TURKISH GLOBAL SIMULATION: A MODERN STRATEGY FOR TEACHING
LANGUAGE AND CULTURE USING WEB TECHNOLOGIES

by

Ahmet Okal

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I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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Dissertation Director: Janet Nicol
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SIGNED: Ahmet Okal
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DEDICATION

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Table of Contents

List of Tables .......................................................................................................................... 17
List of Figures .......................................................................................................................... 20
Abstract ..................................................................................................................................... 21

CHAPTER 1: INTRODUCTION ................................................................................................. 23
  Background and Problem Statement...................................................................................... 23
  Summary .................................................................................................................................. 37
  Purpose of the Current Study ................................................................................................. 38
  Research Questions ................................................................................................................. 40
  Outline of the Dissertation .................................................................................................... 41

CHAPTER 2: LITERATURE REVIEW ...................................................................................... 43
  The Importance of Communicative and Cultural Competence to Language Learning 43
  Cultural Literacy ................................................................................................................... 46
  Intercultural Learning ............................................................................................................ 48
  The Study Abroad Experience ............................................................................................... 50
  The Forum on Education Abroad .......................................................................................... 52
  Study Abroad Destinations .................................................................................................... 53
  Simulation vs. Global Simulation .......................................................................................... 58
  Global Simulation .................................................................................................................. 59
French Global Simulations ................................................................. 63

L’Immeuble (The French Apartment Building) ........................................ 64

Mémoires ......................................................................................... 68

France During the Nazi Occupation ..................................................... 69

German Global Simulations .................................................................. 71

www.technomode.de .......................................................................... 72

Virtual museum of German cultures ................................................... 73

German language film festival ............................................................. 75

Interdisciplinary Approaches to Global Simulation .................................. 78

L’Hôtel ............................................................................................... 78

Turkish Global Simulation ................................................................... 79

The internet generation ....................................................................... 80

Learning via technology ...................................................................... 83

Components of the Turkish Global Simulation ...................................... 85

CALL technology .............................................................................. 85

Authenticity ....................................................................................... 87

Task-based instruction ........................................................................ 88

Content-based instruction ................................................................... 89

Learner autonomy ............................................................................. 90

Students’ Motivation for Studying Turkish ........................................... 92
Conclusion .......................................................................................................................... 94

CHAPTER 3: TURKISH LANGUAGE LEARNING AND TEACHING .................... 95

The State of Teaching Turkish: Growing Enrollments ............................................. 95

Difficulties of the Turkish Language ...................................................................... 103

Turkish morphology ................................................................................................. 103

The evolving nature of the Turkish language ....................................................... 104

Turkish vocabulary .................................................................................................. 104

Language reform in Turkey .................................................................................... 105

Difficulty Level of Turkish Language .................................................................. 107

Language categories by DLAB ............................................................................. 107

Time required for basic proficiency at DLI ......................................................... 108

How Long Does ACTFL OPI Take? ..................................................................... 111

The Elementary Turkish Textbook: A Brief Description ..................................... 113

Units of the Textbook ............................................................................................. 116

Unit 1. Alphabet and pronunciation ..................................................................... 116

Unit 2. Greetings and farewells ............................................................................ 116

Unit 3. Hello, my name is ..................................................................................... 117

Unit 4. Nationalities, cities & countries, colors .................................................... 117

Reflections on Unit 4 .............................................................................................. 125

Teaching Culture .................................................................................................... 126
Conclusion ....................................................................................................................................... 128

CHAPTER 4: TURKISH GLOBAL SIMULATION ................................................................. 129

Preliminary Use of Global Simulation to Teach Turkish ................................................. 129

Pilot Study Results ............................................................................................................. 130

Most Frequent Vocabulary ................................................................................................. 135

Turkish Global Simulation ................................................................................................. 138

Web 2.0 technologies ........................................................................................................... 138

The language lab .................................................................................................................. 139

Facebook ............................................................................................................................... 140

Blogger ................................................................................................................................ 140

YouTube ............................................................................................................................... 141

Email ..................................................................................................................................... 143

Google Docs ......................................................................................................................... 143

Text messaging (SMS, MMS) ............................................................................................ 144

Online newspapers ............................................................................................................... 144

Background and setting: Doğan Apartmanı ...................................................................... 145

Extracurricular activities .................................................................................................... 146

