Teachers of English to Speakers of Other Languages.

Morley, J. (1987). *Current Perspectives on Pronunciation: Practices Anchored in Theory*. Washington, D. C.: Teachers of English to Speakers of Other Languages.

Prator, C. H. & Robinett, B. W. (1985). *Manual of American English Pronunciation*. Fourth Edition. New York: Holt, Rinehart and Winston.

Scovel, T. (1969). 'Foreign Accents: Language Acquisition and Cerebral Dominance.' *Language Learning*, 19 (3 & 4), p. 245-254.

## 9. Textbook Reviews

[*Editor's Note:* AATT would like to be able to offer regularly reviews and discussions of teaching resources. Members are encouraged to submit their reviews, or comments on teaching resources they are using, for this column.

The following review of Sebüktekin was submitted by Dr. Sumru Özsoy, Boğaziçi University. The book is being used at Boğaziçi in their Turkish program.]

**Sebüktekin, Hikmet. 1969.**  
***Turkish for Foreigners.*** University of Michigan Publications and Distribution Service.

### 1. General

Few language books that aim at teaching the spoken form of the language actually achieve this end. Sebüktekin's *Turkish for Foreigners* is one book that undertakes this task and accomplishes it with utmost success. With maximal exposure to the actual forms of spoken Turkish, ample drilling of the patterns and minimal grammar discussion, *Turkish for Foreigners* develops speaking proficiency with great ease and effectiveness. It has been observed, not only by instructors who have used the book but also by learners of different linguistic backgrounds, that the transfer of the structures and idioms introduced in the book to the actual real-life contexts is in fact an immediate, smooth and painless process, as well as being very enjoyable and self-fulfilling on the part of the learner.

The book reflects the long years of experience of the author as a foreign language teacher and as instructor of Turkish as a foreign language. The author's training in linguistics and the methodology of teaching a language to foreign speakers as well as his first hand experience as a language teacher and his inherent familiarity with the culture and the language have culminated in a textbook which

presents and provides extensive practice with the Turkish grammar. The book is basically a two-volume textbook, the first of which is available in print. Prior to publication, the volume was tried for two years at the University of Michigan, and has since been revised minimally twice.

Some of the strengths of the book can be summarized as follows: (i) grammar drills not only implicitly reinforce the pattern but also incorporate the exceptions--marked with pointers as such--so that the learning process of the pattern is complete; (ii) each pattern is given in a frame which not only illustrates the structure but also provides a basis for quick review; (iii) each drill provides extensive opportunity for practice (20-25 items per drill); (iv) the build-up process of vocabulary and grammar is gradual with each item being incorporated into succeeding dialogues and drills; (v) spoken, rather than literary, form of the language is reinforced.

The book introduces mostly, but not exclusively, the features of the basic simple sentence patterns in Turkish, hence it is mainly a book for beginning level learners. However, it provides extensive review material for more advanced levels and can be used to enhance speaking proficiency at any level. High frequency complex structures like [-mEk iste-] and [-mEk+yE çalış-] are also drilled. The textbook is aimed at college level instruction and can be used within a semester of a one-year semi-intensive course with six to ten hours of instruction per week. It can also be very easily adopted for a high-intensity language program, as has been done, among others, in the summer programs of Turkish language and culture at Boğaziçi University for the past 8 years.

The textbook consists of 24 lessons, every sixth lesson being a review lesson. A regular lesson consists of the following main parts:

Dialogue	introduces in context all, but not only, the grammatical structures to be treated in that lesson;
Vocabulary	expands vocabulary introduced in dialogues by providing related items;
Pronunciation	provides extensive pronunciation drills on phonological points that are especially problematic for English speakers;
Grammar	briefly discusses and gives illustrative examples of grammar points and provides extensive drills on individual structures;
Conversation	provides short interchanges reviewing the patterns and vocabulary introduced in the lesson.

### 2 Turkish for Foreigners

In the following section, several features of the book will be briefly discussed to familiarize the reader with its methodology and the other properties.

