

AATT

American Association of Teachers of Turkish

Near Eastern Studies, 110 Jones Hall, Princeton University, Princeton, NJ 08544-1008

NEWSLETTER 10
Fall 1991

- ** The New National Security Education Act (4) ****
- ** Proficiency Guidelines for Turkish (3) ****
- ** Announcements (7) ****
- ** Annual Student Prizes (6) ****
- ** Computer Aided Instruction (9) ****

CONTENTS

- | | |
|---------------------------------------|---|
| 1. Letter from the President | 7. Announcements |
| 2. New Projects and Grants | 8. On Foreign Language Acquisition |
| 3. The Proficiency Guidelines Project | 9. Sample CAI with HyperCard |
| 4. National Security Education Act | 10. New Teaching and Learning Aids
and Resources |
| 5. Report on Summer Sessions | 11. Ve Saire |
| 6. Annual Student Prizes for Turkish | |

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1. Letter from the President

Dear Friends and Colleagues,

This newsletter brings tidings of progress in a number of AATT projects. In particular, the Working Committee for Proficiency Guidelines has been meeting regularly and, as promised, the draft *Guidelines* will be in your hands early in 1992. Members will be asked to express their opinions in writing both on the Guidelines and the listing of Grammatical Terminology which is due in the near future. We also have plans for a special workshop at which the Proficiency Guidelines, the Grammatical Terminology, and the Provisional Minimum Vocabulary List will be readied for membership approval, and the availability of suitable texts and other teaching aids will be discussed.

This year has seen the inauguration of the TSA annual Student Prizes for Best Progress in Turkish. AATT is grateful to TSA and the Canadian benefactors for their support of language teaching. Thanks are due also to all those who participated in the nomination and selection of the four winners. Inevitably, perhaps, there were startup glitches. In one or two cases it was not clear who was responsible for sending in nominations. Some faculty were on leave and some overlooked deadlines. As was expected the real onus fell on the four Area Coordinators who in some instances had to pass judgment with little supporting material to go on. They found it particularly hard to make a choice when one of their own students was involved. For these reasons, from 1992 on the Area Coordinators will select a winner for an area other than their own, and the procedural instructions now include more specific suggestions for supporting and nominations. Please read

the updated announcement carefully (#6) and note specially that nominations are due by June 15. Have a good year.

Sincerely,

Kathleen R.F. Burrill
Columbia University

2. New Projects and Grants

The Institute of Turkish Studies has again approved the Association's request for a matching grant to partially cover general travel and operational expenses. In addition, funding was provided to develop lists of cognates:

Cognates in Turkish

Objective of the Project is to i) research the role of cognates in Turkish language acquisition and ii) compile graded lists of cognates in Turkish for native English speakers.

Background and Need. The vocabulary of a language is a very basic aspect of that language. Oral communication cannot take place if the grammar of a language is known but vocabulary is non-existent. On the other hand, some communication can take place at the novice levels if vocabulary is known but not the grammar. Thus, acquiring a foreign language is, in the early stages, closely tied to learner control of vocabulary: the larger the vocabulary pool, the greater the sense of 'real' accomplishment on the part of the learner.

Turkish is a 'truly foreign' language for native speakers of English. Yet, there are many borrowings from *European* languages in Turkish and some of these borrowings are 'cognates' for native speakers of English: *demokrasi*,

doktor. By making available to the learner lists of such cognates, we give him immediate access to and familiarity with some of the language. This, in turn, greatly facilitates the initial steps of acquiring the language. As the learner reaches a more advanced level, vocabulary is still a major consideration in acquiring proficiency in the foreign language, so that at this level, too, vocabulary items that are 'less foreign' will be a boon to learners seeking to improve their language accuracy in different contexts.

This Project will look at cognates in Turkish, identify several types, and compile these words in separate lists:

Type I cognates most accessible to NSEs: *doktor, polis, sinema*

Type II cognates not immediately accessible: *tişört, otobüs, kamp, deterjan*

Type III cognates, but with different meaning: *duş, marka, bisküvi*

Approach. With the assumption that most colleagues have at one time or another collected cognates to expand the vocabulary of learners of Turkish, such extant lists will be solicited from colleagues, including those in government schools such as FSI. Colleagues will also be asked to continue to seek out cognates encountered in recent publications and in oral communication. Dictionaries—monolingual and bilingual— will be checked as well as wordlists compiled for spell-checking purposes in Turkey.

Although the resulting compilation will by no means be a definitive list of cognates currently in use in the language, it will serve language teaching purposes since the guiding principle in its compilation will be the inclusion of only those cognates with which an educated native speaker of Turkish is comfortable.

The list for Novice learners will contain high-frequency,

general utility items of Type I. The Advanced level list will include less frequently used Type I items as well as Type II and Type III cognates. Work will be started for specialized lists grouped according to subjects and professions, such as banking, medicine, science, sports, arts, fashion, music. Such lists are the logical continuation of the present project.

Goals. The compilation and dissemination of lists of cognates for Turkish language teaching purposes.

Distribution. The completed lists will be distributed to colleagues in the field and other interested parties.

Investigators: Erika H. Gilson and Nilüfer Hatemi, both at Princeton University.

3. The Proficiency Guidelines Project

Editor's Note: The Working Committee on the Turkish Proficiency Guidelines has been meeting several times during the past eighteen months developing the guidelines, and a draft of the guidelines will be mailed to the membership in April. Below is a summary of the committee's activities:

I. SUMMARY OF ACTIVITIES

With the beginning of the Project in July, Working Committee members were instructed to carefully review extant proficiency guidelines, including those most recently in development, the Hebrew Guidelines. In addition to ACTFL publications on proficiency, members were directed to other readings and discussions of the subject.

Collecting speech samples from learners at different levels was the next assignment. Other than a few samples

made available by the colleagues from government schools, there was virtually no other recorded material available. A brief description of the meetings follows.

1. Data Collection at Summer Sessions. Collection of data began with the interviews of students at the two sites of the yearly intensive summer Turkish language programs. These were conducted by Ralph Jaeckel at Portland, Nebraska, and James Stewart-Robinson at Columbus, Ohio. There were 22 students and 16 samples usable for training purposes were recorded.

2. Georgetown University Meeting. The Georgetown Meeting was essentially an OPI training workshop based on Turkish, led by Pardee Lowe and Ender Creel. Although some of the members had attended the ACTFL OPI Workshops already, this language specific workshop with the emphasis on the ILR Oral Proficiency Interview and comparison of the two scales was very helpful in bringing into clearer focus the work of the Committee.

Present during the first evening of the Meeting, in addition to Pardee Lowe, were Heidi Byrnes, James Child, and Irene Thompson, that is, four of the seven developers of the ACTFL Generic Guidelines. The general discussions during these meetings were very informative and useful in that advice on procedure based on past experience was offered. Although emphasis throughout the meeting was on the OPI, on the last day guided by James Child, we began discussion of Reading Proficiency.

Our data collection efforts continued. Taking advantage of the presence of relatively large numbers of current—as well as past— Turkish language learners at the State Department in Washington, we were able to conduct numerous interviews and enlarge the number of speech samples for research purposes.

3. MESA-San Antonio Meeting. During this shorter meeting a draft of the Speaking Guidelines was completed. Kathleen Burrill, a member of the Executive Committee, was present during the deliberations. For the time being, a grammar grid accompanies each level. The members of the Committee felt very strongly that such an underlying grammar grid be provided to the teachers as a quick reference but also as a guide for instructional purposes.

While at MESA, during an evening reception given by the local Turkish-American society, and throughout the conference, we again had the opportunity to record numerous speakers at varying levels of proficiency. Jointly, one sample interview for each language level was selected and distributed to the members for their reference.

4. Princeton Meeting. Emphasis at this meeting was on *Reading* which represents a different set of problems. Although evidence of speaking proficiency can be obtained and taped for verification and assessment purposes as guidelines for speaking are being established, setting guidelines for reading is very difficult as there is no concrete 'output' by the learner.

In order to establish reading proficiency guidelines that are not based only on past experience of the teachers in academe, a test to assess reading was developed. Texts chosen were selected and graded according to criteria set by James Child, and a set of closed and open questions were produced for each reading passage, similar to the *English Reading Test* developed by ACTFL. This test is now being circulated and given to volunteers in order to verify viability of assumed skill levels for the graded selections.

David Hipple and Irene Thompson, two consultants from ACTFL, were present at the Princeton Meeting in an advisory capacity.

While at Princeton, OPIs were conducted with students

to refine further the speaking guidelines and to continue with the collection of data. To date, we have a collection of 51 taped interviews for research.

5. University of Pennsylvania Meeting. The goal at this meeting was to work on *Listening*. As with reading, this other 'receptive' skill also produces no direct evidence of proficiency. The Working Committee agreed to develop a tool similar to PARS (Proficiency Assessment of Reading Skills) to assess listening proficiency. At the meeting, audio tapes and video clips brought along by the members were inspected and graded as to difficulty based on the members' collective teaching experience. For these selected representative clips questions were developed to check comprehension. This test will have to be given to volunteers before the listening guidelines can be completed.

As a standing assignment members of the Working Committee were asked to collect writing samples. It will probably be necessary to develop graded topics for written assignments, similar to the prompt cards for the OPI, to obtain a proficiency scale that can be compared with those of the other languages.

II. CHANGE AND ADDITIONS

There were initially four meetings scheduled for the Project. But the need for additional meetings became obvious during the preliminary telephone discussions with the Working Committee members. Two entire meetings were devoted to OPI training and the discussion of the Speaking Guidelines. It was felt that the remaining two meetings would not be enough to discuss and develop guidelines for the other three skills so that when the

opportunity arose to add another meeting in Philadelphia, it was most welcome.

1. Additional Meetings. As the Project began, we realized that very few speech samples for the work of the Project were available to us and that we needed to begin collecting samples promptly. We decided to hold two interview sessions in August at the sites of the Summer Intensive Turkish language courses sponsored by the Eastern Consortium at Ohio State and the Western Consortium at Portland State University.

