AATT American Association of Teachers of Turkish

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

NEWSLETTER 6
Fall 1989

** (3) Annual Meeting **
** (7) Funding Announcements **

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Letter from the President

It is almost four years since AATT was founded. During that time our membership has grown from 27 to 59 individual members (48 regular and 11 students) and from 0 to 19 institutions. Our budget is small. However, through the support of our institutional members and the grants from the Institute of Turkish Studies--including matching grants for the support we generate--we have successfully completed a number of projects. We also have begun to make our presence known in the national arena.

Our big disappointment this year has been another rejection -- the third -- of our application to the Department of Education for funding of our Proficiency Guidelines Project. This is of particular concern since, if Turkish programs do not conform to Federal Government requirements as regards proficiency teaching and testing, our institutions will receive less government funding, both for program and student assistance. We shall be discussing this in Toronto. Meanwhile, with other interested groups, we are seeking ways of clarifying our position.

This disappointment, together with the fact of colleagues leaving the field and lack of support for Turkish at some universities, brought a somber note to the Board's recent teleconference. Yet there are also encouraging signs. Princeton has just been awarded a challenge grant by the Turkish government for the establishment of a Mustafa Kemal Atatürk Professorship in Modern Turkish and Late Ottoman Studies. Five year grants from the Mellon Foundation are enabling several universities to strengthen

their Turkish language offerings, currently or in the course of the next few years. The Eastern Summer Intensive Persian and Turkish Consortium Program at Columbia this year attracted 11 students in Turkish (an increase over recent years) and most of them received some form of fellowship. Again, here at Columbia where fall classes already have started, for the second year in succession we have a larger-than-usual enrollment for Elementary Turkish; and, as you will see from the Newsletter a number of individual members are able to report exciting new projects in the field.

I look forward to seeing many of you in Toronto. If you are unable to join us there but have matters you wished to be discussed at our annual meeting, please contact Erika Gilson or me. We need your input.

Sincerely,
Kathleen Burrill

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1. Business Meetings

On July 21, 1989, three of the five members of the Executive Board met at Columbia University following the teaching workshop (*see*, #4 below). Because of travel overseas, this was the first occasion the Board had to review and discuss the latest reviewers' reports of AATT's unsuccessful Guideline Development proposal to the Department of Education.

The review process this year at the Department of Education has been changed. There were only two reviewers scoring. In the event of a large discrepancy between these two, the proposal is put on the table of the committee making the final selections. We had two evaluations which very much contradicted each other. Yet, what is more puzzling, the final committee apparently sided with the reviewer who was in effect questioning the very priorities set by the Department of Education to help implement the government's mandate for proficiency-based foreign language teaching.

The Board consulted on this matter with Dr. David Hiple who was on hand for the workshop at Columbia. ACTFL has apparently also received similar sets of scores, and subsequent denial of funding, as have the MLA and CAL in this year's competition. Although political action is being considered by these organizations, it is generally agreed that it will not change this year's results. What is being stressed repeatedly is the fact that the offices at the Department of Education are understaffed and that there are a great many vacancies, including the directorship of the Center for International Education, so that effective and cohesive leadership is difficult to implement.

An additional business meeting with all Board members present was held via a conference call on August 24, 1989. In addition to the financial report, the major issue on the agenda continues to be the proficiency issue. Official AATT response was discussed. Members will be contacted and urged to ask their center/program directors to write to the Department of Education. Alternative funding from private sources and different approaches to the development of guidelines was also discussed and will be further pursued.

2. Report on Projects and Grants

Projects in Progress.
The Working Committee on **Standardization of Turkish Grammatical Terminology**, consisting of U. Schamiloglu (Chair), E. Gilson and G. Kuruoğlu, has discussed by mail and via telephone a work plan, and held its first meeting during the MESA 1988 Conference at which time work was assigned to each member. The first results of this collaboration were reported at the workshop "Guidelines and Standards for Proficiency-Based Teaching of Turkish" held in conjunction with the 1988 MESA meeting.

Due to scheduling conflicts, the Committee has not been able to meet during the rest of this academic year and has decided to apply for an extension of the grant period from ITS.

New Projects.
AATT applied in March to ITS for funding of two pilot projects, which were combined under the title of **Language Materials Research and Development.** AATT received $1,600, about $200 less than requested, for the proposed two projects and work has begun on both.

Ponies (*see* Newsletter 5, p. 15)
As material develops, preliminary editing of the English translation will be done by J. Stewart-Robinson. Pageproofs will be prepared using an accepted layout with the Turkish text on the right-hand face and the English translation on the opposite page. Copies of the pageproofs will be sent to three colleagues who volunteered to edit. Final editing and page layout design will be done in consultation with professionals.

The final copy prepared on a laserprinter will be reproduced on medium weight paper, bound with a soft cover and is scheduled to be available for mailing in September of 1990. AATT members will receive one copy and will be asked to encourage their students to use it as supplementary/elective reading.

The goal of this project is the:

(1) production and distribution among the membership of an approximately 60-page booklet of Turkish prose accompanied by the English translation on the opposite page and,

(2) monitoring learner reception and assess benefits and skill improvements of such reading aids.

Haberler on Video Project (*see* Newsletter 5, p. 15). The Working Group for this pilot project now includes W. Andrews, D. Chambers, R. Jaeckel, E. Gilson, S. Kamışlı, A. Karamustafa, G. Kuruoğlu and L. Peirce. Technical consultant for the Working Group on instructional design as well as technical questions regarding interactive video, will be Roy Strauss (Philadelphia).

Five tapes containing five separate 30 minute televised news captured via satellite transmission during February 1989 have already been forwarded by SCOLA (Satellite Communications for Learning, a non-profit consortium of academic institutions providing its members with foreign news and information via satellite).

Goals of the pilot project are the:

(1) production of 4 different tapes of News from Turkey, each totaling between 15 and 25 minutes and made up of several segments of various lengths;

(2) description of at least four different pedagogically sound models for use with authentic video material to enhance listening skills and develop comprehension strategy in language learners.

Grants. AATT has again received funding in the amount of $1,200, in the form of a Matching Grant. It has to be stressed here again, that without the matching funds, AATT would barely survive.

3. Fourth Annual Meeting, Toronto

AATT Annual Meeting. The annual meeting will again take place in conjunction with the annual MESA meeting in Toronto, Canada, on Wednesday, November 15, 1989, at 9 p.m. following the annual TSA meeting. Further notice on the meeting will be mailed to the members in October.

Breakfast Open Meetings. As in past, we will again plan to meet, usually for breakfast, to take advantage of the presence of relatively many AATT members at MESA to discuss the work of AATT. We would like to meet for:

** *Brainstorming* session;

** *Turkish: The Next Decade* to discuss the future of Turkish language teaching in the United States and AATT's role in it;

** *Turkish Text Archive* in machine-readable form, continuation of the Turkish database discussion begun last year. Further notices will be mailed, and meeting places posted at MESA.

4. Activities Concerning the Proficiency Movement

Two members, J. Stewart-Robinson (Michigan) and G. Kuruoğlu (Texas at Austin), who are at the same time on the proposed Working Committee for the Development of Turkish Proficiency Guidelines, attended the ACTFL Workshop in Monterey geared especially to the teachers of the Less Commonly Taught Languages (*see* #5, Reports below).

During the Summer Consortium at Columbia, a proficiency-based language teaching workshop was held. Present, in addition to the consortium teachers, were K. Burrill, J. Stewart-Robinson, and E. Gilson. David Hiple of the American Council on the Teaching of Foreign Languages led the discussion on language teaching and learning techniques. The sense of the meeting was that while there was still room for substantial improvement in the areas of curriculum development and teaching materials, teachers of Turkish were now more than ever before aware of new developments in language teaching, and committed to introducing innovative practices into their own classrooms. Although conscious of the practical difficulties posed by the lack of a mutually- agreed set of proficiency standards, teachers present were generally optimistic about future developments in the profession.

AATT has been urged to resubmit the most recent proposal to develop proficiency guidelines to the Department of Education. A decision will be made soon pending on responses and intentions of members of the Working Committee and the consultants.

5. Report on Conferences

REPORT ON THE ORAL PROFICIENCY INTERVIEW WORKSHOP, Defense Language Institute, May 3-6, 1989

My participation in the Oral Proficiency Interview Workshop held at the Defense Language Institute in Monterey, California in the first week of May this year was predicated on my being associated with two academic organizations that have an interest in matters relating to oral proficiency testing. AATT is committed to the

development of proficiency guidelines for Turkish and has formed a Working Committee charged with the task of preparing these guidelines. The Center for Near Eastern and North African Studies at the University of Michigan is on notice that it has to develop a proficiency-based program in Turkish and Persian if it wishes to continue receiving federal funding for both these languages. AATT and the Center sponsored my participation at the Monterey workshop. Dr. Güliz Kuruoğlu who teaches Turkish at the University of Texas at Austin also represented the AATT Working Committee at the workshop.

The languages represented (and the number of representatives for each) at the workshop were, Arabic (10), Czech (1), Dutch (1), Hindi (1), Persian (3), Tagalog (1), and Turkish (2). The trainers running the workshop were, Professor Roger Allen (University of Pennsylvania) and Dr. David Hiple (ACTFL).

This Oral Proficiency Interview (OPI) workshop was designed to acquaint those in attendance with the purpose, methodology and technique of one mode of ranking the level of the proficiency of learners of foreign languages. Most of the students tested during the workshop were members of the United States Armed Forces undergoing language training in the less commonly taught languages at DLI. The ranking was carried out by the participants themselves after they had practiced on local workers on the base who had some knowledge of English and could have their oral proficiency in English tested. Following this testing of their own proficiency in testing, each participant was given the opportunity of testing and ranking oral proficiency in the language in which he or she was pedagogically engaged. The ultimate goal of the workshop was to prepare each attending teacher for eventual certification in oral proficiency testing and ranking.

During the four days of the workshop, the mornings were generally devoted to lectures by the trainers on various aspects of the OPI, its goals and application for the purpose of assessing the speaking ability of the interview subject in the language effectively in a real-life situation. Emphasized in particular were the procedures to be followed and the rating system to be applied, the importance of making the interview as close to a natural conversation as possible, the correlation between the elicitation of the speech samples and the rating of these samples. The accurate identification of the levels of the rating scale at each progression of the interview and at the very end when the overall proficiency of the interviewee has to be determined. Considerable time was also devoted to the definition and identification of each of the four general levels of proficiency, i.e., Novice, Intermediate, Advanced, and Superior and their sub-ranges of 'low', 'mid', and 'high'.