#### 2.a. Phonetic Transcription/Orthography

The most striking feature of the book is the orthographic presentation of the material. Since the book aims at teaching

spoken Turkish, it presents the inherent features of the spoken form of the language through phonetic transcription. The first 12 lessons of the book are written in phonetic transcription which reflects not only the intonation patterns of the various sentence structures in Turkish but also the fast speech rules which delete [ne yapıyorsun>n'apıyosun], assimilate [şimdi>şindi], etc. sounds in spoken Turkish.

## 2.b. Review Lessons

Every sixth lesson is a review lesson which provides an opportunity for further practice. Additional drills on all grammar points introduced in the previous lessons are provided. (i) Review lessons start with conversational drills which further reinforce the basic conversational patterns.(ii) These are followed by a number of conversion drills. (iii) The third section consists of two translation exercises in the form of dialogue. In each of the dialogues the alternating roles are given in English to be translated into Turkish.

## 2.c. Structure of Lessons

### Dialogues

Each lesson starts with a dialogue which contextualizes and presents in a communicative manner the vocabulary and structures of the lesson. These simulate real-life situations and reflect the use of Turkish in various cultural contexts. The dialogues are intended to be internalized by the students through choral and individual repetition modeling by the teacher so as to reinforce/facilitate unconscious production of the patterns introduced.

### Drills

Grammar drills, devised according to the principles of the audio-lingual approach, aim at teaching the patterns through habit-formation.

There are three basic drill types:

- substitution
- conversion
- conversational.

### Substitution Drills

These aim at developing unconscious production of the patterns drilled through repetition of the basic sentence structure with minimal change each time. The drills involve substitution of one form--word or morpheme--in a given pattern. Most drills involve single substitution; but there are also drills in which more than one item may be substituted. In these cases, the substitution is built up, *i.e.*, it is always made in the immediately preceding sentence. The target of substitution is underlined in the example sentence. Targets of possible adjustments that need to be made according to the nature of substitution are also indicated by underlining.

### Conversion Drills

These aim at teaching the interrelationships between the various syntactic structures of the language. There are two types of conversion drills: (i) those that involve the conversion of the basic sentence into the target structure indicated in the example, (ii) those that give a set of clues

indicating the type of conversion to be done.

### Conversation Drills

These provide further practice of the grammar and vocabulary presented in the lesson. They are minimal dialogues—2 or 3 exchanges—where each exchange differs from the previous one by one substitution form. Since these drills are meant mainly as review drills, they provide the students with an opportunity to role-play and act out exchanges in simulated contexts.

### Vocabulary

Each vocabulary item is first introduced in context. The 'new words' section expands vocabulary by introducing related items. Each lesson roughly introduces 25-50 new words, the number averaging about 1000 for the whole book. The number in fact far exceeds this, considering the number of derivational suffixes treated in the book. Each vocabulary item is incorporated into the drills and dialogues of the succeeding lessons at regular intervals so that all the words become part of the active vocabulary of the learners.

### Pronunciation

These drills, found in the first 17 lessons of the book, are devised to help the students acquire skill in producing the sounds and sound patterns of Turkish. There are 5 different types of pronunciation drills, several of which are used in each lesson:

- (i) listening and repetition drills—a list of words with the sound(s) being practiced is presented by the teacher and repeated chorally and individually by the students;
- (ii) listening, repetition and contrast drills—students are expected to listen to, repeat and identify the sounds being contrasted ;
- (iii) addition drills—morphophonemic alternations arising as a result of suffixation are introduced and drilled extensively to reinforce consciousness of the alternations and enhance production;
- (iv) recognition drills—students are asked to recognize the various sounds; the aim of the drill is basically to teach listening comprehension;
- (v) contrast drills—these aim at facilitating the recognition and production of various sounds that are potentially problematic particularly for English speaking learners.

## 3. Conclusion

### 3.a. A Word of Caution

One or two words of caution to those instructors who have not received any linguistic or methodological training in teaching foreign languages: the book reflects the linguistic features and cultural aspects of the years it was written in, *i.e.*, some of the information, *e.g.*, fares and prices, as well as some of the idioms, is outdated. These changes, however, have been found to be very effective in providing material for spontaneous conversations in class.