Although collection of data was the primary objective, we wanted at the same time to obtain information on two additional items:

i. Can 'assessable' speech samples be elicited and collected by teachers who have not seen OPI or ACTFL training? Keeping in mind the limitations existing in academe due to lack of personnel or funds, we need to explore alternatives to the ACTFL or OPI process to test the language proficiency of our students.

ii. What level of language proficiency in Turkish can be achieved at the end of eight intensive weeks of training? As the Project is also concerned with establishing 'standards' for Turkish language instruction, we need OPIs recording proficiency after x amount of instruction. Although government schools have data on levels attained after x number of weeks of instruction, no comparable data exists on oral proficiency for Turkish in academic settings.

The opportunity to have the additional meeting arose when plans were made to participate in the 'Workshop on Methods' sponsored by the Eastern Consortium at the University of Pennsylvania. The Consortium agreed to cover hotel and most food expenses of the Working

Committee which met and worked during the weekend prior to the Workshop.

2. Additional Working Committee Members. The Working Committee as originally proposed was made up of five members. During the first quarter, this number was increased to nine. There were several reasons for this decision:

i. The need to increase the number of government language teachers with solid grounding in the 'teaching for competency' approach. At a preliminary workshop on proficiency held at Princeton just before the onset of the Project, we had one participant from the FSI whose expertise in teaching for language competency proved to be very instructive and helpful. Although originally thought of as a resource person, the FSI instructor, Mukrime Onursal, was invited to join the Working Committee.

ii. The need to involve future teachers. There are very few teachers of Turkish being groomed in this country to replace those who are retiring. Two promising PhD candidates in foreign language education with experience in Turkish teaching were included as members of the Working Committee.

iii. The need to forge a link with Turkish colleagues in the field, in particular with the colleagues at Bogaziçi University where most of the students of Turkish are sent for language instruction abroad. Taking advantage of the presence of Dr. Sumru Özsoy at the University of Michigan as a visiting fellow during the 1990-1991 Academic Year, she was also included as a member of the Working Committee.

III. ASSESSMENT OF PROGRESS

The project is progressing satisfactorily, yet not along the outline as initially proposed. Originally, a working draft was to have circulated among colleagues by the second

meeting with the expectation that through feedback the draft would be refined. As work began on the guidelines, this approach was found to be unrealistic and has been changed.

Although a draft of the Speaking Guidelines was ready in the Fall of 1990, the members of the Committee were very reluctant to compose guidelines for the other skills based on the generic prototypes before collecting and evaluating appropriate language-specific data. In particular, establishing guidelines for reading and listening is problematic and efforts were directed toward developing tools to enable assessment of reading and listening proficiency levels in Turkish. The test for reading skills has been given by the members to several learners as well as native speakers and a better understanding of the levels and thresholds for reading is emerging. The test for listening as formulated during the Penn Meeting, is as of this date not in place since the video editing equipment usually at the disposal of the Director at Princeton has been in repair for the past several months.

It is still expected that a draft will be submitted to the membership in April 1992 and discussion of teaching standards can begin.

4. National Security Education Act

JNCL Report -1991 Global and Language Competence and U.S. Public Policy

The President of the United States recently signed the National Security Education Act providing assistance for study abroad, graduate fellowships and higher-education programs in foreign languages, area studies and internationally-related fields through the creation of a public trust fund. Somewhat earlier, President Bush signed

appropriations legislation that increased funding for foreign languages in the schools by 100 percent, and increased funding for languages and area studies in higher education by fifteen percent.

Three bills from the 101st Congress dealing with foreign languages, international education and exchanges were combined to create the Global Education Opportunities Act, garnering over 100 co-sponsors in the House and seventeen co-sponsors in the Senate. Provisions of this bill dealing with teacher education in languages and international education, materials development in these areas, opportunities for study abroad and foreign language requirements have been incorporated into the House and Senate Education Committees' reauthorization of Titles V and VI of the Higher Education Act to be voted on early in the second session of the 102nd Congress.

In terms of national public policy, 1991 is considered to have been the language and international education community's most successful year—ever. Coming on top of ten years of policy growth and legislative successes, foreign-language enrollments reaching all-time historical highs, new literacy and exchange programs proliferating, and states offering programs in the elementary schools and less commonly taught languages, these accomplishments are impressive.

These accomplishments have been the result of the efforts of the Joint National Committee for Languages and the National Council for Languages and International Studies, the forty-five professional and scholarly associations that comprise JNCL-NCLIS, thousands of language and international professionals, and their allies in Congress, state legislatures, business and other professions. Collaborating with the higher-education associations, JNCL-

NCLIS helped produce a compromise that resulted in a unified education community recommending changes and improvements in the foreign language and area studies provisions of the Higher Education Act. With the help of Congressional allies such as Rep. Leon Panetta (D-CA), Sen. David Boren (D-OK), Sen. Christopher Dodd (D-CT), Sen. Paul Simon (D-IL), Rep. John Miller (R-WA) and numerous others, speeches were drafted, articles written and "Dear Colleague" letters sent to convince other policy makers of the need to support language study and international education.

By all counts, 1991 was a very good year for those seeking to promote and improve foreign language studies in the United States. What do these activities mean for teachers of Turkish? There are clearly opportunities for Turkish Studies and it is up to us, individually as well as collectively, to make our needs known.

5. Reports on Summer Sessions Turkish at the Western Summer Consortium UCLA, Summer 1991

The western summer consortium in Near Eastern languages was held at UCLA between June 15 and August 15. Both intensive Elementary and intensive Advanced Turkish were offered. The courses are described below.

Elementary Turkish

GOALS

- to provide our students with the conversational skills to meet their basic needs in Turkish in a Turkish speaking environment and to deal creatively with unexpected situations.

- to give them a solid foundation in grammar and reading so that by the end of their second year of university study they would be able to read unassisted, with only a dictionary and a grammar

- to enable our students to write simple Turkish close to the style of speech.

- to provide our students with fundamental information on Turkish culture and how it differs from their own. The emphasis was on teaching sensitivity to Turkish culture rather than simply facts about it.

Instructor: R. Jaeckel, Assistant: G. Tanrıöğen.

Approach. We adopted a proficiency oriented, eclectic approach that employs new techniques as well as more traditional ones such as pattern practices, repetition, and translation. We urged our students to memorize more than US students usually do, not just words, but whole, preferably short, sentences, especially those embodying the essential patterns of the language. Specifically, we recommended they compile a set of 'information gap' cards for themselves to be entitled 'What I wanted to say but couldn't' [Turkish on one side, English on the other]. [At the same time we warned them to focus on essentials, not to try to learn everything at once.] We also encouraged our students to share with one another and us any other techniques that they had found useful in their previous language learning experience. Whenever possible, we adopted self-teaching materials so that we could spend class time in those activities our students could not profitably do by themselves.

Students. We had four students, all in their twenties. One was a lawyer with a Turkish spouse and a knowledge of some Turkish vocabulary and phrases, but a very limited ability to construct sentences. The others were graduate

students in history with training in classical Arabic. Of these, two had had some limited exposure to Turkish. None had been in Turkey. Thus, as sometimes occurs in our Turkish courses, we had a heterogeneous class. All four students can be expected to use the Turkish they acquired during this summer in their professional or personal lives. The three from the LA area were continuing their study of Turkish in fall 1991.

The three history students had been taught Arabic in a somewhat traditional fashion with a heavy emphasis on grammar and preferred a similar approach. They were interested mainly in developing Turkish reading skills for research. To respond to their needs, we shifted our emphasis toward reading in the second half of the course. [Nevertheless we urged them to take a greater interest in developing speaking proficiency, pointing out that students who neglect the spoken language usually regret having done so once they have the opportunity to go to Turkey for research.] In addition, we supplemented our text for conversation with a grammar book offering a systematic, concentrated, coherent view of Turkish structure and with two types of readings: some that were to be prepared at home with no outside assistance and others that were to be sight-read in class.

Selection of activities. From the generous smorgasbord of techniques and procedures available to the language teacher, we restricted ourselves to a very few that we felt would best meet the needs of our students in the limited time we had.

Scheduling of activities. Faced with four consecutive hours of class each day, we attempted to schedule the activities requiring the greatest concentration

from the students first and to put those of more intrinsic interest to these particular students later [in order of increasing interest]. For variety, we devoted each hour to a different activity and alternated rather structured, more teacher-centered hours with those allowing for greater freedom, creativity and guess work that were more student-centered. For stability, we scheduled the same activity for the same hour each day. In general then [the scheme changed somewhat as the course went on], we devoted the first hour to grammar [mostly pattern practice ending in conversations restricted to the patterns taught], the second, to sight-reading, the third, to conversation built around survival situations, and the fourth to viewing videos in the first half of the course [the Headstart tapes, tapes made by the students themselves, and a commercial film] and to reading selections students had prepared at home in the second half.

Handouts. Before classes began we distributed the following:

1. a course description indicating goals, hours, rules on attendance, teaching method, laboratory hours, text books, audio and video facilities available and their locations, and type and frequency of tests. It also includes suggestions on how to learn a foreign language and a recommendation for a book on this subject.

2. A questionnaire eliciting, among other things, the student's goals in the separate areas of speaking, reading, and writing, his reason for studying Turkish, and his previous experience with foreign languages, including Turkish and other Turkic languages.

3. A Basic Turkish Vocabulary for Elementary Turkish including all the vocabulary to be actively mastered in the course [approximately 600 items. Other non-active vocabulary was provided with the texts.] This vocabulary contains mainly items dealing with basic survival and

courtesy needs and is in three parts: a) words by semantic and grammatical categories cross-referenced to synonyms and antonyms, b) words in alphabetical order [Turkish-English], and c) words in alphabetical order [English-Turkish]. This is not a mere list since definitions are provided. We informed the students that it was for reference and suggested that they check off items as they came up during the course so they would have a convenient inventory of what they should have learned. We made it clear that we did not expect them to memorize it as is. We had used the vocabulary for the first time at UCLA during the academic year 1990-1991.