Since the levels, as named and listed above, may not mean the same thing to everyone, those in attendance were given the ACTFL definitions to consider and apply. For example, the progression from the Novice level, 'characterized by the ability to communicate minimally with learned material. The speaker reacts to conversational initiatives of the conversational partner, primarily with formulaic or rote utterances in words or phrases...' all the way to the Superior level 'characterized by the ability to discuss a broad range of topics in depth by supporting opinions and hypothesizing about abstract issues' can lead to a discussion that is instructive and lively, even when begun without the benefit of an actual interview. When the question of accuracy and the role of grammar in responses and statements by the interviewees was raised, the participants were taken by surprise when told that neither is really relevant since the OPI is used to assess, primarily, the interviewee's general ability in the language regardless of where, when or how acquired.

All four afternoons of the workshop were set aside for actual interviews. To begin with, the participants heard several tapes of interviews done in English to give them an idea of the typical interview. After the playing back of each tape there was a discussion of the ranking that was appropriate for the performance of the interviewee. This was followed by several interviews conducted by the participants and involving individuals from all parts of the world who were employed on the base. Surprisingly, there were very few negative remarks by the trainer regarding the run of the interview, but the final decision on the ranking of the interviewee was preceded by a lively discussion. Eventually each teacher present had her or his turn at interviewing in the target language. The evaluation of these interviews was more of a challenge for all present and yet each person managed to contribute something to the ranking process even though she or he may not have known the language in which the interview was conducted. Each interview was a stimulating learning experience, not only for the person who was interviewing, but also for those who were doing the observing. The exercise gave every participant at least one opportunity of going through a carefully ordered set of procedures and exchanges from 'warm up' through several 'level checks' and 'probes' to assess the subject's proficiency level, to the final 'wind down' at the end of the interview. In most of the interviews witnessed at the workshop the interviewees were proficient enough to function at the novice high level or beyond. This necessitated the activation of the 'role-play' strategy that is recommended at that level. Role-play is mandatory as an additional level check or probe beyond that point. This strategy that should come toward the end of the interview and be introduced in a language common to both persons involved in the interview except the target language, is intended to create

'situations' during which the interviewer can elicit linguistic functions in which the interviewee has not yet been tested. ACTFL role-play cards are available for this procedure, but testers are free to prepare their own in advance or devise them while interviewing. In either case, it is important to use role-plays that are culturally and socially inoffensive and appropriate in order to avoid embarrassment or injury to sensitivities. This last consideration gave rise to a heated discussion at the end of one of the interviews.

Each participant at the workshop was able to interview at least one learner of English and one learner of an uncommonly taught language. I personally interviewed a Russian war bride (WWII) in English and two airmen in Turkish. I found the experience worthwhile and instructive for future use in my own Turkish classes. Of particular value were the discussions that followed each interview and the comments made by my fellow participants and the trainer. One of the thorniest issues we had to take up at the conclusion of an interview was the ranking/ rating. The participants were almost always at odds with the trainer on this matter when called upon to evaluate the performance of the interviewee and suggest an initial ranking. They were usually one or two levels higher than the trainer was willing to accept. The debate that followed had a tendency to resolve matters in the trainer's favor. One point constantly stressed by the trainer was the importance of a sustained exchange at a certain level during the course of the interview and the necessity of testing the interviewee's ability to do this across a number of topics and themes before making that level the interviewee's final proficiency level. The trainer was very strict about that and I believe that most of the participants agreed with him in the end.

Everyone who attended the workshop, I believe, should have returned to her/his home institution more aware of the practical value of knowing how to conduct and evaluate OPI. I would even venture to suggest that many of us will feel the need to re-assess our teaching and testing methods in our classes as a result of the Monterey experience. I know I will make certain changes in the curriculum and teaching of Turkish classes at Michigan.

At the workshop, there were objections raised and reservations expressed concerning the OPI both during class sessions and outside. Unfortunately, these were not particularly focused or adequately identified. However, a complaint that was heard quite often outside the classes was that the OPI is an unjustified requirement by the government and that it should be dropped. Speaking only for myself, I would like to state that I share that senti- ment and that I am unwilling to endorse the concept and the process as the be-all and end-all of language teaching and evaluation. I am also of the opinion that it would be difficult to prepare students for the OPI and ridiculous to

consider it the only valid test of a learner's ability to function in a language in the circumstances under which we operate in academia. A student can be successful at an OPI only if given the opportunity of making hearing and speaking the target language a dominant part of the language learning process. This would be unrealistic in most colleges where language learning has to share the student's time with several other equally important aspects of language learning in addition to several substantive courses making up an academic program. The OPI and its use as a testing mechanism may be realistic as an end in itself only at the conclusion of an accelerated and very intensive (summer) language program such as provided at Middlebury College and at the DLI, or perhaps such as the Persian-Turkish Summer Language Program supported by the consortia of universities on the east and west coasts of the United States. The trainers at the workshop intimated that the OPI was developed and is used for the testing of individuals who will be employed by the government, business enterprises and high school language teachers. If this is the case, why are universities that train people to read, write, comprehend and speak languages being required to consider the OPI such an essential procedure? A modified form of the OPI thoroughly integrated into the much broader testing mechanism in use at the college level would undoubtedly make the testing more comprehensive. Its modification would have to take account of the role played by achievement in the evaluative process of language teaching and learning. Perhaps we should concentrate more on a balanced combination of achievement and proficiency testing that includes speaking, comprehension, reading and writing. Is a set of guidelines for the testing of "prochievement" possible?

In submitting this report to the American Association of Teachers of Turkish and the Center for Near Eastern and North African Studies at the University of Michigan I wish to acknowledge my indebtedness to these two organizations for making it possible for me to be a part of the workshop at Monterey.

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James Stewart-Robinson
The University of Michigan

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The National Conference on LESS COMMONLY TAUGHT LANGUAGES
February 18-19, 1989

AATT was again invited to participate in the National Conference in Washington which was this year again sponsored by the National Foreign Language Center at Johns Hopkins University, with support from the American

Council of Teachers of Russian and the U.S. Office of Education. The AATT representative was E. Gilson who is a member of the Steering Committee formed at the conclusion of last year's conference (see, AATT Newsletter 4).

The task forces that were created by last year's conference reported on their findings. The Task Force on Data Collection led a Round Table Discussion on Empirical Research in Second Language Acquisition. Presented as a working model for data collection and analysis was the two-year (ongoing) database project on analyzing the language learning careers of Russian language students. Efforts were discussed to make the database structure transferable to other languages, to identify 'predictors of success' in language learning and in the types of programs and experiences that are statistically proven to be successful and cost-effective. Particular attention needs to be paid to the effect of in-country study, and at what point such study is most productive.

The Task Force on Curricular Design discussed the establishment of a concrete typology of a 'competency-based' curriculum for the less commonly taught languages. The model developed was based on Chinese. It was felt that guidelines for such a curriculum design could be developed, and workshops established to train language teaching professionals in using these guidelines to create curricula for their languages.

The Task Force on Technology Application had one speaker who discussed the use of interactive video to sharpen the learner's perception of language and attitude toward language acquisition. Appropriate use of technology remains a top priority item on the Task Force's agenda for the coming year.

Establishing a permanent National Conference on Less Commonly Taught Languages was the most crucial item of the Conference Agenda. Participants talked about the state of the LCTs nationally and about the need to transform the annual conference into a formal umbrella organization of LCT teaching associations. Participants expressed frustration that other national organizations, which had no expertise in the teaching of LCTs, were setting a national LCT agenda and directing the allocation of scarce resources without consultation with those who would be effected, the teachers of LCTs. It was resolved to transform the ad-hoc conference into a formal organization. The membership of the current steering committee was reaffirmed and three subcommittees were formed: one on organization and membership in the proposed new organization, one on funding initiatives, and the third to plan next year's conference.

The Annual Meeting of the JOINT NATIONAL COMMITTEE FOR LANGUAGES and the NATIONAL COUNCIL ON LANGUAGES AND INTERNATIONAL STUDIES, Washington, D.C. April 27-29, 1989.

As reported last year (Newsletter 4, Fall 1988), AATT is not a member of JNCL/NCLIS--we can not afford it. However, the Board has authorized a modest annual contribution to JNCL, a sign of our appreciation for receiving their communications and being invited to send a representative to their annual meeting.

Public Advocacy Workshop. The 1989 Annual Delegates Assembly of JNCL and NCLIS in Washington, D.C. was preceded by a two-half-days Public Advocacy Workshop arranged by NCLIS. The 50 or so participants included a group of academic administrators representing the American Assembly of Collegiate Schools of Business. (Among the group was Tamer Çavuşgil, Director of the International Business Development Program at Michigan State in East Lansing, and a colleague of Alan Fisher.) Their presence calls for an explanation.

Again, as reported last year, a sense that languages and international studies are a vital key to America's international economic competitiveness has been growing among both Federal and State officials. American business itself also has become aware that it lacks men and women capable of meeting the challenges of a global marketplace. Statistics show that at present only 17 % of business PhD's have any background in international business and, realizing this, a task force of the National Governors' Association this year went so far as to issue a report that stressed among other things the need for reform of business school curricula. Meanwhile the Omnibus Trade Bill (1988) authorized 5 million dollars for the establishment of Centers for International Business Education at various universities that would be charged with bringing together faculty from international business, area studies and foreign languages to help train business degree candidates. Unfortunately, when it came to appropriations, only $741,000 was allocated for the proposed centers--a sum which, at the time of the Workshop, it had been suggested be split between five centers. Knowing how little can be achieved these days with $150,000 or less, the business school administrators were anxious to learn what they could about lobbying on the Hill.

[*N.B.* Over the summer a Bill to give the total sum to one university--in Montana--was defeated. As this Newsletter is being prepared, the House has voted an additional 9,2 million dollars for Title VI. If the Senate also approves, some of this money will be available for the proposed centers.]

The program for the first half-day of the Workshop

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included talks by individuals with experience in key positions in Washington, including: Bill Richardson (D-NM), Majority Whip at Large, Charles Kolb, Deputy Under- secretary, Office of Planning, Budget, and Evaluation, Department of Education, and William Blakey, former Director, Senate Employment and Productivity Subcommittee, and House Postsecondary Education Subcommittee.

These three addressed Public Advocacy and ways of influencing national policy in general. Naturally they were in favor of foreign languages and international studies: Their overall message was, however, that although Washington's current policy is big on education (including languages and foreign studies) funding is limited and there is strong competition from such causes as AIDS, crime, and drug control. They mentioned proficiency teaching, and advocated better pay for teaching in the humanities. They strongly urged those connected with JNCL/NCLIS to make their voices heard and to lobby people both at the State and Federal level. "They work for you" and "Don't be intimidated" was some of the advice they proferred.

There were also presentations describing legislative and funding processes and of a "How to" and "How not to" nature, as well as a briefing on the current legislation. In order to keep this report to a reasonable length, details will not be given here. (If members so desire, a hand-out can be prepared.)

For the second half-day of the Workshop participants gathered for breakfast on Capitol Hill under the sponsorship of the House-Senate International Education Group. They were again briefed on national policy and on legislative visits before making calls on the offices of their Representatives and Congressmen.