A second feature of the book that might cause problems for non-trained instructors is the phonetic transcription adhered to in the first half of the book. Although highly

unlikely, if it is the case that the transcription is found to be detrimental to teaching, it should be remembered that it is always possible to type the dialogues in regular orthography and distribute that version to the students.

### 3.b. Last Comment

On the whole, it is the opinion of the reviewer that *Turkish for Foreigners* is a book which is very difficult to be excelled in its effectiveness in accomplishing the task it undertakes—to teach Turkish as a live, dynamic language which is used as a means of communication on a daily basis by its native speakers.

Sumru Özsoy  
Boğaziçi University, Istanbul

### Galin, Müge *Turkish Sampler: Writings for All Readers*, Indiana University Turkish Series VII

It is a pleasure to welcome a new and rather novel reader for use in Turkish language classes. Müge Galin of the Department of Judaic and Near Eastern Languages and Literatures at the Ohio State University has just published her *Turkish Sampler: Writings for All Readers*. It represents the seventh of the Indiana University Turkish Studies series and may be obtained from Turkish Studies, 143 Goodbody Hall, Indiana University, Bloomington, IN 47405 at a cost of \$19.25.

The immediate and primary use to which one may put this sampler is to provide the students with finished and varied samples of the disjointed and dry formulations that normally constitutes their bland fare in at least the first half of first year Turkish. Generally speaking, however, it will prove very useful as a series of progressively harder exercises in a practicum in reading, understanding and self-expression, both orally and in writing, in the language. At this point, late in first year and then throughout second year as recommended by the author, the students are afforded the opportunity of increasing, deepening and widening their proficiency in Turkish through the medium of tastefully selected pieces of Turkish literature, predominantly of the modern period.

Each selection is an independent unit and is identified within four different levels of difficulty from 'çok kolay' to 'zor.' Users of this book will probably disagree with Ms. Galin with regard to her classification of each or some of the over fifty lessons, or 'selections' as named by the author. In which event, let me strongly suggest that the arrangement of the book lends itself easily to a re-ordering of the lessons without doing any damage to the primary value of the sampler. The selected pieces range from Hoca anecdotes and short stories by Ömer Seyfettin and Sabahattin Ali to excerpts from plays by Namık Kemal and Ağaloğlu in prose, as well as much poetry from the folk poets such as Yunus Emre and Karacaoğlan to the more modern Nazım Hikmet and Orhan Veli. The user, it is to be hoped, will find the variety and the

choices made in the selections appropriate and sufficiently representative.

The organization of each of the units in the Sampler is based on a fairly consistent pattern as follows:

1. An Introduction, in English, giving essential information on the form or genre of the literary material that is being presented, on the use to which it may be put, on the background to the piece such as the circumstances that may have triggered its creation, on the national event for which it was written, etc. There are normally short but telling biographies of the writers including their place in Turkish literature as well as the titles of their more important writings.

2. This is usually followed by a short paragraph, this time in Turkish, that sets the selected excerpt or poem or complete short story in its literary or social context and that gives other information necessary for the understanding of the text.

3. The text itself with the above 'lead in' as an introduction is then placed before the reader. The text, we are told, is the version that is found in the source.

4. The 'Notes' that come next are numerous footnotes supplying the reader with translations of metaphors, grammatical compounds, terms, etc. The author is very generous with these.

5. Then come Questions on the text in Turkish and that can be answered orally or in writing Turkish and a Worksheet which solicits the readers' thoughts on certain parts of the text. The Exercise portion of the unit ends with a request to look up the meanings of certain expressions and then use them in a sentence.

This book has the necessary appendages to make it a self-sustained and self-sufficient work book: It has a glossary enriched by the inclusion of derived forms of words and guidance in the use of verbs as regards the cases they govern. A very brief but practicable table of grammatical points is followed by a list of all the works consulted by the author in her preparation of the Sampler. A Bibliography of English translations of available works by the authors included in the anthology or works that have some bearing on the selected texts precedes an Index limited to authors, titles, etc.