Later during the course we distributed the following:

4. A summary of question and answer sets covered during the course. To encourage our students to review thoroughly before the main written exam, we handed out

5. a summary of the grammar topics taught, and

6. a sample of a written examination given on the same topics during the regular academic year.

Texts.

1. Turkish Basic Course. Textbook and Workbook. The latest course developed for the Defense Language Institute. Our main text for conversation. This course is extremely practical and quickly teaches the student enough Turkish to enable him to deal with all the basic survival situations he is likely to encounter in Turkey. Each lesson is organized around a situation, with the most essential situations first. Each lesson begins with a limited number of question and answer sets, often presented in a comic book-like format [with balloons around the words spoken], which further on in the lesson are embedded in several longer exchanges. The final exchanges in each lesson usually include some vocabulary not given in earlier ones [information gap]. This course has several outstanding layout features: A limited

number of patterns is presented per page and each pattern appears in large, bold type. This focuses the student's attention and aids his memory. The book is also lavishly illustrated with items from authentic sources: reproductions of photographs, newspaper ads, menus, price lists, and so on, useful as a lead-in to reading.

The grammar is based directly on the situations. Thus one lesson may have quite a lot of grammar, and it is often, particularly in the early lessons, less coherently presented than in the more traditional, grammar-in-the-driver's-seat language textbooks (that is, an item is sometimes not shown as a part of and with the other members of the category to which it belongs). Some structures in each lesson are not explained but treated simply as vocabulary items.

The textbook is entirely in Turkish and has no narrative explanation of the grammar, only diagrammatic style summaries. The teacher explains the grammar in class. The workbook, on the other hand, provides the English for every item in the textbook, narrative grammar notes, and many drills and exercises of various types, involving the skills of listening, reading, and writing, most available on tape in our audio laboratory. It is absolutely essential. Quite unique when compared to other courses for Turkish, each workbook lesson has a section on Turkish culture [in English].

We could not use the course exactly as DLI does. Since these volumes were prepared for military personnel headed for Turkey, not university students, we substituted non-military vocabulary for all but the most common military terms. We also omitted a pattern or so that we found awkward and made some other minor corrections. In general we preferred our own sequencing and explanations of the

grammar. We did not have time to use some additional lab materials provided. Lessons completed: approximately 16.

2. Turkish Headstart Course. Defense Language Institute. 25 video tapes. Because the latest video materials for the Turkish Basic Course above were not yet available, we used the video tapes of this course. They require no text book, are completely self-instructional, and provide additional practice in the same essential getting-around skills taught in the Turkish Basic Course. They show Turks in everyday situations, explain the relevant grammar, and give the student the opportunity to test his knowledge by including him as a participant. These tapes were extremely useful, but we felt that they did not include enough pattern practices or other drills requiring repetition. The tapes that Güliz Kuruoğlu (University of Texas, at Austin) is currently developing may fill this need.

For approximately half the course we spent most of the last hour each day in the media lab viewing these tapes, rewinding and forwarding as appropriate. In what was left of each hour we watched segments of videos of Turkish feature films, had our students relate what words or ideas they could catch, usually in English, and then played the segments again. Students could also view these tapes on their own time outside of regular class hours. Few, however, had enough time to do so. Lessons completed: all 25.

The two courses above were among the most practical we had encountered for teaching the survival skills needed in a Turkish environment. Alone, however, they were too limited in subject matter, grammar, and vocabulary for our students, who wanted to learn rapidly to read Turkish for scholarly research.

3. **Turkish Grammar Step by Step** [by Jaeckel]. While the lessons in the Turkish Basic Course and the Headstart tapes are built around a situation, the lessons in this book are grammar driven, reflect a gestalt view of Turkish grammar, and are based on the notion that a careful consideration of the structure of Turkish and the mind set of the most likely learner are the best guide on how Turkish grammar should be taught. This book, too, however, has brief dialogues in examples and drills. Not a traditional grammar textbook, it introduces the grammar in a user-friendly, connected narrative, where one simple, easily assimilated unit [usually a pattern of a larger grammatical topic] leads logically in a linear progression to the next more complex one until the basic structure of Turkish has been revealed. New patterns are always shown in structural relation to ones presented earlier, so there is a built-in review. The result is a coherent, transformational-type grammar. This arrangement facilitates sure and rapid progress. The sequence of units was selected and arranged by attempting to reconcile two, often conflicting, principles: that of giving priority to the grammar the student will need most urgently and that of giving priority to the grammar that he can absorb most easily and most readily build upon. The narrative is interspersed with grammatical diagrams, dialogues, and numerous drills. Many of the drills involve translation, but mostly into Turkish rather than into English, and are quite easy so the student is able to focus clearly on the point at issue and is unlikely to make errors. This book, together with supplementary lessons prepared for later inclusion, covers the topics usually included in a first year university course but places considerably more emphasis on possessor-possessed relationships, compounds, and participles. Although it covers more complex patterns than do the first 16 lessons of the Turkish Basic Course or the Headstart course, the vocabulary is much more limited, there are no

extensive dialogues, and no reading passages.

This book grew out of classroom 'lectures' on Turkish grammar that were frequently interspersed with drills and other activities designed to reveal what the student audience had actually grasped for practical use. With it students can teach themselves, so such lectures are no longer needed. The students read the explanations at home and did the relevant drills. We checked their understanding in class the next day with rapid-fire translation drills [Turkish to English, then English to Turkish]. If something had not been properly understood, we explained. Then we engaged the students in brief dialogues employing the patterns. Finally we had them engage each other in the same or similar dialogues. Originally a compilation of separate but sequenced lessons, this book is currently undergoing radical revision on the basis of student and teacher response: some sequences are being changed and additional lessons, a table of contents, and an index are being added.

A procedure to encourage the creative and integrated use of several different skills: Video Role-play. We expected our students to be able to perform in the situations presented in the Turkish Basic Course and to use additional patterns from Turkish Grammar Step by Step or from class. To make such learning entertaining, to get students communicating with each other in Turkish, to make them aware of what they had not been able to express [information gap] and of non-verbal aspects of communication, and to provide them with feedback on their weekly performance as well as on their progress at the end of the summer, we divided the students into groups and asked each group to prepare a brief scenario employing all the material they had learned that week. They could combine this material in any way they thought useful, even in imaginative, humorous situations. They could even

include material they had not been exposed to, but we asked them to limit their additions to only what was essential.

We did not ask the students to write a script, but as their conversational repertoire increased they began to do so. The instructor would correct it and then, in the third hour on Friday of each week, rehearse it with them. Play length was left up to the students. Between five and ten minutes was average. We did stipulate, however, that all performances be done without reference to the script. At the end of the third hour, we videotaped the different performances in the classroom, a matter of at most fifteen minutes. During videotaping we never stopped the camera or interrupted the performances in any way.

In the following hour the students gathered in the media lab to view their production. We first played each performance through without interruption. Then we played it again, stopping the tape where errors occurred. The student who had made the error was asked to correct himself. If he could not, the other students were asked to do so. If this proved impossible, the instructor made the correction, and the student who made the error was asked to repeat the correct form several times. If his error was one the others had also made or were likely to make, they too were asked to repeat the correct form. We then instructed the students to write down the corrected forms and to be sure to use them in their play the following week. The production of these plays, it will be noted, required several different skills.

4. Teach Yourself to Read Turkish. [Compilation and notes by Jaeckel]. A Turkish Reader with short, no more than two-page mostly authentic selections in order from very easy to quite difficult [the transition, unfortunately, is rather abrupt]. Unlike many elementary readers, it assumes

almost no knowledge of Turkish grammar and none at all of vocabulary: Each selection is fully annotated for both, anticipates student difficulties, and has a built-in review so that students can largely teach themselves without a dictionary or grammar. Each selection comes with questions and a test.

We devoted one class hour a day to this book beginning about the third week, once we had completed about ten lessons of the Turkish Basic Course, one third of Turkish Grammar Step by Step, and most of the Headstart tapes. Audio tapes for this reader were available in the audio lab. The students prepared at home to read and translate the selection in class with no reference to the vocabulary or the notes. If time permitted, the instructor asked the students questions on the selection. Lessons completed: all 14 selections.

A second procedure to encourage the creative and integrated use of several different skills: Illustrated short stories for spontaneous conversation and sight-reading. After approximately five weeks we devoted one class hour each day to speaking about and reading short, less-than-one-page Turkish selections the student had never seen. The selections were literary, humorous, and provided a change of mood and content from the more structured textbooks. Their language was close to that of speech, less formal than that in the last selections of Teach Yourself to Read Turkish. They were authentic and contained some vocabulary and grammar our students had never encountered. We used them to stimulate conversation, to encourage intelligent guessing, and to give our students a feeling of confidence in their ability to deal with a text they had never seen. We also wanted to observe how the students now approached reading and the extent of carryover from the annotated selections we had assigned

earlier.

The procedure was as follows: 1 The illustration for the story was distributed to the students. At this point it was important that the students not see the text. 2 Each student was told to ask the student next to him, around the class, one question in Turkish about the illustration until they could think of no more. The students were encouraged to ask as many different types of questions as they could and in doing so to imagine the story that accompanied the picture. 3 The questions were corrected and written down. Our purpose was to have the students feel a need for and anticipate the vocabulary and grammar they would need for the story [information gap]. 4 The story was distributed. 5 The class read the story together, as follows: a) All the students, keeping the picture in front of them, were asked to translate the title silently to themselves. b) After a pause, one student was called upon to give the meaning or to translate. c) If he had difficulty, the other students were asked to help him, with questions in Turkish or English, recall relevant information the class had been taught. d) When he had done his best, the other students were encouraged to give their interpretations. e) Then the instructor attempted to lead the student to the right conclusion with further questions. f) If this did not work, the instructor gave the correct solution. [In many cases the teacher did not provide the correct solution, pointing out that the meaning would become clear in the following passage.] Each sentence, or sometimes a smaller segment, was done in the same way. If time remained, the students related the story, each one contributing a sentence until the story was complete. The students were told to review the selection again at home and that they would be tested on it. Selections completed: 14. [We should note here that we were inspired to try different techniques in our classes by a series of conferences on

language teaching organized jointly by the von Grunebaum Center for Near Eastern Studies, Georges Sabagh director, and the Language Resource Program, Russell N. Campbell, director, both of UCLA].