JNCL/NCLIS Delegate Assembly.

Delegates to the Assembly spent the first morning of their two-day meeting on Capitol Hill with those attending the Advocacy Workshop. For this reason their agenda did not include additional addresses by invited speakers. The three sessions of the Assembly itself followed an agenda that ranged from the organization's long range plan of action (which continues to lay stress on advocacy) to discussion of national legislative and policy priorities. Through the Director's annual report and statements by the committee chairmen, etc. delegates were provided with details of activities for the year, of both achievement and setbacks.

JNCL/NCLIS continues to serve as a source of information for its members, the media, Congress, the States and the Executive Branch, and its publications continue to be of influence. Its report on teacher shortages, for example, elicited strong reactions in groups such as the National Governors' Association and the National Conference of State Legislatures. It can certainly take much of the credit for the passage of recent legislation favorable to the language teaching area, but has found it hard to influence appropriation decisions. [As noted above, however, extra funding has now been voted for Title VI.]

Among other topics discussed that could have a longterm impact on the teaching of foreign languages and international studies were the activities of CAFLIS (Coalition for the Advancement of Foreign Languages and International Studies). As one of the 138 organizations making up the Coalition, JCNL/NCLIS supports its initiatives for greater interaction with state and local organizations and with the private sector. However, (although recommending that JNCL/NCLIS members join the Coalition) it questions the "political realism, substantive contribution and inherent value" of its efforts to negotiate the endowment of a National Foundation for International Studies (similar to the present National Foundations for the Humanities and for Arts and Science. JNCL/NCLIS is especially concerned, it says, about the competition a legislative proposal for the endowment might create for current and future legislative proposals in certain areas. A Position Paper to this effect was revised and adopted by the Assembly, stressing that the CAFLIS "singular commitment to a national endowment is not consistent with the major interests" of JNCL/NCLIS members.

CAFLIS plans to circulate the final draft of its proposal for the future to its members in October, and AATT members may want to discuss this in Toronto.

JNCL/NCLIS is also concerned about finances. Membership dues are being increased, and the Assembly suggested other steps to avoid a budget deficit for the coming fiscal year.

The AATT Board plans to maintain ties with JNCL/NCLIS, as with other national organ- izations pertinent to our field. It alsi urges members to keep it informed of any activity at the local level, whether involving state officials, the business community, or their own institutions that could promote our interests.

Kathleen Burrill
Columbia University

6. Standards for Computing Update

AATT's Committee on Computing worked on standards for computing in Turkish and recommended acceptance of ISO Latin-9 encoding scheme for ASCII codes. We were, of course, well aware that it is one thing for organizations such as AATT to perceive the need for standardization and come up with a recommendation for colleagues, and quite another to have such standards accepted by hardware/software concerns and users universally.

At about the same time that our project was underway, an initiative for text encoding guidelines, the Text Encoding Initiative (TEI) began to take shape. Initially sponsored jointly by the Association for Computers and the Humanities (ACH), the Association for Computational Linguistics (ACL), and the Association for Literary and Linguistic Computing (ALLC), the Initiative is now sponsored also by several additional organizations in the humanities, notably the Modern Language Association (MLA) and the Dictionary Society of North America (DSNA). In a separate development, the Computer Assisted Language Learning and Instruction Consortium (CALICO) together with the American Society for Testing and Materials (ASTM) also announced a *National Initiative for Developing Voluntary Standards for Application of Technology to the Teaching and Learning of Languages*, with participation from 'business and industry, federal and state government agencies, the academic community and the public at large'. Although these two initiatives arose from the needs of two very different groups, at the very basic level of electronic manipulation of text, the needs converge and it is essential that there is full coordination between these two initiatives. After all, language databases are shared, and a future on-line dictionary has to be accessible to users of future CALL courseware.

TEI is an international effort and is supported by grants from the National Endowment for the Humanities and the Commission of the European Communities. The primary goal of TEI is to provide explicit guidelines which define a text format suitable for data interchange and data analysis; the format will as far as is possible be hardware and software independent, easy to use, and compatible with existing standards.

There are four working committees:

1. The *Committee on Text Documentation* will develop conventions for labeling text encodings to identify their source texts and other pertinent characteristics in a manner adequate to the needs of library cataloguing, archive documentation, text users, and processing programs.

2. The *Committee on Text Representation* will address the problems of representing in machine-readable form the physical aspects of a copy text, the information explicitly present in the copy text at the physical or graphetic level, and all the textual features (emphasis, structural hierarchy of text) conventionally represented by the typography of a printed edition. This committee will address issues of character set specification for extended Latin and non-Latin alphabets, transliteration, detailed physical description of the source, and the encoding of textual variants.

3. The *Committee on Text Analysis and Interpretation* will develop ways to represent in machine-readable form the results of interpretive and analytic work by scholars. In the first phase of the project, this committee will focus on the incorporation of linguistic descriptions into machine-readable texts such as lemmatization, morphology, word-class tagging, eventually also phrase boundaries, syntagmata, idioms, and syntactic analyses.

4. The *Committee on Syntax and Metalanguage Issues* will develop a formal metalanguage in which it will describe the syntactic and semantic features of existing encoding schemes commonly used for textual research. They will also be responsible for the syntax of the markup scheme to be recommended in the guidelines; SGML syntax will be taken as the basis for the work, but if extensions are needed this committee will devise them.

These are very encouraging developments and although the issues are very complex, it is very likely that some guidelines will emerge, especially from the work of the first two committees. There have been other initiatives in the past, but the time seems to be ripe in that most of the learned societies in the humanities are involved in the current effort. AATT has been in touch with the Committee on Text Representation as it is to our benefit to see standards materialize for global use in text documentation and text representation.

7. Announcements

Proposed research should have a broad pedagogical application to foreign languages in general. Any proto-type development should be demonstrably generalizable across languages and language learning environments.

Proposals related to all areas of foreign language education will be considered. Preference will be given to applicants whose proposals address the Center's formative agenda:

* empirical and analytically oriented studies which assess current and potential use of foreign languages as related to the national system of foreign language training;

* development of valid strategies and instruments of measuring foreign language competence of individuals and approaches to foreign language instruction;

* development and evaluation of teaching and learning methods, including application of multi-media technology, CAI, intelligent tutoring and expert systems;

* research dealing with the structure and functions of language instructional systems;

* assessment of and planning for foreign language educational policy.

The Institute of Advanced Studies' Fellowships are for individuals and involve research *in situ* at the NFLC. Applicants may request a residency period ranging from a minimum of three to a maximum of nine months, to take place between September 1990 and May 1991.

There are also a number of collaborative fellowships available for the summer of 1991. Research teams composed of a maximum of three persons may request a collaborative fellowship to work on a specific project. These fellowships are designed to assist researchers working on similar topics to come together to share their interests. They are for periods of approximately four weeks and are available between May 15 and August 15, 1991.

Proposals are now being accepted.
For further information, contact NFLC,
1619 Massachusetts Ave., NW,
Fourth Floor
Washington, DC 20036, or the AATT Secretary.

**Rockefeller Foundation
Residency Fellowships at Michigan**
The Center for Near Eastern and North African Studies announces two fellowships for the 1990-1991 academic year for the study of Middle Eastern Literatures.

The primary purpose of these fellowships is to enable scholars and writers of Middle Eastern Literature to produce English translations and commentaries of value to policymakers, scholars of the contemporary Middle East, and those in related disciplines denied access to these ideas because of the language barriers. Residency fellows will devote their time to their writing, translation, and research related to Arabic, Hebrew, Persian, or Turkish literature.

Senior and junior faculty members, as well as writers and scholars without institutional affiliation are eligible.
Deadline for applications is January 15, 1990.
For further information, contact
Dr. Ernest N. McCarus, Director, Center for
Near Eastern and North African Studies
The University of Michigan
144 Lane Hall
Ann Arbor, Michigan 48109-1290

Conferences.

ACTFL '89 Annual ACTFL Conference will be held in Boston, November 17-19, 1989. The motto his year is "Foreign Language Teachers: A Powerful National Resource!" There are over 300 sessions and workshops announced, covering all levels of foreign language teaching.
For further information, contact ACTFL,
6 Executive Blvd., Yonkers, NY 10701
(914) 963-8830.

MLA The Modern Language Association's annual conference will take place in Washington, D.C., December 27-30, 1989.
For further information, contact MLA
10 Astor Place, New York, NY 10003-6981
(212) 475-9500.

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8. On Foreign Language Acquisition

[*Editor's Note:* The following report on a study to establish the correlation between Length of Residence and Second Language Acquisition(SLA), has been submitted by one of the Association's members. Although the emphasis is on learners of English, it introduces teachers of other foreign languages to some aspects of current SLA research and debates.]

Exposure Variable: Length of Residence and Pragmatic Competence

Introduction
Several studies on exposure variables with respect to adult second language acquisition have been conducted. These exposure variables--the length of residence (LOR) in

the second language environment, amount of study and effort in learning the second language, and the interaction with native speakers of the language--are claimed to influence vastly the skill attained by the second language learner. While some studies, particularly those conducted on the length of residence (LOR), show a clear relationship between the proficiency and second language learning, other studies far from substantiate this claim.

One of the first studies that examined the relation between the length of residence and the proficiency was conducted by Carroll (1967). The main purpose of his study was to measure the foreign language proficiency gained at the time of graduation by 2,782 American students from 203 institutions who major in French, German, Italian, Russian or Spanish. On the Foreign Service Institute test of listening comprehension, the foreign language majors who spent a junior year abroad in the country of the language that they majored in outperformed those who had only spent a summer abroad (e.g., enrolled in a summer school, toured the country) with a mean score of 50.11. The summer travelers, in turn, surpassed those who had never been abroad with a mean score of 45.34. The mean score of those who had never been abroad was only 40.65. Krashen (1986) thinks that those staying abroad for a period of time sought social interaction, therefore had more comprehensible input, "i+1" -- structures a bit beyond the acquirer's current level.

Chihara and Oller (1978) studied 123 Japanese adults enrolled in beginner, intermediate, and advanced level classes of English as a Foreign Language (EFL) at the Osaka YMCA in Japan. Among other variables, that is, the attitudes of the students toward themselves, toward other Japanese, toward English speakers, and toward learning English, Chihara and Oller (1978) looked for a relation between the amount of time spent in an English speaking country and proficiency. The study did not report any relationship between the amount of time spent abroad and tests of English (r=0.04 for cloze and with other measures producing similar results). However, the study showed higher correlations between time abroad and self-report of English proficiency (r=0.24 for speaking and r=0.23 for listening comprehension).

One hundred and sixteen students who were enrolled in an English as a Second Language (ESL) class in the Continuing Education Program at Queens College, New York were studied by Krashen, Jones, Zelinski, and Usprich (1978). A comparison of the effects of instruction and length of residence in the country where the second language was spoken proved to be somewhat significant, but showed quite modest correlations (r=0.18 on Michigan test, r=0.22 on composition, and r=0.24 on cloze test).