This *Turkish Sampler* is indeed '... for all readers.' Its use need not be restricted to the classroom or tutorial. In addition to serving students proceeding through academic programs, it can be of use to those who have received an intensive course in the language, for whatever purpose, and have to continue on their own. It is organized in a way that makes working through it easy and a pleasure while facilitating the readers' progress in reading and understanding written Turkish. It also gives them a rare opportunity of savoring a variety of Turkish literature. It cannot be said that this new addition to the existing Turkish texts teaches that functional ability in the language to become proficient for day-to-day survival in the early stages of the acquisition of competence, but it will surely increase the reading and comprehension of rather literate Turkish by students of all ages who will take the trouble to 'sample' all parts of it.

Teachers of Turkish, like many of the teachers of foreign



languages have a tendency to dismiss or be overly-critical, at least in private, of most grammars, readers, work-books, etc. For a change, I would urge my colleagues and all our students to try this latest reader before judging it. I believe Müge Galin deserves our thanks, appreciation and gratitude.

James Stewart-Robinson  
University of Michigan

## 10. New Teaching and Learning Aids and Resources

### \* LEARNER'S DICTIONARY: Progress Report

Ralph Jaeckel, UCLA, reports that a second draft of *A Basic Turkish-English Vocabulary: Verbs*, a step towards a Learner's Dictionary of Turkish for Speakers of English, will be ready for the comments of colleagues by the end of June of this year [see *A Preliminary Report on a Learner's Dictionary for Turkish*, AATT Newsletter No. 5, Spring 1989, 4-12. for a full description of the project].

The forthcoming version, having profited from extensive reader feed back, differs substantially from the preliminary draft, circulated in fall 1988. It includes a considerable number of new entries thus expanding the coverage of the word 'basic' as used in the title to include items needed by students at higher levels of proficiency.

In addition, in response to reader requests, the composition of most entry verbs [component nouns and suffixes] is now shown. While the preliminary draft consisted of only the Turkish-English Vocabulary, the new draft includes two entirely new sections: an English-Turkish Index and an English-Turkish Thesaurus. Cross-referencing has also been expanded in the Turkish-English section and is a feature of the new English-Turkish index as well.

The format is entirely new and laser writer rather than image writer fonts have been used. Further font changes to facilitate use are anticipated. Various possibilities for adapting the vocabulary for computer learning applications are now being explored. New reader check sheets will be sent to readers. We hope to have students using the work by fall 1990.

For further information write  
Ralph Jaeckel,  
Department of Near Eastern Languages and Cultures,  
University of California, 405 Hilgard Avenue,  
Los Angeles, California 90024.

### \* HYPERMAGAZIN

#### A Turkish 'Hypertext'

The first issue of the Turkish HyperMagazine is now available. This HyperCard stack contains about 150 digitally recorded Turkish words, spoken by a native speaker. Also included is a *Suffix Database*, a 1000-word dictionary, a grammar reference section, and a flashcard-like program.

As the reader reads through the "magazine", he/she can see definitions and the breakdown of composite words into root word and suffixes, by simply clicking on a button called **translate**. Similarly, the reader can hear the pronunciation of Turkish words, including suffixed words.

Since this is the first issue of Level I, no prior knowledge of Turkish is assumed. There are many interactive drills and fun exercises that the student can use throughout the magazine to reinforce what is being learned. Examples are matchups (match column A to column B), audio drills, and crossword puzzles.

Some of the topics introduced in the first issue of the Magazine are the alphabet, pronunciation, vowel harmony, possessive and case endings, verbs, present tense, past tense, and a few others. The result is that the student will be able to read the simple story at the end (which is also interactive).

The Turkish HyperMagazine is intended to be an interactive Turkish reader. Each issue of Level I will increase in difficulty up to some proficiency. (Note that only the first issue is completed at this time.) Level II, which is the heart of the project, will be more like a typical magazine with articles, interviews, news, recipes, etc. The advantage over ordinary magazines, however, is that the reader has instant access to word definitions, grammar, and root-suffix decomposition. This will allow the reader to venture into new literary territory without fear of getting stuck or becoming discouraged. Rather, learning new vocabulary and grammar will be fostered, and regular reading will help students maintain their skills after formal studies.

A hard disk and HyperCard 1.2.1 or higher is required with System 6.0.3 recommended. Find out for yourself how powerful computer aided instruction can be.