The triple-whammy principle. During this eight-week course, as we do during the regular school year, we attempted to expose our students to each major grammar topic three times, each time with an explanation different in style and with different examples: once in the Turkish Basic Course in the grammar section of the workbook in reference to a particular conversational situation, again in Turkish Grammar Step by Step but as part of an explanation of a larger grammatical unit, and again in the reader Teach Yourself to Read Turkish in reference to a particular reading passage.

Tests. We had originally planned to have one written examination in class per week. Since, however, the class was small and we knew our students well, we decided to spend almost no class time on testing and instead assigned tests as homework. Each major test consisted of two parts: one on the question and answer sets presented in the basic course and one devoted to the grammar. Because we had done extensive conversation but not much writing or written translation in class, these tests often involved translation, but from English to Turkish, not the reverse. We also had tests on the reading selections in Teach Yourself to Read Turkish and on the sight-readings. At the end of the summer each student was taped in a conversation with the native instructor. This interview was largely based on the material the student had learned, so it was more slanted to achievement than proficiency.

Social Events. The class had one Turkish potluck

lunch on campus, one dinner at a Persian restaurant near the university, a Near Eastern cultural evening sponsored by the UCLA Summer Sessions, and a Pilav Festival dinner sponsored by the John Soper Seminar for Central Asian Languages and Cultures. The class was also invited to attend the regular Friday morning program of Turkic Central Asian cultural events sponsored by the Seminar.

Results. Most of our students learned in one summer somewhat more than our regular academic-year students learn in one year. This was because they were all talented and highly motivated, and two had some background in Turkish, which led them to spur on the others.

We teachers, of course, learned from our students: Our textbooks were probably the best currently available for our purposes, but our summer experience demonstrated to us once again that no textbook [alas, even our own!] or even textbook combination ever quite meets a class's unique needs. As a result we will use the texts somewhat differently next time, modify some of them, and continue to seek out and develop new materials and techniques. We welcome suggestions from our readers.

Ralph Jaeckel,
Near Eastern Languages and Cultures,
UCLA

Intermediate/Advanced Turkish at UCLA Summer 1991

The following is the description of an intensive Summer session course in Turkish at the intermediate/advanced level taught at UCLA during the summer of 1991. The course consisted of four hours every afternoon between 1 to 5; three hours were taught by myself and an hour of

conversational Turkish was given by Gülnur Tanrıöğen who is a PhD candidate in the Department of Education.

Students: Two students were enrolled in the course; one of them was an undergraduate in Linguistics concentrating on English as a second language who had lived and taught Turkish in Turkey for one and a half years, and had also attended Turkish courses less than a year at UCLA. She was planning to pursue an MA. in Turkish and possible employment in the area. Although she did not feel very confident in her knowledge, her spoken Turkish (including pronunciation) was very good and superior to an average second-year Turkish student. She also had a very large practical vocabulary. The second student was in a PhD program in Anthropology at the University of Texas at Austin. He was half Turkish, had taken three years of Turkish at Austin and attended the summer program at Boğaziçi. His spoken Turkish was very close to native speaker fluency. His immediate goal in studying Turkish was to conduct one year of field work in Turkey for his PhD on traditional oiled wrestling. He had visited Turkey on several occasions and spent time there mostly during vacations. Due to their background and personal experiences, both students were very familiar with the Turkish culture and lifestyle.

The students were given a survey on the first day of the classes. In that survey the female student indicated that she did not feel comfortable with her spoken Turkish, and also wanted to go over some of the grammatical points that were covered in the first year such as optative and objective case. On the other hand, the male student wanted a grammar review in addition to greater concentration on reading.

Goals and Method: My goal was to develop the students' competency and fluency in listening, understanding, reading, writing and translation. These functions were to be blended and balanced during the first

three hours of the day. A mixture of traditional and non-traditional (mostly functional-notional) approaches were used in a "student-centered" classroom. Eighty percent of the time Turkish was used, and at least seventy to ninety percent of the time students spoke and/or participated in classroom activities. I tried to establish a relaxed and friendly learning environment so that the students could freely and eagerly participate in the learning/teaching process. Thanks to the abilities of both students in spoken Turkish, especially the advanced level student, they were not hesitant to initiate and/or participate in conversations in the classroom.

After evaluating the strong and weak areas of each student during the first week, according to the needs and desires of the students some of the above mentioned functions were stressed and some de-emphasized. For example, since the pronunciation of both students was very good, we did not spend much time on pronunciation drills; instead this time was assigned to weaker areas such as understanding of difficult texts, their translations, and complex grammatical structures. Similarly, cultural notes and activities which would have been mandatory and very beneficial in a second year Turkish course were condensed.

Due to the fact that the students were at different levels, a compromise had to be reached with the approval of the students. Most of the class work was based on the intermediate level for the benefit of the lower level student. Since she was not able to come on Mondays due to a schedule conflict, the instructors spent four full hours every Monday with the advanced student alone to cover his interests and remedy his deficiencies.

Textbooks: A combination of Hengirmen and Koç's *Türkçe Öğreniyoruz* and Sumru Özsoy's textbook for intermediate Turkish, *Türkçe Konuşalım* were used as the main textbook material, and Müge Galin's *Turkish Sampler*

as the reader. The order of grammar points was based on Hengirmen's book. The dialogues, pictures and cartoons from the same book were used extensively; however I found Özsoy's grammar explanations and drills far superior to that of Hengirmen's, and thus used them instead. The students also enjoyed drills taken from Özsoy's book, and found them to be very beneficial. By the end of the summer session we were able to finish the second volume and a half of the third volume of Hengirmen's book and most of the Özsoy's book, and several texts from Galin. In addition to this material, handouts (prepared by myself), a large selection of readings taken from newspapers, journals, other textbooks, and books were also used. They included poems, autobiographies, short stories, interviews, articles on a variety of subjects ranging from smuggling antique artifacts, TV program schedules to zodiac signs, and issues facing women in Turkey today. In addition, students were required to attend the language lab regularly, and watch one Turkish movie every week. We were able to duplicate some of the audio cassettes and distribute them to the students so that they could use them outside the lab as well.

During the first three hours, listening, reading and comprehension skills were stressed. First dialogs and/or other texts were read, usually first by me and then by the students. Vocabulary and grammatical points introduced in the texts and cultural features were discussed briefly. Some additional related vocabulary was provided. High-frequency vocabulary was always stressed, and low-frequency vocabulary was not. A list of Indo-European loan words in Turkish was given so that the students could have at least 200 new, but already familiar words to use. Idioms and phrases, which are important parts of the Turkish vocabulary, along with antonyms and synonyms were also stressed. On several occasions students were introduced to certain frequently-used derivational suffixes and taught how

to utilize them in combination with the verbal or nominal roots that they already knew. They were encouraged to either guess the meaning of a new vocabulary item or to enlarge their active/passive vocabulary. Then a discussion of the dialog took place and follow-up questions were directed to the students either by the instructor or by themselves. In order to develop their functional and communicative abilities, new dialogs or situations were created and acted out (role plays) by the students on the same or similar topics. Most of these dialogs were based on everyday activities such as talking on the phone, going shopping, going to a restaurant, describing likes and dislikes, people, activities etc. If the grammatical point(s) was an important and/or difficult one, usually it was emphasized more by way of detailed grammatical explanations and extensive drills on these new structures. At first, all the grammar explanations were given in Turkish; however when the grammar points became harder later on, following the students' desires they were given in English. Again high-frequency grammatical structures and formations were stressed. For example, since *gelebilir misin/siniz?* or *gelebilir mi?* are much more frequently used grammatical forms than *gelebilir miyim/iz?*, drills in the form of questions were usually stressed with the second and third persons rather than the first person. A review of the material presented a day before and problems that the students encountered in homework assignments were addressed either at the beginning of the class or right after the grammar section. About three hours a week were devoted to reading, understanding written texts and translating them into English. With the advanced student, we spent at least two hours on Mondays for these activities, since they were his weakest areas. Occasionally jokes, poems, and games such as word association, and description of famous people were utilized to break the monotony of the

daily routine, and to expand the student's knowledge in Turkish. Writing was an important skill stressed in the course, and students were required to write at least one paragraph every day. They also wrote a report/description over the weekends about the Turkish movie that they had seen during the previous week. Overall they saw several parts of the series entitled *Çalikusu*, and about 5 to 7 full feature Turkish movies, such as *Selamsız Bando* and *Rumuz Goncagül*. The fourth hour was devoted only to conversation with the native speaker of the program. In that hour, mostly free, sometimes structured, conversations took place.

Homework assignments were given every day, usually 2-3 pages long, concentrating on mostly drills, questions & answers, translations into and from Turkish, and structured writing.

At the end of the course basic Turkish grammar was fully covered including participles and gerunds. In my opinion, understanding written texts especially the ones that contained complex sentence structures was most difficult for the students. They always had more problems with regular newspaper articles, short stories, interviews taken from journals than the structured writings such as the texts taken from the third volume of *Hengirmen* or the ones prepared by myself. After initially determining of the students' levels and decisions about a course material and format accordingly, the course proceeded smoothly. From the performances of the students during the classroom activities and in the tests, and the conversations that I had with them, I am convinced that they have benefited from the course greatly. I have also put forward a few suggestions for each student for their future studies in Turkish.

Kurtulus Öztopçu
UCLA

6. Annual Student Prizes

Annual Student Prizes for Best Progress

Selection of the four winners for the 1990-1991 Prizes for Best Progress in Turkish has been completed and will be publicly announced at the TSA annual meeting in Washington.

In light of this year's experience two adjustments are being made to procedures:

- (1) Area Coordinators are being asked to designate the winner in an area other than their own.
- (2) Nominations must be submitted no later than June 15.