Stages ..................................................................................................................................... 147

Stage 1. The Layout of the apartment building ................................................................. 148

Stage 1. Materials, activities, and goals ............................................................................ 151
Stage 2. In and around the apartment building ........................................ 153

Stage 2. Materials, activities, and goals .................................................. 155

Conclusion ............................................................................................. 158

CHAPTER 5: A RESEARCH STUDY OF TURKISH GLOBAL SIMULATION ..... 160

Research Questions ................................................................................. 160

Methodology ........................................................................................... 163

Research setting ...................................................................................... 163

Description of the Research Study ......................................................... 166

Language program ................................................................................ 166

Participants ............................................................................................ 166

Experience with the Elementary Turkish textbook only ......................... 169

Experience with the Turkish Global Simulation only .............................. 171

Experience with both Elementary Turkish textbook and the TGS ........... 172

Pilot Study .............................................................................................. 172

Data Collection Methods ....................................................................... 173

Instruments ........................................................................................... 173

Flashlight questionnaires ..................................................................... 173

Final exam ............................................................................................. 175

ACTFL standards-based textbook evaluation guide .............................. 180

Oral interviews ....................................................................................... 183
TCE online teacher course evaluations for web-based courses .............................. 185

Data Analysis ........................................................................................................................................................................ 186

Conclusion .................................................................................................................................................................................. 189

CHAPTER 6: RESULTS AND DISCUSSION .......................................................................................................................... 190

Relation of Data Sources to Research Questions .................................................................................................................. 190

The First Research Question: Cultural Competence ............................................................................................................. 192

Results of the first research question .................................................................................................................................... 192

Discussion of the first research question results ..................................................................................................................... 195

The Second Research Question: Turkish Global Simulation .................................................................................................. 197

Results of the Flashlight questionnaire: the TGS project ...................................................................................................... 197

Discussion of the Flashlight questionnaire results ................................................................................................................... 198

Results of the oral interviews .................................................................................................................................................... 199

Cultural competence .................................................................................................................................................................. 201

Language ...................................................................................................................................................................................... 204

TGS course format & components .......................................................................................................................................... 208

Learner attributes ......................................................................................................................................................................... 214

Reflections/Evaluations ............................................................................................................................................................... 220

Discussion of the oral interview results .................................................................................................................................... 229

The Third Research Question: TGS vs. Elementary Turkish Textbook .................................................................................. 232
Results of the students’ comparison of the TGS with the Elementary Turkish textbook.................................................................................................................. 233

Results of the students’ TCE teacher-course evaluations of the TGS vs. Turkish classes ........................................................................................................................ 237

Results of the students’ comments on open-ended questions......................... 241

Results of the students’ and teachers’ evaluation of the textbook ................. 246

Discussion of the third research question results........................................ 256

The Fourth Research Question: Internet Technology .................................... 257

Results of the TCE online teacher course evaluations for web-based courses ...... 258

Results of the Flashlight questionnaire: teaching, learning, and technology....... 264

Discussion of the fourth research question results....................................... 267

Conclusion ........................................................................................................ 268

CHAPTER 7: CONCLUSION .................................................................................. 270

Introduction ........................................................................................................ 270

Implications for the Foreign Language instruction and Material Design ........ 271

Limitations of the Study .................................................................................... 273

Further Research ............................................................................................... 274

A Final Note for Turkish Language Teachers .............................................. 275

APPENDIX A – AATT PROVISIONAL PROFICIENCY GUIDELINES ................. 277

APPENDIX B – ACTFL PROFICIENCY GUIDELINES FOR TURKISH 2012 ....... 282
APPENDIX C – STANDARDS OF GOOD PRACTICE FOR SHORT-TERM EDUCATION ABROAD PROGRAMS ........................................................................................................... 284

APPENDIX D – UNIVERSITIES OFFERING TURKISH LANGUAGE COURSES IN THE U.S. 2011................................................................................................................................. 285

APPENDIX E – TURKIC LANGUAGE INSTRUCTION IN THE U.S. FALL 2015 . 287

APPENDIX F – INSTITUTIONS IN NORTH AMERICA ADOPTED THE ELEMENTARY TURKISH TEXTBOOK (2016-2017).................................................................................................................. 288

APPENDIX G – SAMPLE IMAGES FROM THE ELEMENTARY TURKISH TEXTBOOK ......................................................................................................................................................... 289