Murakami (in Oller and Perkins, 1980) conducted a study on 38 Japanese students at Southern Illinois University to find out the correlation between length of

residence and second language acquisition. The research showed a significant correlation between performance on a dictation test of English as a Second Language (ESL) and the subjects' length of stay in the United States (r=0.68). However, it did point out a positive but insignificant correlation using a cloze test (r=0.29).

With Oller and Perkins, Murakami (in Oller and Perkins, 1980) studied 182 male subjects whose ages varied between nineteen and thirty and whose backgrounds were Arabic, Persian and Spanish at Southern University of Illinois. The results were almost identical to those of Murakami's previous study. That is, there was a significant correlation between the length of residence and dictation (r=0.46), but not any significant relation to the cloze test (correlation not reported).

Our teaching experience reveals to us that EFL students who have studied a second language in a foreign setting without having spent any time abroad and having had little experience conversing with native speakers in social situations may not be able to function in social situations. Despite their high language proficiency, even advanced learners experience failure in their pragmatic competence, "sociocultural communicative competence in performing speech acts" (Takahashi & Beebe, 1986). Because the ability to give "socially appropriate, and self-flattering response" depends both on the ability to understand the language and to infer "the socially appropriate, flattering, and consistent response." (Murakami, 1980)

ESL students, on the other hand, who have gained the language as well as pragmatic proficiency in the country in which the language is spoken react in a culturally acceptable way in a social context. They choose stylistically appropriate forms for social contexts, although they may have a low grammatical proficiency.

Lately the difference in the sociocultural communicative competence of EFL and ESL learners has been receiving attention in language courses, particularly through notionally-based syllabi. Thus, this concern results in more empirical research on the pragmatics of second language acquisition. Studies that measure productive performance in sociocultural aspects of speaking, especially one particular "speech-act set", apologizing has been the subject of pragmatic research. (Cohen & Olshtain, 1981)

Research has been done by Cohen and Olshtain (1981) on apologies. They conducted a study on 44 students at Teachers' College, Hebrew University--32 native speakers of Hebrew enrolled at an intermediate level ESL class and 12 native speakers of English from the United States. Eight apology situations were chosen. Four of these situations were specifically designed to assess intensity of regret in apologizing. That is, the word very in a sentence such as "I am very sorry" was considered to indicate high intensity while a sentence without it low intensity. After

having read the eight written situations in English, native speakers of English responded to the verbal clue in English. All responses were tape recorded. All of the Hebrew ESL students read the situations typed on cards in Hebrew. While one group was asked to respond in English to the investigator's verbal cue in English, the other group was asked to respond in Hebrew to the verbal cue in Hebrew. Cohen and Olshtain (1981) concluded that Hebrew ESL speakers offered less repair (e.g., in situations such as forgetting meeting with a boss), acknowledged less responsibility (e.g. in situations such as bumping into an old lady, shaking her up a bit), and expressed less intensity of regret (e.g., "I am sorry" instead of "I am very sorry") than native speakers. Investigators point out that the deviation from the cultural patterns of native English speakers in certain situations seemed to be either the result of negative transfer from Hebrew or low grammar proficiency. Cohen and Olshtain (1981), modifying Fraser's list (quoted in Cohen and Olshtain 1981) came up with five semantic formulas that speakers use:

1. An expression of apology
   a. An expression of regret (e.g., "I'm sorry")
   b. An offer of apology (e.g., "I apologize")
   c. A request for forgiveness (e.g., "Excuse me" or "Forgive me")
   d. An expression of an excuse (not an overt apology but an excuse which serves as an apology)

2. An acknowledgement of responsibility
   a. Accepting the blame
   b. Expressing self-deficiency
   c. Recognition of deserving an apology
   d. Expressing lack of intent

3. An offer of repair

4. A promise of forbearance (i.e., that it won't happen again)

Olshtain (1983) conducted another study on apologies focusing on Russian and English speakers who were learning Hebrew at Teachers' College, Hebrew University, Israel. For data collection, she used the eight original apology situations that had been used in the Cohen and Olshtain (1981) study. There were 63 subjects; 12 native speakers of English represented the English native form while the 12 native speakers of Hebrew represented the Hebrew norm. 12 native speakers of Russian were asked to react to the situations which were translated into Russian. 13 native speakers of English and 14 speakers of Russian who were all learning Hebrew and who had the same proficiency level reacted to the the situations in Hebrew. She claimed that the five semantic formulas of Cohen and Olshtain (1983) study were universal, that is, the same in

Hebrew, Russian, and English; however, there was an inconsistency in the average frequency of appearance for each formula across three languages. English surpassed the other two in the rate of apology on all semantic formulas. Russian, in turn, had the next highest rate of apology. Olshtain (1983) believes that factors like native language transfer, situation, language specificity versus universality, seriousness of offense, status or distance of the 'apologizee' are influential in dealing with apologies.

Olshtain and Cohen (1983) report four studies on apologies conducted under Cohen's supervision by his graduate students--Ford (1981), Castello (1981), Kim (1981), and Wu (1981)--in the TESL program at the University of California, Los Angeles (UCLA). Ford had six subjects--three native speakers of English and three Spanish-speaking Latin Americans who were non-native speakers of English. She took eight situations, five of which were in the Cohen and Oshtain study. The investigator added three more situations which did not call for apologies. Her goal in doing this was to hold her subjects' attention and to make them think carefully before responding. Ford also made "excuse" a separate formula separating it from being a subformula of "expression of apology." The major finding was that the Spanish speakers expressed an apology twice as often as the native speakers both in Spanish and English. Cohen thinks that Ford's finding supports the common belief that Latin Americans are more polite than native speakers of English in certain ritualized interactive contexts such as apologies.

As a team Castello (1981), Kim (1981) and Wu (1981) studied apologies in eight situations which were similar to the ones in the Cohen and Olshtain (1981) study. The situations were designed to point out intensity of regret and stylistic formality. Castello conducted the study on a native speaker of English and a native speaker of Spanish who provided data for Spanish as well as second language responses. Kim had a native speaker of English and a Korean speaker of English. Wu studied three native speakers of English and three Chinese speakers of English. Each investigator found that the subjects added an explanation of the situation, and a semantic formula which Castello, Kim and Wu called "offer of explanation" in their English responses. However, their responses in their native language did not consist of "an offer of explanation".

In this paper, studies on one of the exposure variables, length of residence (LOR) on adult second language acquisition and a particular speech act, apologies, were reviewed. The aim was to see the design of the studies, data collection and data analysis. In addition, the results that they drew were summarized. All has been accomplished to attempt to discover the validity of the hypothesis of these studies. That is, Turkish students who have been in the United States for a longer period of time would by and large have a higher language and pragmatic proficiency than those

who have been here for a shorter period of time.

Method

Subjects

The study was conducted on 24 subjects. The participants were divided into three groups: eight Turkish students who have been in the United States for a long period of time and who have higher grammar proficiency (Group A); five Turkish students who have been in the United States for a shorter time (Group B) and who have less grammatical proficiency, and eleven native speakers of English (Group C). Subjects of Group A and B are ethnic Turkish whose native language is Turkish.

The eight Turkish students (six male and two female), subjects of Group A, have been in the United States for an average of 30 months (range: 18 to 36 months). Like the Group C subjects, they are all graduate students getting either their Master of Arts or Doctor of Education degree at various departments of Teachers College and Columbia University. They received minimal instruction in English at all levels of education--2-3 hours a week. These subjects attended an intensive English course for six months in Turkey. Then they studied English for four to six months at various language programs of colleges in New York. Other than these, they had an orientation class which included minimal language study at the colleges they attended.

The other five Turkish students (five male), subjects of Group B, have lived in the United States for an average of 6 months (range: 5 months to 7 months). They all had the same amount of exposure to English in Turkey as the subjects of the Group A. That is, they had 2-3 hours of English at all levels of their education and studied English in Turkey for six months intensively. Currently, all of them are students at various levels of the American Language Program (ALP) of Columbia University, New York. They are all trying to get a score of 550 or above on the Test of English as a Foreign Language (TOEFL) which is an admission requirement for any of the doctoral programs at American universities.

The eleven native-speaker subjects (Group C) are all graduate students who are getting either their Master of Arts or Doctor of Education degree at various departments of Teachers College and Columbia University.

Materials and Procedures

Subjects in Group A and Group B were asked to complete a background question- naire. With this questionnaire information such as the subjects' length of residence, interaction with the native speakers as well as exposure to the language through either reading magazines, books or newspapers in English or watching movies, TV or videos was gathered.

All of the 24 subjects filled out a Discourse Completion Test. That is, a questionnaire consisting of seven written role-play situations (see Appendix A). Each situation contained a blank which evoked a response appropriate to the situation. Situation C and G involved role-plays between peers; Situation D and F required excuses given by a person of higher rank to a person of lower rank; and finally, Situation A, B, and F involved excuses by a person of a lower rank to a person of higher rank. The aim in giving the Discourse Completion Test was to compare the self- imaged pragmatic competence of the non- native speakers with that of native speakers. Additionally, it was to find out which group's pragmatic competence, A's or B's was closer to native speakers.

Furthermore, a discrete-point grammar test was administered to the subjects in Group A and Group B. The goal was to establish that Group A was in fact grammatically far more proficient than Group B. The discrete-point grammar test, which consists of 38 items, contains two parts. The items in the first part are sentences with blanks. From four of the choices the subject must choose an appropriate fill-in. The second part consists of sentences in which the subject must diagnose a structural error from among four options.

Data analysis

As is done in other studies on apologies --Olshtain (1983), Ford (1981), Castello (1981), Kim (1981), Wu (1981)--initially all the subjects' responses were examined in terms of five semantic formulas which Cohen and Olshtain (1981) concluded in their study on apologies of 32 native speakers of Hebrew and 12 native speakers of English. All the responses were analyzed and categorized whether they contained one of the following features: an expression of apology, an acknowledgement of responsibility, an offer of repair, and a promise of forebearance.

The situations were designed to elicit both an apology and an extended excuse. That is, regardless of the status of the participants, justification or a specific reason was expected. Consequently, in a situation in which the respondent had to explain to a professor why (s)he was late to an exam, the responses "I'm really sorry. I was stuck on the subway"; "I apologize for being late. I was in Washington for a job interview and the bus to school was delayed"; and "Please excuse me. I made a terrible mistake" were analyzed as having both of the above features. By contrast, in a situation where the respondent must explain to her/his students that (s)he will not be able to hand in the papers, the response "No. You won't get them until next week" was considered to have neither of the features. If a response to the situation, forgetting to meet a friend at the mall, was "Let me take you to lunch to make amends", it was analyzed as an offer of repair. A response to a same situation, "I do not know what is happening to my

memory" was accepted as an acknowledgement of responsibility while "It will never be again" was coded as a promise of forebearance.