In addition, while no official nomination form is being issued, more specific suggestions have been drawn up as to the nature of supporting material that might accompany nominations.

The procedures, as adjusted, are as follows:

Administration: A two-person Language Awards Committee (one representative each for the Boards of TSA and AATT) will oversee the annual awards in consultation with the Presidents of the two organizations and four Area Coordinators.

Student Eligibility: Any student (graduate or undergraduate) who in the designated academic year completed a full-year course at any level in modern Turkish or Ottoman at a university offering such courses in its regular program is eligible for nomination. However, eligibility will be limited to a "once-in-a-lifetime" award.

Eligible Institutions: Currently there are 21 eligible institutions (but this number could change). They will be grouped into four areas with roughly the same number of institutions in each. By agreement between the Presidents of TSA and AATT, one faculty member from each area will be asked to serve for a three-year term as an Area Coordinator.

The four areas are:

West: Berkeley, UCLA, Texas-Austin, Utah, University of Washington;

East: Columbia, Georgetown, Harvard, NYU, University

of Pennsylvania, Princeton;

North: Chicago, Cornell, McGill, Michigan, Toronto;

South/Midwest: Indiana, Minnesota, Ohio State, Washington University, Wisconsin.

This distribution will be modified at need in order to maintain an acceptable numerical balance.

Procedure: Each institution may select ONE nominee annually, judged at faculty discretion to be the student who made the most progress in modern Turkish or Ottoman in the designated academic year. The nominee's name must be submitted, with supporting material no later than June 15 to the Area Coordinator who—with whatever consultation is necessary—will make the final choice of one recipient for the area. The Area Coordinator will inform the Language Awards Committee no later than October 1 of the choice, and the Committee will arrange for the recipients to receive their prize by mail or (preferably) at the TSA Annual Meeting. The President of TSA will take responsibility for informing institutions of their students' awards.

The 1992 Language Awards Committee consists of:

Dr. Eleazar Birnbaum (Toronto)

Dr. Kathleen R.F. Burrill (Columbia)

and the following AATT members continue to serve as Area Coordinators for 1991-1993, with the responsibility as indicated:

Dr. Sarah Atis, Department of South Asian Studies, University of Wisconsin, Madison, WI 53706 (WEST)

Dr. Erika H. Gilson, Department of Near Eastern Studies, Jones Hall, Princeton University, Princeton, NJ 08544-1008 (NORTH)

Dr. Ralph Jaeckel, Department of Near Eastern Languages and Cultures, University of California, Los Angeles, Los Angeles, CA 90024 (WEST)

Dr. James Stewart-Robinson, Department of Near Eastern and North African Studies, University of Michigan, Ann Arbor, MI 48109 (EAST).

N.B.: No official nomination form has been devised. It is suggested, however, that the faculty nomination package might include the following:

*student's CV

*letter of recommendation confirming academic status

(graduate/undergraduate, degree candidacy, etc.) and standing in language class with an assessment of his/her natural aptitude versus effort in language learning, and—unless included in CV—details of other foreign languages known, of any time spent in Turkey and/or other previous exposure to Turkish

*name of course instructor(s)

*Description of course (with, for example, syllabus, details of texts used, etc.)

*Samples of the student's written work, hand-ins, and/or exam booklets.

7. Announcements

POSITION

POSITION IN TURKISH: University of Washington

The Department of Near Eastern Languages and Civilization, University of Washington announces a tenure-track position in modern and Ottoman Turkish. Candidates should have a Ph.D degree and be highly qualified for undergraduate and graduate teaching and are expected to meet the research and service requirements of all tenure-track positions. The candidate must be prepared to teach appropriate language classes and offer courses on aspects of Turkish culture and civilization as well as contribute to more general courses on the Near East. Priority will be given to candidates with teaching and/or research ability in a second Near Eastern language including those of Central Asia. Appointment will begin Autumn of 1992. Appointment at the Assistant Professor level is anticipated but, in exceptional circumstances, the appointment could be made at a more advanced level.

Applications, including a curriculum vitae, statement of research, and teaching interests, three letters of

recommendation, samples of writing and/or publications should be sent to the Chairperson Turkish Search Committee, Near Eastern Languages and Civilization, DH-20, 229 Denny Hall, University of Washington, Seattle Washington 98195, telephone: (206) 543-6033, FAX (209) 543-9451.

Priority will be given to applications received before October 1, 1991. The University of Washington is building a multicultural faculty and strongly encourages applications from female and minority candidates. Preference will be given to applicants who can serve well in an increasingly diverse University community.

Professor Ilse D. Cirtautas, Chair
Near Eastern Languages & Civilization

SUMMER LANGUAGE SESSIONS in the U.S.

The University of Washington in Seattle announces the following Intensive Summer School Language Courses. Please note that this year the East and West Consortium will offer Turkish only at one location jointly, at the University of Washington in Seattle.

In addition to first year Turkish, two levels, first and second year, of Uzbek and Kazakh will also be offered.

Dates: June 22 - August 21, 1992

Tuition: \$755

For application forms, fees, and deadlines, contact 800-543-2320.

For information on fellowships for Uzbek and Kazakh, contact Near Eastern Languages and Civilization, 229 Denny Hall, DH-20

University of Washington

Seattle, WA 98195 (206) 543-6033.

TEACHER TRAINING INSTITUTES

Internship Program/ Intensive Summer Institute University of Hawaii

The University of Hawaii at Manoa is one of three National Foreign Language Resource Centers funded through the Department of Education and committed to improving foreign language teaching on a national scale.

NFLRC Internship Program

Interns are selected from all over the US to expand and enrich their abilities to teach a foreign language. Each intern will attend the University of Hawaii for one semester, taking graduate courses in language, second language acquisition, foreign language teaching methodology, and other related fields; each will also be given extensive practical experience in areas of identified interest.

Internships are for teachers and prospective teachers of Asian, European, and Pacific languages, and researchers in:

- * Foreign language pedagogy and materials development
- * Foreign language acquisition research (especially classroom research)
- * Interpretation and translation
- * Language testing
- * Technology and language learning

Internships are highly individualized; they are "apprenticeship" relationships. Each intern is assigned to a faculty member who serves as mentor/supervisor. An intern takes an individually arranged program of courses and

engages in a project under the mentor's supervision.

Each intern shall receive a stipend of \$5,000 plus a tuition waiver. For those interns based on the Mainland roundtrip airfare is provided.

Selection criteria: Five interns will be selected each semester. Selection is made on the basis of:

- * Professional preparation, goals, and experience
- * Evidence of involvement and commitment to teaching a foreign language
- * Suitability of the subject's proposed project
- * Potential impact of the applicant's internship on the field in general.

NFLRC Intensive Summer Institute

The goal of the Intensive Summer Institute is to give prospective teachers the resources to evolve their own personal teaching styles, and experienced teachers the opportunity to refine and expand theirs. Four types of activities are conducted during the six-week Institute:

- * Lecture and discussion on current principles and methodologies of language teaching and curriculum design
- * Micro- and peer-teaching, when possible in an actual classroom
- * Intensive training in a language not known to the trainee
- * Observation of on-going language classes

The participants will undergo intensive, all-day training in current knowledge of language teaching principles, research in language acquisition, methodologies and their adaptation to individual styles, texts and curriculum design, classroom and standardized testing, personal and program evaluation, and pragmatics of language teaching. The

instructors for these sessions will be assisted by guest speakers as appropriate.

Each participant will receive a stipend to help cover costs plus room and board in a University dormitory. For those interns based on the mainland roundtrip airfare is provided.

For more information and applications:

NFLRC

University of Hawai'i

Webster 203, 2528 The Mall

Honolulu, HI 96822

New MLA Series

The Modern Language Association announced that it is sponsoring a new publication series for teaching of foreign literatures. A set of five to eight volumes is envisioned. The texts would be aimed at upper-level undergraduate and graduate students studying *national literatures, comparative literature, ethnic studies, and women's studies*. Each volume would produce the full original text and a short preface describing the cultural context of the text or texts included in the volume. There would not normally be a glossary; notes and apparatus would be kept to a minimum. A translation of the text would be available as an optional bound supplement. The preface, text, and translation combined would run approximately 200 to 450 double-spaced manuscript pages in length.

AATT would like to encourage members to make inquiries regarding a volume encompassing Turkish literature. These should be addressed to:

Joseph Gibaldi, Director of Acquisitions and Development,
MLA, 10 Astor Place, New York, NY 10003-6981.

8. On Foreign Language Acquisition

A Report on

Presentations on the use of video for foreign language instruction at the 24th Annual Meeting of the American Council on the Teaching of Foreign Languages in Nashville in November of 1990.

A considerable number of sessions at the conference were devoted to the use of video as an instructional medium in the foreign language classroom. Generally, the presentations focused on one of the three presently existing possibilities for the use of video as a teaching aid in foreign languages. These three implementations of video use offer the learner visual and aural samples of the target language, but they differ in respect to the authenticity of these language samples, the use of technology and the instructional techniques associated with them.

To the first type of video implementation belong video materials produced specifically for teaching a foreign language. This type of video is commonly accompanied by printed teaching aids to supplement the educative effect of the visual and aural input.

The second type of video use, the interactive video disc, operates on a technologically higher level. It thereby adds to the learner's experience of image and sound, the possibility to manipulate, or interact with the material by using the computer. Similar to the first type of video use, the interactive video disc commonly employs video material that is prepared for educational purposes and is presented to the foreign language learner within a certain pedagogic framework. Due to the additional technological possibilities and its novelty as an instructional tool, the interactive video disk was prominent in the presentations about technology.

The third kind of video utilization in the foreign language course is based on authentic video materials. These

materials are accessible through the medium of television or may be purchased as feature films on video. The presentations on authentic video were of particular interest for the American Association of Teachers of Turkish, as some of its members are engaged in the "Haberler on Video Project". The goal of this project is to explore and develop pedagogic strategies to use video news clips from Turkish television effectively in the Turkish language course. The following ideas and information were conveyed in the conference papers on authentic video .