To receive the first issue on two diskettes, send \$25.00 to Douglas Ivers, 1027 Plantation Drive, Cary, NC 27511.

Douglas Ivers  
Cary, NC

### \* Türkçe Konuşalım: Textbook for Intermediate Turkish

Dr. Sumru Özsoy, Boğaziçi University, has announced that she is working on a textbook for a Turkish course at the intermediate level. The course was developed at Boğaziçi, and has been used during the summer sessions there.



A more detailed report will appear in the next AATT Newsletter.

### \* Experiment in Teaching with Limited Vocabulary

In the 1990 Summer Consortium in Turkish which will take place at Ohio State University, I am planning to use AATT's basic vocabulary for the teaching of elementary Turkish. I intend to introduce about 100 words per week and cover the most important grammar points in the first four weeks of the program.

The students will be given only the primary meanings of this limited vocabulary. They will be asked to generate new words through the use of suffixes and will be encouraged to use this expanded vocabulary in all written and oral exercises in developing the four basic skills.

In the following six weeks of the course we will begin using Mehmet Hengirmen's *Türkçe Öğreniyoruz* mainly to improve the students' reading, pronunciation and translating skills while continuing to use half the class time in the same fashion as before.

Sevinç Yegülalp  
Columbia University

## 11. Reports and Concerns from the Field

### Proficiency Based Teaching: The Shrinking of Turkish Studies and the Death of Turkish Literature

Student-centered, proficiency-based teaching of foreign language stems from a methodology that focuses on the use of language and linguistic strategies to cope with real-life situations, evaluated according to a progression of steps or levels ascending to native ability. It purports to contrast with prior methodologies, focused on mastery of rules rather than coping skills, that emphasized learning grammatical patterns from which responses to particular situations could be generated. The relative merits of these methodologies are a matter of some debate and will not be taken up in this account. It is sufficient to point out that proficiency-based teaching has the powerful support of major associations of language teachers and the Office of Education which has chosen to use its granting discretion to force applicant institutions to implement proficiency-based teaching.

The impetus behind the drive to promote proficiency-based teaching comes from a number of sources, important among them:

1. The desire of full-time language teachers from large language programs (where full-time language teachers are the

norm) to professionalize their activities by constituting them as a methodology with its own scholarly status comparable to that of their more highly rewarded colleagues in literature and linguistics.

2. The belief based on the experience of institutions such as the Defense Language Institute, the Foreign Service Institute, and a number of universities that this is a superior methodology.

3. The confluence of these two factors with a crusade on the part of a now well-known professor in the social sciences, whose inability to learn languages was self-attributed to failures on the part of traditional teaching methodologies and who, without any experience of language teaching whatsoever, was able to convince the United States government to support his personal plan for reforming language teaching in this country.

It is significant that at no point in the process of evaluating the promotion of proficiency-based teaching did anyone seriously consider what the impact might be on language programs in the so-called less commonly taught languages (LCTs). In this regard, it is necessary to consider a few general features of proficiency-based teaching that have nothing to do with its efficacy as a teaching method. Foremost among these facts is the fact that it is a highly labor intensive method. The constant production of real-life situations, the integration of pattern acquisition with the varied and particular learning styles of individual students, and the regular need to produce supplementary materials to increase out-of-class time on task all require many, many hours of teacher time beyond what is required by the more traditional textbook/achievement-based methods. In the eyes of many full-time language teachers, increased demands on teacher time are offset by superior results and increased student satisfaction.

However, in the case of the LCTs, there are very few full-time language teachers and any significant increase in time spent on language teaching must be compensated for by a reduction in time spent elsewhere. It is a dangerous illusion to believe, as some of our colleagues seem to do, that this type of instruction can be added to our present methods or turned over to untrained TAs. Proficiency-based teaching implies a methodology that touches upon every aspect of what and how we teach and, as a method, demands a great deal of training and expertise in its special techniques.