The length of responses to each situation was also taken into consideration. Blum- Kulka and Olshtain (in press) claim that "'verbosity' is evident especially among learners who possess the linguistic knowledge to support the intention of their speech acts, but still feel uncertain of the effectiveness of their communicative interaction." (p. 25) Therefore, length of each subject's response to the situations in Discourse Completion Test was calculated by counting the words which subjects wrote for each situation. The response lengths of both groups were compared to Group C and then to one another.

Even though situations were not spec- ifically designed to assess intensity of regret in apologizing as is done in Cohen and Olshtain's study (1981), the intensity of regret for each situation were tabulated for each group. Like Cohen and Olshtain (1981), range of quantifiers, "really, so, terribly, and so very" were considered to intensify the apologies for situations.

Finally, as is done in the studies on length of residence (LOR)--Carroll (1967), Chihara and Oller (1978), Krashen et al (1978), Murakami (1980), Oller et al (1980)-- Group A's and B's language proficiency was evaluated. Group A and B's scores on the discreet-point grammar test were contrasted.

Results and Discussion

No distinct patterns emerged from the analysis of data from the Discourse Completion Test. The analysis indicated that not all the subjects responded to the situations using the same semantic formulas. The semantic formulas that all three of the groups used were subcategories of an expression of apology: an expression of regret, a request for forgiveness and an expression of excuse. Each group used each category differently. Group A, Turkish students who have been in the United States for a longer period of time, did not use an offer of repair and a promise of forebearance semantic formula. Group B, those who have been in the United States for a shorter period of time, employed an offer of apology while Group C, native speakers of English offered an acknowledgement of responsibility and a promise of forebearance.

Situation A (inferior to superior) - A student comes to his/her final exam late. The entire grade for the course is based on this exam.

	I'm sorry	Excuse	Repair
Group A	50%	88%	
Group B	100%	80%	
Group C	45%	82%	9%

Situation B (inferior to superior) - An employee cannot go to his/her boss's dinner party

	I'm sorry	Excuse me	Excuse
Group A	63%	16%	63%
Group B	80%	20%	54%
Group C	45%	9%	54%

Situation C (peer to peer) - A friend forgets to meet another friend at the shopping mall.

	I'm sorry	I apologize	Excuse me	Excuse
Group A	100%	16%	16%	100%
Group B	80 %	20%	80%	
Group C	73%	9%	19%	82%

Situation D (superior to inferior) - The president of a Chrysler car firm cannot go to his/her employee's wedding because his/her daughter is arriving from England.

	I'm sorry	I apologize	Excuse
Group A	38%	16%	100%
Group B	80%		80%
Group C	45%	9%	82%

Situation E (inferior to superior) - A student feels sick therefore (s)he will not be able to finish his/her coursework on time.

	I'm sorry	I apologize	Excuse
Group A	100%		
Group B	40%	80%	
Group C	9%	9%	64%

Situation F (peer to peer) - A friend breaks his/her leg therefore (s)he will not be able to help with the final preparations of an exhibition at school.

	I'm sorry	Excuse
Group A	100%	
Group B	80%	100%
Group C	9%	73%

Relying on Blum-Kulka and Olshtain (in press) statement that "'verbosity' is evident especially among the advanced learners," the average length of response for all situations was calculated. It became evident that in all of the situations Group A's average length of response was closer to Group C's than Group B's.

The items for the Discourse Completion Test were designed as role-plays in which the respondent's relationship to his\her inter- locutor varied. That is, the situations were formulated as peer to peer, higher rank to lower rank, and lower rank to higher rank. The purpose was to establish whether there were trends in the role of relationships. Wolfson and Jones (1984) point out that "(the) effect of status, or relative dominance, on response, points up a more general problem in cross-cultural comparisons. Namely, that role relationships along with their attendant sets of

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obligations, differ across societies. Thus, in one society, the status of a professor may be far greater than in another." (p. 9) Relying on this claim, while similarities between responses according to social roles in Group A and B are expected, differences between these two groups and Group C are anticipated. However, no pattern emerged among any of the three groups.

The tabulation of intensity of regret for each situation indicated that Group A used more variety intensifiers-- "really", "so", "terribly"--than Group B--"so". Furthermore, Group A used intensifiers in more situations than Group B.

There was a significant difference between the grammar scores of Group A and B. The average percentage correct answers for Group A was 88 and Group B was 50. The range of scores for Group A was 74 to 97. On the other hand, for Group B, it was 37 to 74. The results indicated that Group A and B's level of syntactic acquisition differed significantly.

The study partially supported its hypothesis. It concluded that the Turkish students who have been in the United States for a longer period of time would by and large have a higher language proficiency. This result coincided with studies that showed a correlation between the length of residence (LOR) and language proficiency--Carroll (1967), Murakami (1980) and Oller et al. (1980). Unlike other studies on apologies, this study looked at the pragmatic proficiency of a group of people from the same ethnic background. The hypothesis was that the Group A who have been here for a longer period of time would have a higher pragmatic proficiency than Group B. However, the data analysis only partially indicated this. Group A's responses were closer to Group C's only in certain situations: situations A, B, and D.

The following factors might have influenced why the study was unable to support part of its hypothesis:

a) The size of the sample was small.

b) The Discourse Completion Test may not have elicited authentic samples of pragmatic language.

c) The subjects were unable to relate to the situation.

For patterns to emerge in the analysis of data which would enable to support or refute the hypothesis, a much larger number of subjects was essential to the study. The small number of subjects did not permit statistical analysis. Had Group A and B been larger in number, significant results may have been pronounced. For a study to be empirically sound, a much larger sample size is essential.

Studies on speech-acts across languages and cultures widely use the Discourse Completion Test as a data collection method. While some researchers favor this written role-play questionnaire, others like Wolfson and Jones (1984) disfavor it. Wolfson and Jones (1984) question this research tool and articulate their doubts:

In comparing speech data across languages and cultures, we are confronted with problems ranging from the definition of the act and the situation which gives rise to it, to questions related to the comparability of social roles and to the ability of informants to produce responses appropriate for those of a different age, sex and status. A further, and perhaps more fundamental question has to do with the validity of written responses to short dialogues which, by their very nature, lack the context of an ongoing verbal interaction. In fact there are two questions here. One is, how much we can assure that written responses are representative of spoken ones, and second is, can we hope that short, decontextualized written segments are comparable to the longer routines typical of actual spoken interaction. (pp. 9-10)

Beebe and Takahashi (in press) agree with Wolfson and Jones (1984) by stating that the Discourse Completion Test is limiting and that it may bias the results of the studies conducted on speech acts for the same reasons. That is, the data from written role-play questionnaire differs from data of the natural conversation because it elicits short responses and lacks full range of formulas, depth of emotion, amount of repetition and the degree of elaboration. Unlike Wolfson and Jones (1984), Beebe and Takahashi (in press), however, do not totally deny the use of the Discourse Completion Test for data collection. As is made evident in Beebe and Cummings (1985), Beebe and Takahashi (in press) believe that the Discourse Completion Test is useful in classifying the semantic formulas of natural speech. Furthermore, they think that it is practical in the study of the perceived requirements for a socially appropriate speech act--refusals, apologies, invitations, and suggestions. Beebe and Takahashi (in press) also show that natural data may be as limiting as the data of the Discourse Completion Test for various reasons. One reason is that the natural data are slanted towards short exchanges rather than long ones because long ones are hard to capture word for word. Another one is that the natural data is more dependent on the investigator's preferences. Finally, any kind of data used in studies will be limiting and may bias the results unless various data collection methods are used to compliment each other.

As is reported by Corsaro (1985), Cicourel claims that researchers should consider using different types and levels of data while interpreting the results of their analysis. Researchers, for instance, should go beyond general references to field notes and converse with discourse participants in order to identify specific features of different levels of information that the participants employed while they were interpreting the discourse materials. Relying on this claim, the investigator of this study asked the subjects' opinions about the Discourse Completion Test. Some of

the subjects said that they had a hard time relating to the situations. One subject commented on the situation A, coming late to an exam, as "It never happened and it is unimaginable." The very same subject stated that she also could not relate to the situation C, forgetting to meet a friend at a shopping mall. She commented "I write down all of my appointments and I call if I cannot make it". To situation F, teacher not returning the papers, another subject stated, "It never happened; it never will. My work comes first." These comments imply that some subjects had a hard time relating to the situations in the Discourse Completion Test.

Conclusion

In 1964, Hymes introduced the notion of communicative competence. This concept embodies both the second language speaker's knowledge of the linguistic rules and the sociocultural rules for appropriate use. Since then, ESL/EFL researchers, teachers and material designers have been vastly interested in the social rules of language. Consequently, a special attention has been paid to the role of conventionalized linguistic formulae in social interaction in the field of ESL/EFL. More empirical research in this area should be done and more materials should be designed based on these studies to enable ESL/EFL students, as well as students of any foreign language, to "integrate personal and societal values with linguistic competence". (Goffman, 1967)

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Appendix A
Discourse Completion Test Samples

DIRECTIONS: In each of the situations below, please respond as though you were actually speaking.

A) You are half an hour late for the final exam in one of your courses. The professor said that the entire grade for the course would be based on the final exam.
Professor: Why are you so late?
You say: . . . .

B) Your American supervisor invited you to a small dinner party and you accepted, but at the last minute you find out that you will not be able to go. You call your supervisor.
Supervisor: Hello?
You say: . . . .

C) Last week you planned to go shopping with a friend. You set a certain time to meet at the mall, but you forgot completely about it. You run into your friend the next day.
Friend: Hey, I waited for you for an hour. Where were you?
You say: . . . .

Appendix B
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9. Report from the Field
1989 Summer Consortia

Eastern Consortium
Dr. **Rhoads Murphey** reports:

Eighteen students were enrolled in the 1989 session of the Persian-Turkish language consortium. The students represented a wide spectrum of interests, affiliations, and geographic locations. Exactly one half of the students came from member institutions in the Consortium (Columbia 5, Princeton 2, and Harvard and Michigan one each), but the program was greatly enriched by the participation of a number of outsiders. Teachers, students, and professionals from nearby (*e.g.*, a free-lance journalist and a working member of the Helsinki watch) as well as national (*e.g.*, a political scientist from Louisiana) locations, came together in the summer of '89 to create a broadly diversified and dynamic study group.

There were a total of 11 students enrolled for Turkish, 7 in Elementary Turkish and 4 in Intermediate. The courses were offered by Sibel Kamışlı, a degree candidate at Columbia's Teachers College, and Suzan Özel, a degree candidate at Indiana University who also taught at last summer's program at the University of Michigan.

Besides a teacher workshop (see #4 above), a number of other extra curricular activities were organized during the course of the eight-week program. Highlights in the weekly lecture series included on the Turkish side, a lecture/ demonstration by a master-in-training in the art of shadow puppetry and a lecture on the current improved conditions and facilities for researchers at the Turkish State archives in Istanbul.