As authentic video materials are produced for the native speaker, their utilization for teaching the target language requires new pedagogic strategies. The techniques for adapting a sequence of authentic video for the foreign language classroom were the subject of a number of presentations. In the session "Authentic Video: Toward a New Pedagogy", Marie Sheppard and Donna Hoffmeister from the University of Colorado, emphasized the importance of selecting a video clip that suits the goals of the course. The speakers listed of criteria for the selection process for both beginning and intermediate level courses. They pointed out that the length of a segment is a crucial factor for the effectiveness of the video-based activity. The general rule suggested was to select brief segments. This was recommended especially for beginning students, for whom a video clip of e.g. less than 60 seconds of length may be perfectly suitable.

The speakers also remarked that the question of whether a segment can be used for an educational task should enter the selection process. Additionally, a close correspondence between the images and the words in a segment, the presence of graphic support and a strong visual impact of the story line were named as features to be sought when choosing an appropriate video clip for beginning students. Moreover, the topic of the video presentation should be intrinsically

interesting to the students, and it should not contain stereotypes, but instead enable the learners to make cross-cultural comparisons. Finally, the segment should lend itself for performing a task that is appropriate within the pedagogic framework of the curriculum.

At the intermediate level the speakers suggested that teachers select segments with strong focus on the thematic and linguistic complexity of the material. Sheppard's and Hoffmeister's emphasis is to make students recognize and identify basic issues or summarize key concepts by arousing their interest through video clips that are intellectually challenging. These kinds of materials would typically evoke the students' curiosity by presenting a problem or a controversy, therefore enticing them to wonder and learn more about the subject.

Sheppard's and Hoffmeister's demonstration of classroom activities based on video were insightful and inspiring. Sheppard presented a segment from a Mexican sitcom together with a step-by step depiction of its possible use for learners of Spanish at the elementary level. First she showed the segment with the sound off. Later, she asked the learners to name their hypotheses regarding the situation and to describe the characters presented in the clip. This first silent viewing was followed by at least three more viewings with sound, whereby students were asked to respond to two questions for each viewing. These questions became gradually more complex. The students were first asked to understand broad details, such as the names of the characters. Then they had to comprehend finer details and to decode particular words while using the context as clues. (The speaker pointed out that certain difficult questions may require a few additional viewings.) The final tasks suggested for this video clip went beyond the understanding of a specific language item. It made the students describe certain aspects of the situation they viewed. These activities focused

on naming specific linguistic points, such as adjectives describing the situation and characters, and thereby expanded the student responses produced after the first viewing. Finally, when the students were asked to apply this group of vocabulary to persons who played a role in their own lives, the knowledge acquired through video-simulated exercises could be used by the learners to relate in the target language what was familiar to them through personal experience.

Donna Hoffmeister's demonstration regarding the use of authentic video news addressed learners of German at the intermediate level of language competence. Presenting a political issue, the thematic content of this video sequence was both intellectually and linguistically complex. To allow the students to benefit from watching the video, Hoffmeister used previewing activities. These consisted of two parts, previewing phase I and previewing phase II. In the first phase students were given a German article from a newsletter that summarized the issue in question, the exodus of East Germans to the west by way of other East European countries in 1989. The reading of this text and responding to the accompanying questions introduced the students to the subject matter and to the vocabulary and expressions used to describe it. The latter were treated more systematically in previewing phase II, where key nouns were listed with the verbs and complements with which they appeared in the text. The resulting table, which provided a semantic and structural organization of essential vocabulary items, was called a "Vocabulary Mosaic".

This preparatory work was followed by the actual viewing phase. After a list containing five questions was given to the students, they were shown the five-minute video record a total of three times. It is important to note that each of the questions focused on a specific expression or idea conveyed in the video. Therefore, similar to the tasks of the beginning students, the intermediate-level learners also

were engaged in "selective viewing". A more comprehensive student response was requested in the follow-up phase, in which the task was to write at home an essay covering essential messages of the video sequence.

In the session titled "Effective Learning Centers in the Foreign Language Curriculum" Brigitta Geltrich-Ludgate and Steven Koppany (both from the Defense Language Institute) gave a number of demonstrations of video-based classroom activities. All of these demonstrations have a similar structure: an optional silent viewing phase is followed by the "lead-in". The teacher uses the lead-in to familiarize the students with the thematic content of the video by means of visual material such as pictures and maps, or by letting the students brainstorm on the topics. The viewing phase is divided by several levels of tasks. After the first one or two viewings of the segment, the students are asked to produce a literal description of the main points. This may be done on work sheets individually, or can be performed in groups. The next level of viewing is aimed at an interpretive description of the segment, where students use the results of the previous task to explain what they saw and heard. This step is followed by the imaginative description, whose goal is to lead the students beyond what was viewed, to let them guess what developments may precede or follow a video sequence. In the final activity, the follow-up, students may compare their results in groups, discuss the topics of the video or speak about personal experience.

The speakers pointed out that a principal factor to be considered when adapting a video presentation for the language course, is to provide the student with a purposeful task. The learner must be enticed to actively listen to the video through activities that direct his or her attention clearly to specific points within the presentation. Furthermore, room must be given for contextualization,

i.e., the learner must be familiarized with the subject matter of the video. Finally, the importance of integrating the four language skills was emphasized. Geltrich-Ludgate and Koppany noted that the video assisted activities should not be limited to listening comprehension, but should also include the other skills.

Norbert Hedderich from Purdue University gave a presentation titled "Using the SCOLA Newsbroadcasts: Authentic Video for Intermediate and Advanced Classes". He stated that televised news are often considered too difficult for the foreign language course—a factor that may discourage teachers from attempting to make use of them as teaching aids. Hedderich explained that most news broadcasts, if selected and presented appropriately, can be suitably utilized in the foreign language classroom. He suggested to avoid hard news dealing with political and economical issues. Teachers should rather choose human interest stories, news segments that present the individual impact of major and minor events. The speaker's video demonstrations (obtained through German language SCOLA receptions) showed how the above criteria could be applied in the selection process. News items of different degrees of abstraction were presented to indicate the range of levels of difficulty. Hedderich demonstrated how a weather forecast featuring, in addition to graphic support, a newsspeaker and a meteorologist, lends itself to introduce students to a video-based listening-comprehension activity. He pointed out that the presence of visual support in form of maps, tables and signs, is a criterion to consider while selecting news records. In the same context he also emphasized that principally any segment can be used for any level of competence; the crucial task is to find the appropriate activity in order to benefit from video materials. Teachers should not strive towards complete understanding, but help their students to improve their comprehension of authentic materials in the target

language through selective and focused viewing.

I believe that as a teacher of Turkish and a member of the Haberler on Video Working Group, I benefited from attending the ACTFL 1990 Meeting in general, and the video-related sessions in particular. The demonstrations illustrating a pedagogically effective use of this medium in the foreign language classroom enlightened me on the potentials of authentic video materials and encouraged me to employ them for Turkish instruction.

Suzan Özel
University of Chicago

9. Computer Aided Instruction

An Example of CAI based on HyperCard[®]

ABSTRACT

With HyperCard[™] on the Macintosh, educators now have an inexpensive means to package their subject matter for efficient, self-paced, even enjoyable, learning. One example of such a package endeavors to teach Turkish to English speakers. It is comprised of several HyperCard[™] stacks that work together to create a hypertext Turkish reader. The main stack, which contains stories, feature articles, interviews, etc., refers to a database to provide, upon request, word definitions and even a breakdown of compound words into component suffixes and root. Being able to recognize the components of compound words is the key to understanding Turkish grammar. Other supporting stacks provide enjoyable interactive exercises to give the student practice with vocabulary and grammar. The students' responses are monitored and, based on errors, remedial exercises are offered. Other features include a grammar reference database, digitized spoken Turkish words, and a crossword puzzle. Princeton University is beginning to

incorporate some of these stacks into the first two semesters of the Turkish curriculum.

INTRODUCTION

It is common knowledge that repetition is fundamental to learning facts (Smith et al., 1961 and Salisbury/Klein, 1988). On the other hand, intrigue and the absence of drudgery is important for motivating the student. Educators and authors try to strike a balance between these conflicting needs when they establish course materials. The computer opens up new possibilities for incorporation of both of these elements (Rosenberg/Nicholas 1990). Further, interactive CAI (Computer-Aided Instruction) can be designed to adjust to the abilities of each student user as s/he progresses (Salisbury/Klein, 1988).

Several programming environments are now available for those who are not software experts, but who have expertise in some subject area. These packages make it easier for educators, researchers, and scientists to package their knowledge for educational purposes (Resmer, 1987 and Phillips, 1990). HyperCard™ on the Macintosh® is one of these environments. A graphical user interface, which is typically found on the Macintosh, can be created very simply and quickly. HyperCard™ stacks are very easy to use, like most Macintosh software, in which the user manipulates a "mouse" to point and click. One very powerful element of HyperCard™ is hypertext (Haavind 1990). Hypertext is employed in several ways in the Turkish stacks described in this paper.

Hypertext can take on many forms. Text can be linked to other text, pictures, animation, sound, or video in order to better illustrate a concept. (Some prefer to call this hypermedia (Gay/Mazur 1989).) For example, imagine watching a documentary on Turkey in which you control the

content. You could choose to concentrate on geography, history, culture, travel, nature, etc. Think of these topics as windows that open to deeper levels of the whole body of information on Turkey. The amount of detail available depends on the storage media.

Some significant advantages are realized with well-designed hypertext. The material can be presented in a way that allows exploratory learning that the student tailors for himself. The proficient student can quickly cover the main points of the material by staying high in the hierarchy. (The author of educational hypertext might incorporate interactive quizzes to determine whether a student is qualified to skip a section.) The novice, on the other hand, can dig as deeply into the material as is necessary for comprehension. This results in reduced discouragement of the novice and faster coverage of the material by the proficient student with heightened enthusiasm for learning more. The benefit for language learners is that the student can explore new literature without fear of getting mired down in unfamiliar grammar and vocabulary.