APPENDIX H – TURKISH CLASS NOTEBOOK DEFTER ................................................................................................................. 309

APPENDIX I – VOCABULARY LIST ............................................................................................................................................................... 310

APPENDIX J – TURKISH GLOBAL SIMULATION WEB PAGES ................................................................................................................................. 319

APPENDIX K – TURKISH GLOBAL SIMULATION ASSIGNMENTS ............................................. 329

APPENDIX L – TURKISH GLOBAL SIMULATION STAGES & SCHEDULE...... 333

APPENDIX M – LIST OF TURKISH SONGS USED IN THE TGS .................................................. 346

APPENDIX N – SOFTWARE USED IN THE TGS ......................................................................................... 347

APPENDIX O – MATERIALS USED IN THE TGS ......................................................................................... 348

APPENDIX P – SYNOPSIS OF THE MOVIES USED FOR THE TGS.............................................. 350

APPENDIX Q – TURKISH GLOBAL SIMULATION CLASS QUESTIONNAIRE BASED ON FLASHLIGHT INVENTORY .............................................................................................................. 351

APPENDIX R – FINAL EXAM QUESTION REPOSITORY ................................................................................. 357
APPENDIX S – ACTFL TEXTBOOK EVALUATION GUIDES .......................... 370

APPENDIX T – ORAL INTERVIEW QUESTIONS .................................................. 378

APPENDIX U – TCE ONLINE TEACHER-COURSE EVALUATIONS FOR WEB-
BASED COURSES .......................................................................................... 379

APPENDIX V – EXTRACTS FROM THE ORAL INTERVIEWS ..................... 384

APPENDIX W – THE UNIVERSITY OF ARIZONA COPYRIGHT PERMISSION
FORM FOR USE OF STUDENT AUTHOR’S WORK ........................................... 409

APPENDIX X – COPYRIGHT PERMISSION BY THE TEXTBOOK AUTHOR ...... 410

References ............................................................................................................. 411
List of Tables

Table 1. Canale’s (1983) Adaptation of Canale & Swain’s (1980) Model .......................... 45
Table 2. 2014/2015 IIE Open Doors, Study Abroad in Europe by U.S. Students.............. 54
Table 3. U.S. Students Studying Abroad in Turkey, Destinations in the Middle East.... 55
Table 4. U.S. Students Studying Abroad in Turkey between 1997-98 and 2014-15...... 56
Table 5. Objectives and Attributes of an Efficient Simulation........................................ 58
Table 6. MLA Turkish Language Enrollments since 1958 in the U.S. ......................... 95
Table 7. MLA Turkish Language Enrollments between 2002-2013 in the U.S.......... 96
Table 8. MLA Turkish Language Enrollments by States between 2002-2013 in the U.S.
.................................................................................................................................................. 97
Table 9. AATT Enrollment Figures for Turkish Language, the United States and Canada
.................................................................................................................................................. 98
Table 10. AATT 2011 Enrollment Figures for Turkish Language, the United States and
Canada......................................................................................................................................... 99
Table 11. AATT 2011 Number of Faculty Teaching Turkish, the United States and
Canada......................................................................................................................................... 100
Table 12. AATT 2013 Enrollment Figures for Turkish Language, the United States and
Canada......................................................................................................................................... 100
Table 13. 2006-2015 Enrollment Figures for Turkish Language at the Research
University................................................................................................................................. 101
Table 14. AATT 2009-2016 Enrollment Figures for Turkish Language, the United States
and Canada................................................................................................................................. 102
Table 15. AATT 2016 Class Size and Total Enrollments for Turkish Language, the United States and Canada ................................................................. 102
Table 16. Number of Foreign Vocabulary Words in Turkish Dictionary ................. 104
Table 17. Percentage of Turkish Elements Used in the Language of Newspaper Texts 106
Table 18. DLAB Qualifying Scores for Corresponding Languages .......................... 107
Table 19. Time Required for Basic Language Proficiency at DLI ............................. 108
Table 20. Expected Levels of Speaking Proficiency in Languages, FSI ..................... 109
Table 21. Expected Achievements Charts ............................................................. 111
Table 22. ACTFL Oral Proficiency Interview (OPI) .............................................. 112
Table 23. Expected Levels of Speaking Proficiency in Languages, FSI ..................... 115
Table 24. Layout of the Elementary Turkish Textbook ......................................... 118
Table 25. Participants per Data Collection Instrument .......................................... 167
Table 26. Demographic Information of the Participants Who Evaluated the TGS and the Elementary Turkish Textbook ................................................. 168
Table 27. Number of Participants Who Evaluated the Elementary Turkish Textbook . 170
Table 28. Number of Enrollments in the TGS ...................................................... 171
Table 29. The Distribution of Questions in the Final Exam .................................... 176
Table 30. Aspects of the ACTFL Standards for Foreign Language Learning ........... 180
Table 31. Sample Questions of the ACTFL Standards Pertaining to Cultures .......... 181
Table 32. ACTFL Standards General Elements .................................................. 182
Table 33. Distribution of the Participants Interviewed ............................................ 185
Table 34. Relation of Data Sources to Research Questions .................................... 191
Table 35. Student Results about the TGS Pertaining to ACTFL Standard 4 .......... 192
Table 36. Student Results about the TGS Pertaining to ACTFL Standards 5 & 6........ 193