Rhoads Murphey
Columbia University

Western Consortium
Dr. **James M. Kelly** reports:

The summer Turkish language program was held at the University of Utah from June 26 to August 17.

The program was attended by four students, all from the West. We met four hours daily five days a week. Three of the four hours were devoted to grammar and translation under my guidance and one to conversation and drill with a

native TA, Ms. Nilgün Moss. We completed Underhill's *Turkish Grammar* and the first volume of Koç and Hengirmen's *Türkçe Öğreniyoruz*. Each student had a set of the tapes for Hengirmen made for him/herself and practiced the tapes at home as well as in the language lab. Two Turkish dinners were held and movies (Yol) and VCRs (Süleyman) were shown along with some lesser entertainment. We also listened to some Turkish poetry and short stories read by the authors. Comprehension was minimal. Finally, I put on reserve some Turkish movies which they watched at their leisure.

The students did generally well, the lowest grade being B+. A firm grasp of the participial constructions was acquired by one student while the others were a bit shaky. Most other constructions were easily understood but will need practice for retention.

Naturally, material learned in an intensive course is not as easily retained as that learned during the academic year. Yet I am certain that with a little practice, they will do just fine in a second-year course.

<div align="right">James M. Kelly
University of Utah</div>

Consortium Teachers Report:

TURKISH as a FOREIGN LANGUAGE (TFL)AT COLUMBIA UNIVERSITY

Elementary Level

Since 1983, the Summer Consortium for the Teaching of Persian and Turkish has been rotating among six universities: Princeton-New York University, Ohio State University, University of Michigan, Harvard University, University of Pennsylvania, and Columbia University. The 1989 Summer Consortium was sponsored by the Department of Middle East Languages and Cultures (MELAC) at Columbia University and was held between June 26 and August 18. This article is an account of our experience in teaching Turkish as a Foreign Language (TFL) at the beginner's level.

During this Summer Consortium, the Elementary Turkish I and II were taught for eight weeks on a basis of four hours a day, five days a week. In Elementary Turkish I, our aim was to cover the main grammar points of the language paying special attention to provide competency in the four basic skills: reading, writing, listening and comprehension. In teaching the main grammar points, we used the materials developed and implemented in the same course by the chairperson of the Department, Professor R. F. K. Burrill. In the Elementary Turkish II, our goal was to re- inforce and strengthen the previously taught material. To develop competency in the target language further, students translated from Turkish into English and from English into Turkish, both orally and in written form.

We had seven students of whom six were native speakers of English and one was a native speaker of Persian. The students were all academically-oriented and had prior exposure to foreign languages from different language families: Arabic, Chinese, French, Greek, Italian, and Latin. Only one student was familiar with Turkish, and another one had limited previous instruction in it.

In this intensive course, we mainly used the method of notional-functional approach, a method widely employed in the teaching of English as a Second Language (ESL) in the last 20 years, and which has been especially advocated by the Council of Europe. Trim, who made important contributions to this method, summarizes the situation of the adult language learner as:

> the mature adult has learned a complex body of social and linguistic rules which made him a fully integrated member of interlocking social groups. He knows how to be with them, what to do and what to say, when, where, how and to whom. When this same adult becomes a foreign language learner, he suddenly 'finds himself confronted with a range of situations, which, despite all the knowledge and skill he has built up in his previous experience, he is incompetent to handle,' whether at a public or a private level. (cited in Alexander, 1981, p. 251)

In this course we addressed the needs of the adult learner, which has been described above, by trying to provide the learner with pragmatic proficiency in the target language. However, while employing this current method, we did not ignore the traditional method of teaching. That is, we used traditional techniques such as drill and practice in declension, conjugation and sentence formation.

Our main interest was not to teach the four skills in isolation, but to blend and balance them. In order to achieve this we tried to move away from a traditional "teacher-centered" classroom to a "student-centered" one. In other words, we created interaction among and between the students. To create this interaction we utilized various types of audio-visual aids. The slides of sites of Turkey were shown to familiarize the students with the cultural and historical aspects of the country as well as providing them with the chance of practicing the spoken form of the language. The picture series, "Sequential Photographs for Language Practice: What's the story?" by L. Markstein and D. Grunbaum and "Progressive Pictures" by D. Byrne were used to embellish the four skills. Initially, students were asked to speak about the pictures; then they wrote about the assigned picture in pairs. Finally, they exchanged their compositions for error diagnosis.

Turkish films, *e.g.* "Ah, Belinda!" by Atif Yılmaz were used as authentic material to drill certain tenses, *e.g.*

<div align="center">17</div>

conditionals. Once a week we played popular, folk and classical Turkish songs to illustrate certain grammar forms and points as well as idiomatic usage. Additionally, the students were encouraged to sing along repeatedly, which led to natural memorization of the above mentioned points. The students used the tapes in the language laboratory on a voluntary basis for extra practise in declension, conjugation, sentence formation, and dictation.

Proverbs, poems, riddles, jokes, games and tongue-twisters were used to break up the monotony and lower the level of learning anxiety in the classroom. Our experience showed that these type of activities brought a relaxed atmosphere to the classroom thus decreasing the high learning anxiety of some students.

Extracurricular activities--lectures, movies and demonstrations--were sponsored by MELAC to familiarize the students with Turkish culture and history. We think that these extracurricular activities brought a certain amount of solidarity and cohesiveness to the group which in turn affected their classroom performance in a positive way.

We feel that, to a great extend, we achieved our goal which was to develop our students' competency in reading, writing, listening, comprehension, and translation of Turkish, by blending the traditional teaching method with the now widely and successfully used notional-functional approach to language teaching. We also believe that we were greatly aided by the challenge presented to us by our highly motivated, hardworking and academically successful students.

<div align="center">Sibel Kamışlı and Sevinç Yegülalp
Columbia University</div>

Ref.: Alexander, L.G. "Materials Design: Issues for the 1980's. A European Point of View" in J.E. Alatis, H.B. Altman and P.M. Alatis, eds., *The Second Language Classroom: Directions for the 1980's.* New York: Oxford University Press 1981.

Addendum

[*Editor's Note:* The following samples of student work were submitted by Sevinç Yegülalp. The students were in the fourth week of instruction when they were given the assignment to write poetry in Turkish. Some corrections appear in parenthesis; the students' own English version is also included when deemed necessary for comprehension.]

<div align="center">***</div>

Bazen pencereden bakarım
ve düşüncelerim sakin olur. (sakinleşir)
Onları aklımın raflarına tanzim ederim
    ve onların şeklinden hoşlanırım.

Bazen pembe bulut görürüm
ve düşüncelerim canlı olur. (canlanır)
Onların oyununa gülerim
    ve de onlarla oynarım.

Fakat eğer kalem elimdeyse
birdanbira (sic) düşüncelerim kaçar
ve başımın boşluğunda
    yalnız kalırım.

<div align="center">***</div>

<div align="center">Erkek Torunum İçin</div>
Daniel en güzel bebeğimiz (bebeğimizsin)!
Annem (n) de güzel bir bebekti.
Yalnız dün değil miydi
Kollara(ı)mda anneni tutunca
Dünyada en güzel bebekti (o).

<div align="center">***</div>

<div align="center">Katarın Gecesi (Night Train)</div>
Çabuk, yavaş, çabuk, yavaş,
katarın gecesi (gece treni)
karalıken (karanlıklar) içine
yan yan kaçıyor.
Teybim rayların üzerinde
yaygaracı müziği döndürüyor.
Koltuğum (the seat) rahatsız
vücudumu eğiyor.
Çok fazla yorgun, (Far too tired)
daha hızlı gidiyorum, (I speed on)
uykunun içinde (and crash)
parçalanıyorum. (into sleep.)

<div align="center">***</div>

Göğün gözleri ağlamalı (ağlamaklı: full of tears)
    kurşuni bulutlar hala tek bir bulut gibi
    küçük kardeşimle
    babamızın mezartaşı(nı)
    nihayet merasimle açıyoruz
    en nihayet
    on seneler (sic) geç
    babamız(ın) mezartaşı var.
    Öğleden sonra
    yağmur yağdı
        --şimdi babamız(ın) alelade bir mezartaşı var.
    En nihayet
    sel gibi yağmur
    onun mezartaşında (sic) yağar.
    Babamız, Allahasmarladık. (Father, goodbye)
    Atamız, güle güle. (Ancestor, farewell)

Intermediate Level
The following is the description of an intensive course

<div align="center">18</div>

in Turkish at the intermediate level taught at Columbia University during the summer of 1989. The course encompassed four daily contact hours; three hours were taught by myself in the morning and one hour in the afternoon by the instructor of conversational Turkish, Sevinç Yegülalp. I will discuss the approach, the goals, and the teaching material of this course as well as the composition of the student group. Finally I will make a few remarks and suggestions with regard to my own and my students' proposals for the further development and improvement of the instruction of Turkish language at this level.

Goals

The students attending a second year or intermediary level Turkish course are likely to study the language with considerably different goals and motivations, ranging from private interest to professional needs, to academic requirements. With this in mind I tried to organize the syllabus of this course in a manner which would allow me to respond to a variety of potential needs, without focusing too much on a single skill or function. Consequently, I chose as the course objective the improvement or, if necessary, development of the four fundamental functions of language learning: reading, writing, speaking, and listening. I planned to spend the first three to four weeks (depending on the group) incorporating each of these four skills and stress those which were weaker. After this period of "warming up" and trying to enable the students to reach a common level with their classmates, I intended to shift my focus towards reading and writing. I will now illustrate how these objectives were actually realized during this summer course.

Students

Four students were enrolled in the course, two are graduate students and the other two are undergraduates. One of the students had attended the first year Turkish course at the summer consortium at the University of Michigan in 1988. For matters of clarity and simplicity I will refer to these as two initially distinct groups, which, of course, by no means is to say that such a clearcut gap with respect to their overall performance existed. The difference in academic level between the two groups was further enhanced by a difference of ages of ca. 12 years and a closer, far more personal knowledge of the two older students of the Turkish culture. These two students, besides completing at least a beginning level course, had spent some time in the country and were also familiar with a wider spectrum of usages of Turkish than the two undergraduate students, whose exposure to the language stemmed from one year of classroom instruction. Therefore, a noticeable gap existed between the linguistic skills acquired by the members of each group. This gap did not concern the quality of their

performance in Turkish in general, but rather their focus on specific acquired skills. This was particularly noticeable in their lexicon, and their listening and speaking abilities, which were less developed for the two younger students and on an intermediate or advanced level for the graduate students. Grammatical accuracy and reading comprehension could not be judged along these lines, as individual variations existed for those skills. All of the students were interested in improving their knowledge of Turkish with respect to the mentioned four functions of language, and some asked me if I could emphasize reading and speaking. This constellation allowed me to follow my course outline, i.e. to use the material prepared and gathered by myself in the order and manner I had planned.