To illustrate the value of high-level programming environments such as HyperCard, an analogy can be drawn between programming and writing a text book. Writing educational software in a low level language such as C or Pascal is much like building a printing press in order to publish a text book. It is far better to let someone else who is appropriately skilled build the press and allow the educator to concentrate on developing the book. In the same way, HyperCard allows the educator to concentrate on designing the educational material, instead of writing low level code.

Certainly, the educator must do some programming, but only at a very high level. To further the analogy, regardless of how impressive the printing process is, if the book is not well written and designed, the student will not benefit. Not

¹ S/he denotes he or she. It is perhaps the closest expression of the Turkish "o" available in English.

only must the educator know the subject matter, but s/he must know how to write effectively and, to some extent, how to use graphics to illustrate a point. Likewise, in order for an educator to design efficient, manageable software, it is necessary for s/he to know the programming language well. A language such as HyperCard's HyperTalk is very easy to master. It is similar to plain English instructions.

The goal of this paper is to show by example that CAI software that contains interactive drills, hypertext, online databases, and adaptation to the student's proficiency can be created fairly easily with HyperCard™. Although the example is a language learning program, the approach works just as well with engineering, science, and math. It is an unfortunate fact that the static text of this paper cannot do justice when describing hypertext software. To truly see the ease of using HyperCard™ and the effectiveness of this software, one must take a "test drive."

The software is comprised of several HyperCard™ stacks. The primary stack is an interactive hypertext Turkish reader. It will be called THM which stands for "Turkish Hyper-Magazine." Associated with this stack is a database of Turkish word definitions (that is, an on-line dictionary that also employs hypertext) and a database of Turkish suffixes. The second stack is a more general tool for memorizing vocabulary, called "MEMORIZE!" The third stack, called SoundDrill, uses digitized audio to quiz the student's listening comprehension.

MEMORIZE! Stack

There are four types of drills or quizzes used in MEMORIZE! The drills are generic in the sense that they can be used to learn other things besides Turkish. The data can be any set of paired associations that can be represented by text. Examples of such associations are words and their definitions, chemical elements and their symbols, multiplication tables, and other facts. For purposes of this

paper, the association is a Turkish word and its English definition.

In every one of the drills, the user can choose the quiz direction. In other words, the student can choose to translate from English to Turkish or vice versa when answering quiz questions.

The Quizzes

The Multiple Choice quiz displays a word and five possible translations. See Figure 1 for a typical view of the quiz.

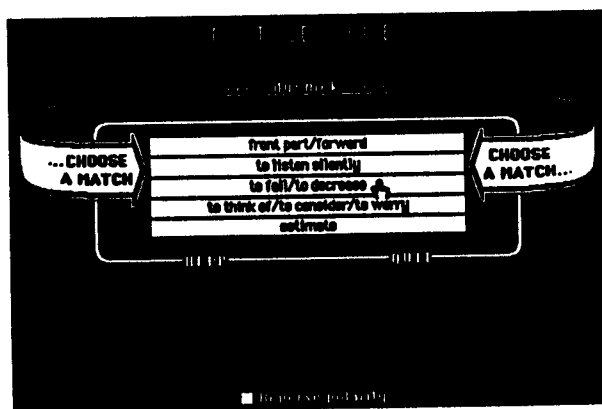


Figure 1

When the student clicks on the correct answer, the next "question" is displayed. If the student clicks on an answer that is incorrect, the computer beeps and waits for the correct answer. In the worst case, the student can find the answer by process of elimination. Thus for every question, the student, in the end, answers correctly, which is positive reinforcement.

A similar, but easier drill is the matchup quiz. The idea here is to match words in one column to translations in another column. This is an easier drill because the process of answering provides feedback before the user is finished. There are two versions of this quiz. One has five entries in each column, and the longer one has 20 in each column.

The Short Matchup quiz is shown in Figure 2.

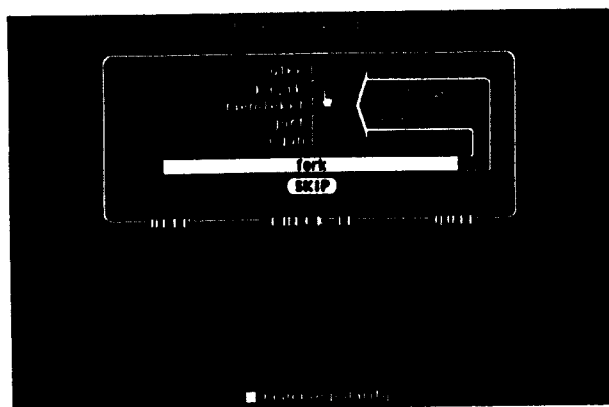


Figure 2

The reason there is only one column visible is so that longer words and phrases can be accommodated. When the user clicks on one of the five answers, the that answer is displayed at the right as shown in Figure 3.

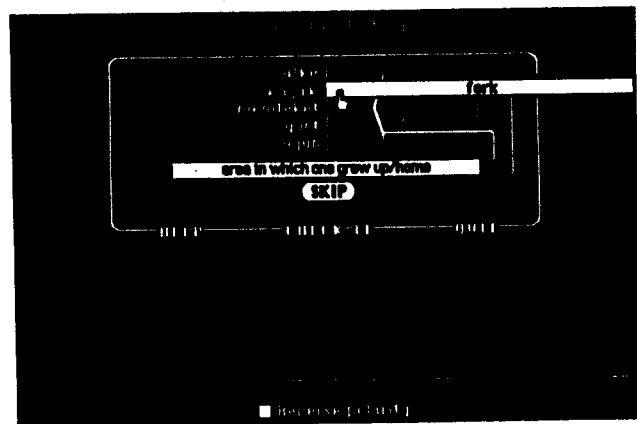


Figure 3

The next item is then visible. As the user completes the remaining matches, the second column is formed. If the student doesn't know an item, it can be skipped until the end of the quiz. When all of the matches are made, the software checks the student's work. If any answers are incorrect, they are returned to their original position. When all are correct, the next group of five is presented to the student.

The so-called Graduation quiz is the most difficult because it requires the student to type in the answer from memory—there are no choices to suggest an answer. When the student answers correctly on the first attempt, something special happens which is discussed in the next section, entitled "Adaptation."

Flash Review, as its name implies, is simply a flashcard drill using associations that were matched incorrectly in the other quizzes. The computer presents a word (or phrase or sentence) and the student tries to remember the translation. When the student presses "return," the answer is displayed. The weakness of this type of drill versus the others is that it relies on the user for a certain amount of discipline. In other words, the student is free to flip through the cards without thinking, unlike the other drills. However, for those who use it properly, it is an important tool, particularly for reviewing.

Another type of quiz, a crossword puzzle, is planned for future versions of MEMORIZE!. The clues would be the English definitions and the user would type in the Turkish words on the crossword grid. The primary challenge is to create a fast algorithm that will automatically build a crossword puzzle from any given list of words. An even greater challenge is to build from a given list the "best" puzzle. (The "best" puzzle might be defined as the puzzle containing the most words or the most characters for a given grid size.)

Adaptation

The method of adaptation – whereby the software adapts to the student's progress – is very simple. When a correct answer is given in the Graduation quiz (the most difficult quiz), that association is "graduated" to a higher level in the database, thus the reason for the name of the quiz. Specifically, the database is comprised of four lists that represent increasing familiarity by the student. All new associations are entered into list 1. Associations found in

list 2 are those that began in list 1, were studied over a period of time, and then were graduated to list 2. Typically by the time an association reaches list 4, the student has memorized it.

At each level, the drills become somewhat more difficult. In the Multiple Choice quiz, for example, the fifth choice becomes "none of the above" if the association resides in list 3 or 4. The Graduation quiz is made easier when graduating from list 1 by way of a hint.

During normal use of MEMORIZE!, list 4 is reviewed only occasionally, but lists 1 and 2 receive concentrated study. From list 4 the student can either delete memorized associations or move them to a file on computer disk. As list 1 is depleted, the student can directly enter vocabulary from the keyboard, or s/he can import data from the supplied 1000 word vocabulary list. The student is in complete control of what is memorized.

Summary of MEMORIZE!

Key features found in these drills are randomization, adaptation to the student's familiarity with each association, and review. Randomization occurs through various means such as the order in which each quiz obtains associations from the database. In addition, the student can go directly to the database and with the click of a button mix up the order of the associations. Review is facilitated by the organization of the data into 4 lists and by the Flash Review quiz.

This section has provided a brief overview of the main functions of MEMORIZE! There are numerous other features that contribute to its effectiveness which would be tedious to explain in detail.

MEMORIZE Turkish! is a version of MEMORIZE! adapted for Turkish at Princeton. It incorporates the vocabulary given in the AATT Provisional

Minimum Vocabulary List.

SOUNDRILL

The SoundDrill stack, developed jointly with Professor Erika Gilson of Princeton University, gives the student practice with listening to Turkish and responding in Turkish. After hearing the digitized voice of a native speaker (which can be repeated as necessary), the student chooses an appropriate response from a list of responses on the screen. For example, upon hearing "affedersiniz," the student could choose "rica ederim" from a list of other brief phrases. The software accounts for the fact that there may be more than one acceptable answer.

Note that the student is not given the option of reading what is spoken, but is required to comprehend by listening only. This forces the student to develop listening comprehension skills. The voices of several native Turkish speakers were digitized and installed in the stack. Several speakers were used in order to provide a range of voice types for training the ear.

The stack is organized by difficulty level. In the early exercises of the stack, the student responds to simple greetings. The exercises become more difficult throughout the stack. Near the end of the stack, the exercises involve answering longer conversation-like questions. In total, there are over 120 phrases in the stack.

After working with the stack over a period of days and weeks, the time required for the student to respond drops significantly. The improved comprehension seems to occur before the response becomes simply an automatic reflex. Because of the interactive nature of the stack, the effectiveness is expected to be better than that of cassette tapes.

MEMORIZE! and Sound Drill are currently being used at Princeton. Whereas the MEMORIZE! stack could be used for almost any language, SoundDrill and THM (described

below) are devoted specifically to Turkish.