Table 37. Student Results about the TGS Pertaining to ACTFL Standard 7................. 194

Table 38. The Results of the Flashlight Questionnaire Regarding the TGS............... 197

Table 39. The Results of the Comparison of the TGS and the Elementary Turkish Textbook Pertaining to ACTFL Standards .................................................................................. 233

Table 40. Students’ and Teachers’ Evaluation of the Elementary Turkish Textbook Pertaining to ACTFL Standards........................................................................................................... 247

Table 41. The Mean Percentages of TCE Online Teacher Course Evaluations for Web-Based Courses .......................................................................................................................... 258

Table 42. Results of the Flashlight Questionnaire Regarding Teaching, Learning, and Technology .......................................................................................................................... 264
List of Figures

Figure 1. U.S. students studying abroad in Turkey and the Middle East (2014-2015) ... 54
Figure 2. U.S. students studying abroad in Turkey (IIE, Open Doors 2016) ............. 55
Figure 3. DLI resident language programs offered, weeks................................. 108
Figure 4. Representation of the dialogue pages from the textbook .................... 119
Figure 5. Representation of vocabulary lists from the textbook............................ 120
Figure 6. Representation of substitution drills from the textbook ....................... 123
Figure 7. Representation of grammar explanations from the textbook ................. 123
Figure 8. Representation of translation exercises from the textbook .................... 124
Figure 9. Sample picture of the language lab ................................................. 164
Figure 10. Sample picture of the language lab ............................................... 165
Figure 11. Sample picture of the association meetings' location ....................... 165
Figure 12. Sample questions regarding the TGS from the Flashlight questionnaire ..... 174
Figure 13. Sample questions regarding teaching, learning and technology from the Flashlight questionnaire .......................................................... 175
Figure 14. Sample questions regarding course satisfaction from the questionnaire .... 175
Figure 15. Sample oral interview questions ..................................................... 184
Figure 16. Student teacher-course evaluations of the pilot TGS with TURK 101 ...... 238
Figure 17. Student teacher-course evaluations of the first TGS with TURK 401 ...... 239
Figure 18. Student teacher-course evaluations of the third TGS with TURK 401 ...... 240
Figure 19. Student 2014 teacher-course evaluations of the TGS with TURK 102 ...... 240
Abstract

Turkish Global Simulation: A Modern Strategy for Teaching Language and Culture Using Web Technologies

In spite of the increased emphasis since being designated by the United States National Security Language Initiative (NSLI) as one of the sixteen critical languages, the number of students studying Turkish at the university level is small (MLA, 2015). During implementation of this project, several problems unique to Turkish arose. According to the Defense Language Institute (DLI), the degree of difficulty for English language speakers to learn Turkish is greater than that of most European languages because of the vast cultural differences between the United States and Turkey. There is one commonly used textbook at the university level across the United States (Öztopçu) which succeeds in delivering the teaching materials suitable for a traditional classroom but fails to provide opportunities for students to develop cultural and communicative competence. Additionally, it fails to offer digital technology, such as online study materials, which many students would prefer to have included in their academic studies (ECAR, 2014). The Turkish Global Simulation (TGS) project offers a solution: the development of effective teaching materials that would provide students access to the Turkish language and culture using the latest technologies that students already use and enjoy. The TGS was based on the French Apartment Building (Dupuy, 2006a, 2006b), which exemplifies relevant task-based instruction. The French Apartment Building project helps students attain communicative competence and cultural literacy through books and web resources, and focuses on improving students’ reading and writing skills. The TGS allows students
to experience a virtual life as a tenant in an apartment building in Istanbul. This is accomplished with the use of web applications (Facebook, Google Earth, Google Docs, Google Voice, emails, Blogger, chats, text messages, podcasting, audio-video files, 3-D maps, and Google Bookmarks), and authentic materials (e.g. movie/music clips). I delivered the tasks and the materials—in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) standards—through the TGS project, which was first piloted and run successfully for several years to teach second-year second-semester university Turkish learners. The project involves a semester-long simulated life in a Computer Assisted Language Learning (CALL) environment, and promotes cultural and communicative competence while motivating students to be virtually connected to a new culture, autonomous, and lifelong learners. The specific research questions address:

1. How does the TGS project affect student’s cultural competence? 2. How effective is the TGS project as a context for language learning? 3. How do students compare the TGS with more traditional learning methods? How do teachers evaluate the Turkish textbook? 4. How effective is Internet technology in the TGS project?

A number of different instruments were used to measure the effectiveness of global simulation in promoting cultural competence: oral interviews, ACTFL standards textbook evaluations, Flashlight surveys, teacher-course evaluations, and the TGS final exams. The results revealed that the success of global simulation in Turkish has clear implications for teaching not only Turkish, but also other less commonly taught languages, for which the classroom is the predominant method for American university students to learn a foreign language and culture.
CHAPTER 1:

INTRODUCTION

Background and Problem Statement

According to the Modern Language Association’s most recent language report, the number of students studying Turkish at the university level is small in spite of its designation by the United States National Security Language Initiative (NSLI) in 2006 as one of the sixteen critical languages (Furman, Goldberg, & Lusin, 2010). Despite low enrollment, Turkish language programs at the university level have increased according to the American Association of Teachers of Turkic Languages (AATT, 2016). These Turkish language programs often use one common textbook, Elementary Turkish (Öztopçu, 2006; 2015). Since few Turkish language programs in the United States offer courses beyond the first-year elementary level, students are encouraged to go abroad to improve their linguistic and cultural proficiency. For those students who do not drop out of Turkish classes and study abroad, there are few university programs in Turkey offering Turkish language classes for American students. In addition, a few Turkish culture classes are offered in the United States or Turkey to prepare students for their cultural experiences in Turkey.

There are three main problems unique to teaching Turkish:

1. The degree of difficulty for English language speakers is considered to be greater than that of most European languages. For instance, at the Defense Language Institute (DLI), the required number of weeks to reach certain proficiency levels for French are: 25 weeks to achieve elementary proficiency, an additional 18 weeks to achieve intermediate proficiency, and another 18 weeks to achieve advanced proficiency.
Acquisition of Turkish language at DLI requires 47 weeks to achieve beginning proficiency, another 36 weeks to achieve intermediate proficiency, and an additional 36 weeks to achieve advanced proficiency. The Foreign Service Institute (FSI) of the Department of State has compiled approximate learning expectations for languages based on the length of time it takes to achieve Professional Speaking (S-3) and Reading Proficiency (R-3). This is roughly equivalent to ACTFL Superior-1 level. Category I languages, those languages closely related to English, such as French, Italian, and Spanish, require 23-24 weeks (575-600 class hours), while Category II languages with significant linguistic and/or cultural differences from English such as Russian, Turkish, Greek, and Hebrew, require 44 weeks (1100 class hours), which is approximately double the number of weeks required to learn French. Furthermore, most college students start learning Turkish from the novice level, as there are few beginning Turkish classes offered in high schools. It is worth mentioning that in both institutions, DLI and FSI, languages are taught in an immersion environment, with about four to five students per class meeting six hours per day for guided language instruction. In Europe, the Association of Language Testers in Europe (ALTE) provides guidance on the number of teaching hours for each language: accordingly, proficient users (C1 effective operational proficiency, C2 mastery) may require 700-800 hours of instruction (longman.com/cef).