Teaching Material

The course material consisted of three parts; texts for readings, grammar explanations and exercises and transcriptions of recorded texts which were made available in the language laboratory. The readings section comprised dialogs and narratives from all three volumes of Mehmet Hengirmen's *Türkçe Öğreniyoruz* and other similar dialogs taken from a work by Yüksel Pazarkaya. Some authentic material, such as price lists, advertisements and poems, short excerpts of fictional and non-fictional prose were also included. The second part, dealing with grammar, focused on constructions of which students frequently have a passive knowledge, but which they are not able to use in writing and speaking. Thus, they were given explanations referring to the formation, and especially the use of these elements and had to apply this information in the exercises. The last part contained the transcriptions of recorded texts taken from Hengirmen's work. These texts were accompanied by the cassettes also published for those volumes. In addition to this, I included the lyrics of songs and played records of these songs for the students. This course material was later supplemented by various types of authentic texts, grammar exercises covering more complex problems, and texts for oral exercises.

Approach

The students had the most opportunity to practice speaking Turkish in the afternoon. During the mornings speaking was only one component of a range of taught functions. In both cases dialogs, which were first read aloud, then discussed by responding to the instructor's questions, constituted a major tool for oral exercises. The use of this material was also expanded through follow up questions and the creation of new dialogs by the students. This exercise allowed them to incorporate their personal experience and required them to handle a close to real-life situation. The majority of these dialogs dealt with everyday situations and therefore, helped the students to develop their functional communicative abilities. Among the topics covered in them

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were shopping, going to a restaurant, traveling, family life etc. They also included other interactive situational exchanges referring to universal subjects like the weather, time, greetings, and occupations. Furthermore, some information pertaining specifically to the Turkish culture, such as a dialog about bargaining was presented. By using a vocabulary that belongs to a particular semantic area or interactive situation, and by illustrating idiomatic expressions in a pragmatic context, these dialogs served also as an important source to expand the student's lexicon. In order to enable the students to remember and actively use such interactive elements and frequently used idiomatic expressions, both teachers repeated and recombined them daily.

The concept of learning through repetitive drills was also applied as far as the oral practice of grammatical forms was concerned. Hereby a functional approach was chosen, thus, constructions were not explained and illustrated on the basis of common formal features, but according to their pragmatic value in actual speech. This approach requires that the students first master the formation of the phenomenon in question and then learn how to use it in an oral or written context. Consequently, a function such as reported speech (which none of the students was able to use cor- rectly in written or oral form at the beginning of the course), was regularly practiced by means of utterances of various types, commands, requests, questions etc., which the learners had to convert into indirect speech. These exercises often assumed the character of a conversation among the students without the teacher's interference. I also asked the students to give a 3-5 minute oral presentation in front of the class on a subject related to the readings. The second presentation at the end of the summer term showed clearly the different degrees of progress in speaking Turkish achieved by the students. The almost fluent and very accurate performance of a student who at the beginning of the course had barely been able to speak Turkish was particularly remarkable.

For the students, writing Turkish was one of the least developed skills. However, after a short time some of them were able to express and organize thoughts in a coherent manner in written Turkish. Initially, written exercises focused on grammar exercises and responding to questions on a short text. The students were also asked to paraphrase single paragraphs and even sentences, in order to improve their ability to combine their lexicon with their morphological and syntactical knowledge of Turkish efficiently. It seemed that in the first phase of the course they depended on a supportive text of reference. Later they were increasingly able to write without such a support. Due to the gradually more complex nature of the readings, they also began to write on abstract topics. The writing of short essays, first referring to their personal life and later to the readings, allowed them to use the more complex functional elements which had been practiced in exercises. I was told by the students that they considered these exercises in essay writing very useful for their understanding of Turkish grammar.

The language of instruction was mostly Turkish, therefore, the students were daily exposed to spoken Turkish. In addition to listening to tapes from the language laboratory, they were also given listening comprehension exercises in the classroom. These were mostly questions referring to short texts that I read to them. Later, they listened to a Turkish news broadcast. In order to make the occasional playing of songs more challenging, I gave them an incomplete transcription of the lyrics and asked them to fill in the blanks.

Reading was the most focused function during the second part of the course. After reading dialogs and various types of short material such as anecdotes, riddles, and poems in the first phase, we later translated authentic non-fictional and fictional texts. Essays, one short story, editorials, and, especially, short news items as well as numerous newspaper articles were among this material. Initially, the students had difficulties working with a longer literary text. Besides unknown idiomatic expressions and vocabulary it seemed that the internal structure of these writings caused major problems. They had to become familiar with sentences used in connected discourse, as opposed to isolated sentences presented to them without a context. Therefore, these texts were used to explain linguistic devices such as connective elements ("bunun yanısıra", "böylece") and more complex constructions used to link clauses. The readings were also useful for illustrating the unusual system of reference in Turkish, which initially complicated the students' understanding of the contents. Later, the absence of overt subjects or other elements over a sequence of several sentences was no longer an obstacle.

In addition to introducing very complex sentence structures, newspaper articles covering current events proved to be a good choice for this level of Turkish. This observation is based on a number of factors: The students were interested in the subjects, which were such as education, foreign politics and local events. This interest was expressed in written responses and discussions. Furthermore, these articles (taken from Cumhuriyet) presented a Turkish view of events familiar to the students and, therefore, provided some cultural information. The students' extralinguistic or context knowledge was supportive for understanding the text. This allowed them to concentrate on the morphological and syntactic difficulties. It seems that because of this factor learners of Turkish at this level find it easier to handle a news item than a short story. In addition, these articles introduced high frequency phrases and expressions typical of the language of journalism. Consequently, by virtue of the repetitive use of these elements in a number of articles, the students were enabled

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to increase their vocabulary.

I used various teaching aids in order to break up the traditional teacher-centered teaching style, which can become very monotonous for a teaching period of three hours. This material comprised color photographs and slides of Turkey, cartoons, newspaper advertisements, maps of Turkey etc. These items were employed for practicing and illustrating the use of certain constructions, e.g. postpositions ("Samsun Türkiye'nin Karadeniz bölgesinde") and interrogative sentences.

Responses and Suggestions

The students responded very positively to this approach that tried to combine the traditional reading-centered teaching of Turkish with the modern functional approach, which tries to incorporate communicative aspects into foreign language instruction. It also pleased them to be able to name their weak grammar points and have them explained and illustrated in countless exercises. The largeness of the new vocabulary to which they were exposed and their inability to find many new (Öztürkçe) words in the dictionaries represented a matter of complaint. The second problem became particularly evident while reading the newspaper articles.

These points are in my view part of a more general problem concerning the lack of reference and teaching material for Turkish. With regard to the vocabulary it seems that a work that presents vocabulary in a topical order, i.e. lists elements in semantic fields, would be helpful. Additionally, a verb list that indicates the case(s) required by verbs has been missed by many students of Turkish. I also believe that the preparation of more audio-visual material would be very useful for teachers of Turkish for both, the first and second year level. Teachings aids such as pictures, maps, and schedules are easily available, however, exercises and tools that could guide the teacher in using this material would be very much appreciated.

Because of a group of motivated and interested students, this summer course made it possible to reach, in a cooperative and pleasant working atmosphere, the teaching goals set by myself. It seems that in addition to developing their skills in Turkish, the students also increased their "cultural knowledge", which is a result of a series of extracurricular events featuring Turkish films and presentations on various subjects.

Suzan Özel
Indiana University

10. Teaching and Learning Aids and Resources

There are several very exciting developments which deserve to be closely followed:

** Courseware announcement,
as submitted by HumRRO, International Inc.:

DEVELOPMENT OF INTERACTIVE VIDEODISC (IVD) COURSEWARE TO SUPPORT THE DEFENSE LANGUAGE INSTITUTE'S TURKISH BASIC COURSE

Background

The Defense Language Institute Foreign Langauge Center's (DLIFLC or DLI) mission includes an ongoing requirement for research and development in foreign language materials, testing and pedagogy. This includes ensuring that the most modern techniques of foreign language learning are employed and that the state-of-the-art in electronic media technology is being utilized.

Traditional approaches to foreign language instruction cannot keep pace with the increasing demand of the Department of Defense for qualified linguists. Research indicates that there is a positive and overwhelming correlation between achievement in learning a foreign language and the application of computer interactive video and audio instruction, i.e., interactive videodisc or IVD. Application of this technology significantly motivates students and thus facilitates their learning and also assists in reducing academic attrition.

Realizing the benefits of IVD to foreign language instruction, DLI initiated a project in 1988 to develop IVD to support DLI's Turkish Basic Course. This project is under the direction of Mr. Peter Lallos of DLI's Educational Technology Division with technical assistance from Mr. Safa Cicin, Chairman, Middle East Multilanguage Department, and Mr. Nuset Ghencoglu, Supervisor, Turkish Department. Working closely with DLI, HumRRO International, Inc. (HII) has been contracted to develop the IVD materials through the Office of Personnel Management under the direction of Ms. Dian Climenson.

Objective of Turkish IVD Project

The objective of the Turkish IVD Project is to integrate IVD courseware into DLI's resident Turkish Basic Course. Specifically, this project will focus on producing authentic language and cultural video in Turkey from which IVD courseware will be produced. Computer-based instruction (CBI) software will also be developed using the Courseware Development Language (CDL) authoring system. The courseware will be authored and delivered on the U.S. Army's Electronic Information Delivery System (EIDS).*Note

The Turkish IVD courseware will address listening and reading proficiency levels 0 through 1. The courseware will support weeks 1 through 16 of the Turkish Basic Course at DLI.

IVD Courseware Design

The development of the Turkish IVD courseware is being guided by specific tenets. These tenets are necessary to ensure the IVD courseware is motivating, effective and efficient. Specifically, the tenets guiding the IVD development include:

*Progressive Skills Integration (PSI): All materials developed will incorporate DLI's PSI concept which stresses development of communicative skills through actual use and manipulation of the foreign language being studied.

*Integration with Current Basic Course: Topics addressed in the IVD courseware will correspond to the existing Turkish Basic Course's curriculum but will be expanded to cover additional contingencies.

*Authenticity: Only authentic language, language exchanges and social and cultural situations will be used, in motion video and still frames.

*Grammar, Vocabulary, and Slang will be controlled to the extent possible without sacrificing authenticity.

*Rote Memorization of dialogues or grammatical paradigms will be avoided; key grammatical ideas will be presented as they are needed to promote communication.

*Gaming and Simulations will be used where possible to promote active student participation.

*Exercises: The IVD courseware will contain exercises and exchanges which require the student to generate words and phrases in Turkish orthography.

*Student Control: The courseware will provide for maximum control by students including help options (for use at the students' discretion) with a few being mandatory (e.g., remediation).

*Dictionary: The IVD courseware will include a dictionary which will enable students to select any word or phrase that occurs in a text and obtain a translation.