THM - A HYPERTEXT READER

The idea behind this stack is to have an interactive hypertext Turkish reader that is fun and inviting—like your favorite magazine. This is partly accomplished through well-written, interesting text and partly through interactive tools that keep the reader from getting overwhelmed with unfamiliar grammar and vocabulary. The online help facilities act like a personal tutor for the reader.

The information in the magazine is presented through pictures, sound, mini-drills, maps, text (articles, interviews, news, etc.), and hypertext links to databases. An example "page" out of the magazine is given in Figure 4.

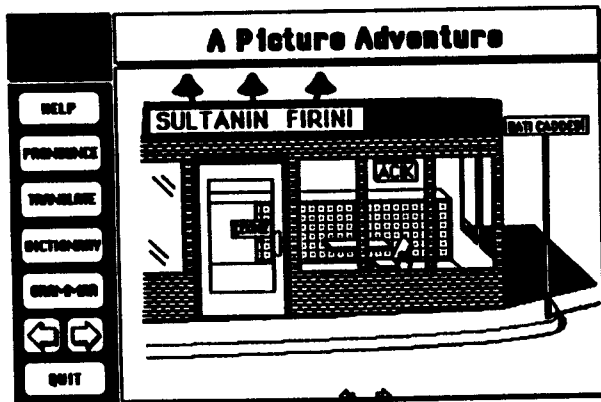


Figure 4

There are numerous hidden buttons on various parts of the picture. If the user clicks on the door, a dialog box is displayed with the Turkish word for door - kapı, as well as entrance - girifi. If the user clicks on the Çekiniz sign, the definition "pull" is displayed. Clicking on AÇIK reveals "open". These constructs are simple to build in HyperCard.

If the student comes upon any unfamiliar word in the stack, s/he can click on it to see its translation. An example of this is illustrated in Figures 5 and 6.

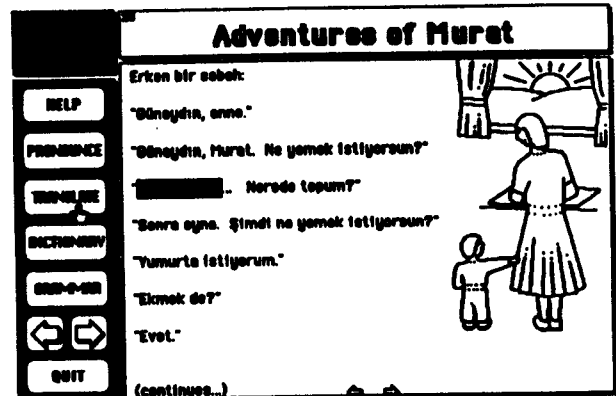


Figure 5

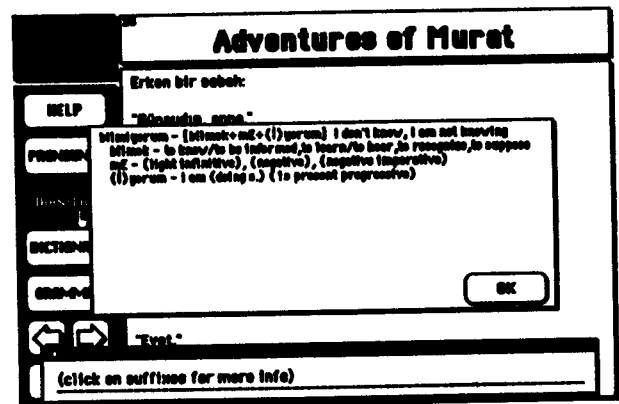


Figure 6

If the item is a compound word, the Translate function first displays the word's breakdown into root and suffixes. Further information is available through links to three databases: a dictionary, a suffix database, and a grammar reference database, all of which are mutually cross-referenced via hypertext links. More details on the translate function is given in the next section. Words for which the student requests translation are saved in a list for later review using MEMORIZE!

Interspersed throughout THM are various games and review puzzles that the student can use to sharpen his/her Turkish skills. At the end of the magazine is a crossword puzzle in Turkish. The clues are the English definitions.

Translation

This simple, but powerful, hypertext tool is the heart of THM. This section covers its design and function in greater detail.

The Translate function references several dictionary-like databases. The item to be translated may be typed in by the student or may be selected from the text. The translation is quickly displayed, including a compound word breakdown if needed, and the user can immediately continue reading.

The following explains how translation is accomplished, however these details are transparent to the user. First the Special Dictionary is searched for the item. The Special Dictionary contains names, idiomatic phrases, and compound words that are found in the current issue of THM. If the item is a name or phrase, the associated information is displayed, and translation is complete. On the other hand, if the item is a compound word, the root-suffix breakdown is displayed and the component root and suffix(es) are translated by referring to the Root Dictionary and Suffix Database (Figure 7)

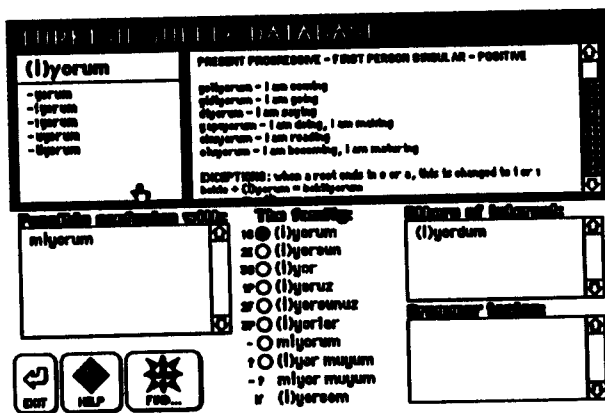


Figure 7

In the current version of THM, the breakdown of each compound word appears as a "definition" in the Special Dictionary. Thus the author of each THM issue must

supply this information. Perhaps in the future, a parser will be devised which will be able to breakdown any compound word without requiring an explicit database of breakdown information. For the present case, there is no loss of generality or speed.

The Suffix Database has further information and links to the Grammar Reference database. In this way the student can follow his or her curiosity and explore Turkish in a user-friendly environment.

Alternatively, the student can study the data-bases, as s/he would study any text on beginning Turkish, except the databases are hypertext. The Root Dictionary and Suffix Database are separate stacks and can be used independently. For example, the student might be reading a Turkish novel (that is, an actual book). When encountering an unknown word, the student can do a search in the Root Dictionary stack to quickly find the definition. However, without the aforementioned parser, the student must be able to figure out the root of a compound word in order to look it up. Hypertext synonyms and antonyms are listed with the definition.

An Authoring tool

THM was designed to be extensible. That is, any teacher of Turkish can create his/her own THM stacks from a THM stack. This is possible because of various authoring tools that were built into THM. For example, a teacher (or "author") can type in his or her own stories, articles, etc. and then ask THM to catalog each word. If a word is not already defined in the database, the author is prompted to enter the definition (and breakdown if appropriate). In this way, the dictionaries are expandable to include more and more information.

The THM author can also set up games and puzzles based on existing ones in the THM stack. Some of these tools are still under development. Of course, teachers

familiar with HyperCard can create entirely new types of educational games as well.

CONCLUSIONS

Although formal evaluations have not been done to statistically prove the effectiveness of this software, the anecdotal evidence is favorable. The MEMORIZE! stack has been used by numerous individuals to learn various languages ranging from Italian to Japanese (katakana). Those who are visual learners in particular report with enthusiasm that the drills are very effective. Because the student can enter his/her own data, MEMORIZE! is a good tool to use in conjunction with a language class.

MEMORIZE and Sound Drill are being used in the Turkish curriculum at Princeton University. This test bed will provide valuable information for further improvement of the software.

The THM stack is still under development at this writing to take full advantage of the new capabilities of version 2.0 of HyperCard. A prototype version of the stack was well received. The usual response to the Translate function when applied to compound words is wide-eyed fascination. THM could provide a model for hypertext readers in other languages.

Current THM stacks have some introductory Turkish material. However, content of THM stacks can be modified by Turkish teachers to complement their favorite materials.

Extensions to this software might include hypertext links to animation, sound, or video clips from CD-ROM, laserdisk, or video tape. These special effects could be used to illustrate a new cultural concept or to provide opportunity for the student to practice listening to a conversation *in situ*. Such extensions are relatively easy to do with HyperCard™.

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10. New Teaching Aids and Resources

***Listening Skills:** A set of questions to accompany the *TÖMER Türkçe Öğreniyoruz I, II* tapes has been prepared by Mülkrime Onursal. The copies are available for distribution. Please contact the Secretary if you would like to receive a set.

***SCOLA Reminder:** SCOLA, the non-profit organization transmitting newscasts from around the world 24 hours a day, has scheduled the rebroadcast of the daily 30 minute TRT news program for 6:30 p.m. EST. Currently, the news is on the average 2 days old and the quality of the broadcast is generally very satisfactory. This is an invaluable resource affording exposure to Turkish in an 'authentic' setting every day of the week. Members should inquire at their institutions whether they subscribe to SCOLA. There

are also individual subscriptions available. For further information, contact:
SCOLA, 2500 California Street,
Omaha, NE 68178-0778

11. Ve Saire

Turkish at Georgetown: After a long hiatus, Turkish language instruction has again returned to Georgetown University, a university with a long-standing tradition of language teaching at its prestigious School of Languages and Linguistics. Instruction is in the able hands of Mülkrime Onursal who will be dividing her time between the Foreign Service Institute and Georgetown.

Student Survey : As usual, please complete the enclosed Student Survey Form for the current academic year and return it to the Secretary at your earliest convenience.

Teaching Materials Survey Update We are currently seeking funding to update and expand the AATT's survey on extant teaching materials.

Membership Dues: Also enclosed is an invoice for membership dues. This is the first notice for the current academic year 1991-1992. Please remit your dues promptly.

Please remember to encourage your graduate students as well as TAs to become AATT members at the student rate. And, as always, please try to enlist the support of local American-Turkish groups. Presidents and directors change so that these groups need to be constantly reminded of our existence and work.

Erika H. Gilson
Princeton University
ehgilson@pucc.bitnet



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