It raises some important issues for language teaching in the LCTs in general and for the teaching of Turkish in particular. Most teaching of Turkish in the United States is done by persons who not only teach language but also teach various other language-related aspects of literature and culture. In most institutions this person is the *only* person servicing students who want degrees with a Turkish language/literature specialty. At this moment, I do not think there is a single person in the United States who is teaching Turkish/Ottoman literature full-time with no language teaching responsibilities. Bluntly put, Turkish literature buys a place for itself in most university programs by being part and parcel of the teaching of language. If we were to introduce a language teaching method that significantly

increases the time spent on language instruction into the present situation, programs, teachers, and university administrations would be forced to make some difficult choices. Is the literature specialist who also teaches language willing to become primarily a language teacher to the exclusion of advanced work in his or her area of scholarly interest? If a program opts for continuing to support the study of literature is it willing to forgo government support for its programs and students? How many programs can afford to hire a language teaching specialist *in addition to* a specialist in literature and culture? When language teaching is covered by a specialist (who will, by the way, continue to be a poorly paid second-class citizen of academia) how many programs will opt to hire or refill positions with specialists in Turkish/Ottoman literature instead of historians, political scientists, and the like?

I believe that the answers to these questions are quite obvious and add up to a future in which the number of programs in Turkish language and literature shrinks to a precious few, in which Turkish language is taught by poorly paid native-speaker specialists in support of programs in history and social science, in which the number of specialists in literature in the United States has been reduced to one or two at most. It may, in fact, be too late to recover the situation now that the OE and Mellon are shifting their support to a small coterie of institutions who fully intend to grow fat at the expense of Turkish studies in general. In most universities, Turkish language and literature programs hang by a thread and university administrators will welcome any excuse to eliminate or reduce them. If we persist in the illusion that proficiency-based teaching is something that our present system can easily adapt to, that excuse will not be long in coming for the majority of small programs in Turkish.

We must urge Washington, private granting agencies, and our colleagues in language teaching that the case of LCTs is different and that proficiency-based teaching, no matter how wonderful it might be, is simply too costly for most programs and cannot be introduced globally without doing unacceptably severe damage to the availability of instruction in severely understudies language and culture areas. Moreover, we might at the same time spend some thought and effort on the task of defending the low-cost/high-return methods we have been using to spread the teaching of Turkish to all areas of the country. If we try to jump on the present bandwagon, I am afraid we will find ourselves crushed beneath its wheels and our programs and students will be the losers.

Walter G. Andrews  
University of Washington

## 12. Ve Saire

**On Mainstreaming.** As can be seen from the conference announcements above, those conferences in this country dealing with 'modern languages,'—the teaching thereof as well as their literatures—hardly ever have anything on Turkish literature or language, even though these gatherings are well-established forums which could serve to introduce Turkish literary and language studies into the mainstream of the American academic 'language scene.'

With the current emphasis on the 'internationalization' of American education, papers and panels suggested to the organizers of MLA or ACTFL will be favorably received. The initiative, however, rests with the AATT membership. In order to encourage participation, AATT again offers to help with expenses for presentation of accepted papers to MLA or ACTFL conferences.

**Newsletter Editor.** The Executive Board is looking for a member who would be willing to take over the duties of the editor for the AATT Newsletter. Please contact any member of the Board or the Secretary at (609) 424-2686.

\*\*\*

Please consider sending news, research project information, book reviews, articles, or requests to the Editor.

A final reminder of dues will be included in this mailing to those members who have not yet renewed their membership.

May 1990  
Erika H. Gilson  
AATT Executive Secretary-Treasurer

**AATT** American Association of Teachers of Turkish

**MEMBERSHIP DUES**

Name \_\_\_\_\_  
Institution \_\_\_\_\_  
Department \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
\_\_\_\_\_

**FACULTY: \$15.00**

Position or Title \_\_\_\_\_  
\_\_\_\_\_

**STUDENT: \$ 7.00**

Degree Sought \_\_\_\_\_  
Date Expected \_\_\_\_\_

**INSTITUTIONAL:**

**Regular: \$ 25.00**

**Supporting: \$ 200.00 +**

**Sustaining: \$ 500.00 +**

**PLEASE RETURN THIS FORM AND YOUR PAYMENT TO:**

**Erika H. Gilson, Executive Secretary-Treasurer  
3 Hawthorne Drive, Cherry Hill, NJ 08003.**