Although the IVD courseware will be selfpaced, it should be understood that, as stated previously, the IVD courseware developed will be integrated with and become part of DLI's resident Turkish Basic Course. Specifically, during weeks 1 through 16 of the Turkish Basic Course, DLI students will take the IVD lessons in conjunction with their classroom instruction.

IVD Courseware Development Process

The Turkish IVD courseware is being developed following an eight-step development process which are as follows:

Step 1: Review Government Furnished Materials. The Defense Language Proficiency Test levels associated with each video situation were identified, and situations were reviewed to ensure they complied with the Department of State guidelines and Turkish laws, and video production difficulties were identified.

Step 2: Develop Preliminary Courseware Design. The courseware structure, instructional strategies, and testing methodologies for each IVD situation were identified and documented in this step.

Step 3: Develop Detailed Courseware Design. Detailed designs for each situation are being developed during this step. Specifically. these detailed designs identify step-by-step what the student will see (video and Text), hear (audio) and do (interaction) during each situation. The detailed designs also identify all of the design elements (as many as 200 per lesson) and the relationships and branching between each design element.

Step 4: Production Coordination. During this step, video production (which will be done in Turkey) will be planned and coordinated. This involves retaining Turkish above and below the line production staff, identifying locations (>20), coordinating extra/actor/actress requirements (>40).

Step 5: Video Production. During this step all of the video will be shot on location in Turkey during the month of September 1989. More than 20 locations in and around Istanbul will be involved.

Step 6: Author Courseware. All the CDL courseware will be authored and debugged during this step.

Step 7: Produce Rough Cut and Pre-Master Videotapes. Pre-master videotapes will be produced during this step from which DLI will produce a check disc and produce the final videodiscs.

Step 8: Prepare Final Deliverables. Final user documentation and courseware will be developed during this step. These materials will be combined and packaged with

the videodiscs for final delivery to DLI.

This project involves an ambitious schedule. The development process listed above is scheduled to be completed within a 16-month time frame. The final IVD courseware packages are currently scheduled to be delivered to DLI in May, 1990.

Summary
Today's educational/training managers are confronted with and perplexed by everincreasing training demands while simultaneously having to contend with everdiminishing training resources. Fortunately, in this age of marvelous technological innovations, new training or instructional technologies appear almost daily. Exploitation of these technologies can help educational/ training managers satisfy training requirements in spite of diminishing resources. In other words, do more with less.

Keeping apprised of advancements in training technologies requires diligence and technological expertise and is a major effort in and of itself. Exploiting these technologies in a timely manner requires initiative and perseverance. The Defense Language Institute has kept abreast of advancements in training technologies and has demonstrated their ability to exploit these technologies in a timely manner.

The payoff for DLI's expertise, diligence, perseverance and initiative is not only "doing more with less." Perhaps the more important payoffs are motivated students that learn faster as well as find the language instruction more enjoyable. In turn, this decreases the student attrition rate at DLI (representing a major cost savings). It also results in enhancing the transfer of the skills/knowledges learned in the classroom to the linguists' job. Finally, the entire foreign language training community will eventually benefit because of DLI's vanguard initiatives in IVD.
David L. Hannaman, Sevil Etili
and Margo Crandall

[*AATT's Note: The authoring system uses an MS-DOS environment; and although those in academic institutions do not have access to the Army's delivery system EIDS, the developer maintains that conversion to other MS-DOS- based systems is possible. It was reported that this would entail an estimated 5 working days of a programmer.]

** Dr. Güliz Kuruoğlu reports on work in progress of an ITS-sponsored video project:

FIRST YEAR TURKISH VIDEO TAPES

My assistant G. Erhan and I have been preparing video tapes for first-year students during this summer. These tapes are basicaly conversational depicting common, everyday dialogues--getting acquainted, making telephone calls, asking directions, buying tickets, inquiring about family and friends. Contents of these tapes are graded presenting easy texts at the outset, gradually introducing more difficult texts containing grammar points of increasing complexity. These video tapes are designed to enhance listening comprehension with the added aid of visual images. After viewing the tape the students would be (or should be) encouraged to imagine themselves in situations similar to those depicted and to act them out by using the vocabulary and constructions intro- duced in the tape.

Although we had originally intended to make tapes for both the Elementary and the Second- Year classes, we shall not be able to finish such a complete set due to lack of funding. The grant we have from ITS has already been spent. We have about 16 tapes which need to be edited. We had originaly planned to complete the editing by August 31, however, this will not be possible since the editing machine at the language lab of our university has been broken for some time. The edited version of the aforementioned 16 tapes will probably be condensed into one or two tapes. We will try to finish editing the tapes as soon as possible and send a notice to all those interested in using them in their classes.

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** Dr. Kuruoğlu further reports:

SELF-INSTRUCTIONAL MATERIALS TURKISH PROJECT AT OHIO STATE

The second project I have been working on is the teacher-assisted, self-paced, individualized instructional materials for Elementary Turkish, in conjunction with Ohio State University. The materials I am going to prepare are intended to accomplish what a teacher does in the class. The student studies on his or her own, following a specified activity schedule for each unit. He/she takes a self test or practice test and checks the answer key to see whether or not he/she is ready to take a regular test for the unit.

For this purpose a trained teacher will be made available to students in a learning center. The teacher will respond to the inquiries of students, will give oral tests, written tests for each unit and will be available to students for discussion and conversation practice.

The evaluation of the instruction is mastery-based. Students work at their own pace and may do as much or as little as they wish.

Güliz Kuruoğlu
University of Texas at Austin

** Dr. Leslie Peirce, in charge of the new **Turkish program** at **Cornell University**, reports:

NEW FIRST YEAR READER PROJECT

I have received a grant from the Consortium for Language Teaching and Learning for producing a reader for first-year Turkish. The reader is intended to supplement whatever materials are being used to teach grammar. It will contain approximately twenty lessons, each made up of a reading passage, a dialogue related to the subject of the passage, a vocabulary, and questions based on the chapter's material. In addition, the book is intended to help remedy the lack of cultural material in the texts currently being used to teach Turkish. While some of the chapters will focus on practical situations (transportation, the bank, etc.), others will focus on Turkish cultural and social forms (holidays, music and dance, historic sites) and different regions of the country.

Working on the project with me will be two Cornell undergraduates from Turkey and two graduate students in linguistics who have studied Turkish. We hope to have the text ready for classroom trial in 1990-1991, after which we will make revisions and prepare cassettes to accompany the text.

Anyone interested in trying out the drafts should get in touch with me.

Leslie Peirce
Cornell University

11. New Publications.

**A Turkish-German learner's dictionary:
   **Elementarwortschatz Türkisch-Deutsch
   Turkologie und Türkeikunde, Vol. 1**

The first book of a new series published by Otto Harrassowitz in Wiesbaden, a Turkish-German dictionary compiled by Nuran Tezcan, appeared in the fall of 1988. It contains approximately 2100 headwords which incorporate about 6000 additional words, phrases and sample sentences.

According to the author, the guiding principles in the compilation of this basic learner's wordlist were *frequency* of an item and personal observation of language usage. The

frequency lists consulted are Joe E. Pierce's manuscript *A Frequency Count of Turkish Words* (1964) and a list compiled by the Turkish Ministry of Education in 1975 for the purpose of shorthand instruction.

**Announcement of a new bulletin:
   ## TULIP (Turkish Linguistics Post)
   Éva Ágnes Csató (Oslo), Lars Johanson (Mainz), in cooperation with Jaklin Kornfilt (Syracuse) and Sumru Özsoy (Boğaziçi), plan to launch a newsletter which will aim at giving firsthand 'informal' information about research going on in the field of Modern Turkish and Turkic Linguistics. *TULIP* will try to overbridge the intervals between the 'Turkish Linguistics Conferences' by offering opportunities for spreading news about projects, publications, meetings, etc.

There are several planned columns announced:
- *Research in Turkish/Turkic linguistics* (to present research institutions, their staff, study programs, addresses, etc.)
- *Publications* (publication lists of individual researchers; books in print; series, periodicals, etc.)
- *Conferences* (circulars of future conferences, programs of conferences, etc.)
- *Contacts* (help needed in finding unpublished papers, informants in Turkic languages, addresses, etc.)

TULIP is looking for contributions and will accept news items in five languages, English, French, German, Turkish, or Russian.

For additional information, please contact:
Dr. Lars Johanson
Seminar für Orientkunde,
University of Mainz, Postfach 3980
D-6500 Mainz
Federal Republic of Germany

12. Ve Saire

The last section of the Questionnaire III included a question on whether ERIC should be included in the AATT Newsletter. Many of the respondents were not familiar with *ERIC*. What follows here is a description of the *ERIC/CLL News Bulletin*.

"ERIC/CLL stands for Educational Resources Information Center/ Clearinghouse on Languages and Linguistics. It is an educational library system made up of 16 clearinghouses. Sponsored by the Office of Educational Research and Improvement, ERIC clearinghouses collect, index and disseminate conference papers, research reports, curriculum guides, and other 'fugitive' documents dealing with educational issues. Submissions to the ERIC system by practitioners, researchers and students are welcomed and encouraged. Access to the ERIC database exists at more than 800 microfiche collections worldwide, as well as online

with commercial vendors such as Dialog, BRS, and SDC."

To be on their mailing list, contact:
ERIC Clearinghouse on Languages and Linguistics
1118 22nd Street NW
Washington, DC 20037.

Student Survey forms will again be sent out, this time towards the end of December. The members should respond, even if they do not teach in regular academic settings. It should be stressed again that the objective is to profile the Turkish language learner and establish his or her needs, as much as it is to gather overall numerical statistics.

Textbook Reviews Anyone interested in writing a review of Turkish language materials based on teaching experience, should please do so. The next Newsletter will be prepared in April; AATT is looking for your reviews as well as pertinent news for inclusion.

Fundraising efforts among the various Turkish-American groups have not been successful. AATT's institutional members are now, with the exception of the Turkish Women's League of America and TAFSUS, the Philadelphia-based Turkish American friendship society, all academic institutions and although this is to be welcomed, we must continue to seek the support of Turkish- American groups.

Dues for the current 1989-1990 year are now payable, and forms have been included in this mailing. Members are urged to send in their dues promptly as reminders do cost the Association.

Again, do please send in your news, project information, articles, teaching experiences, and requests to be included in the Newsletter.

September 1989
Erika H. Gilson
AATT Executive Secretary-Treasurer

AATT **American Association of Teachers of Turkish**

MEMBERSHIP DUES

Name _____

Institution _____

Department _____

Mailing Address _____

_____

FACULTY: $15.00

Position or Title _____

_____

STUDENT: $ 7.00

Degree Sought _____

Date Expected _____

INSTITUTIONAL:

Regular: $ 25.00   Supporting: $ 200.00 +   Sustaining: $ 500.00 +

PLEASE RETURN THIS FORM AND YOUR PAYMENT TO:

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