2. The Turkish language changes and evolves from decade to decade (Lewis, 1999); as a result, Turkish language dictionaries must be updated regularly. For example, Lewis (1999) found in a study that the origins of vocabulary of five major Turkish newspapers between 1931 and 1965 changed drastically. The use of vocabulary from Turkish language increased from 35% in 1931 to 60% in 1965 while Arabic decreased
from 51% to 26% (p. 158). Kemal Atatürk’s Nutuk, a 6-day 36-hour speech delivered by him in 1927 had to be translated into the present-day language in 1960 as it became less comprehensible to the young. According to Lewis the Turkish language did not stay static after the 1960’s. Less than twenty years later, Nutuk needed to be rewritten (p. 3).

With the advent of the Internet, the use of an English keyboard poses difficulty when typing Turkish since readers will likely have difficulty deciphering the meaning of certain words if the words are not spelled correctly with diacritic marks that don’t exist in English. Thus, confusion may arise if writers do not correctly spell Turkish words using appropriate diacritic marks. Some striking examples are:

<table>
<thead>
<tr>
<th>Turkish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>cin</td>
<td>çin</td>
</tr>
<tr>
<td>tas</td>
<td>taş</td>
</tr>
<tr>
<td>sok</td>
<td>şok</td>
</tr>
<tr>
<td>uç</td>
<td>üç</td>
</tr>
<tr>
<td>yas</td>
<td>yaş</td>
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<tr>
<td>acı</td>
<td>açı</td>
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<td>kas</td>
<td>kaş</td>
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<tr>
<td>un</td>
<td>ün</td>
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<td>cop</td>
<td>çöp</td>
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<tr>
<td>kıl</td>
<td>kil</td>
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<tr>
<td>tur</td>
<td>tür</td>
</tr>
<tr>
<td>yarım</td>
<td>yarım</td>
</tr>
<tr>
<td>cam</td>
<td>çam</td>
</tr>
<tr>
<td>oldu</td>
<td>öldü</td>
</tr>
</tbody>
</table>
3. The Turkish that students are exposed to via textbooks is quite different from spoken Turkish, rendering it more difficult for language learners whose aim is to communicate with other Turkish speakers. Below are several examples of both written and spoken Turkish.

<table>
<thead>
<tr>
<th>Written Turkish</th>
<th>Spoken Turkish</th>
</tr>
</thead>
<tbody>
<tr>
<td>gidiyorum (I’m going)</td>
<td>gidiyom (I’m going)</td>
</tr>
<tr>
<td>bir dakika (one minute)</td>
<td>bi dakika (one minute)</td>
</tr>
<tr>
<td>Alacak misin? (Will you buy this?)</td>
<td>Alcen mi? (Will you buy this?)</td>
</tr>
</tbody>
</table>

The above examples show the Turkish language varies in spoken and written forms. The written verb “gidiyorum” shortens to “gidiyom”; since the infix “or” is redundant in the spoken form, it is eliminated from the spoken form. The number “bir” in “bir dakika” shortens to “bi” in the spoken form. The “n” in the formal written form “misin?” (which indicates the future tense) is attached to the other word in the spoken form (“alcen”). Also, the pronoun “sin” (“you”) is eliminated in the spoken form “mi.”

Regardless of the efforts of those who desire to preserve the linguistic purity of the Turkish language, languages such as Arabic, French, Latin, Greek, Persian, and Italian still have a major influence on the Turkish language, not to mention the influence of English over the past twenty years. There are important issues related to written and spoken Turkish; the Turkish used in mass media is visibly different than standard Turkish. More Turkish movies now include Turkish dialects in them, and their use is encouraged. Soap operas reflect language varieties liberally. In addition, most columnists for Turkish newspapers use spoken Turkish when they write. One significant dilemma of all these changes for language instruction is which vocabulary to teach, written versus
spoken language. The frequency vocabulary lists for both written and spoken Turkish differ (Aşık 2007; Göz 2003). The use of slang on TV is commonplace, and regional dialects abound in traditional folk music in Turkey. Since most students want to communicate verbally with other speakers, they need to learn varieties of Turkish (other than standard Turkish) that are up-to-date and current. This dissertation will study students’ reactions to being exposed to different varieties of Turkish.

In addition to the problems cited above with the Turkish language, specific problems related to teaching Turkish also arise:

1. Textbook: Turkish language textbooks in the United States and Turkey are limited. According to AATT Language Learning Framework “there are not very many good textbooks which have been developed for teaching purposes. Most materials which are available are marginal and are not compatible with the particular needs of language programs” (p. 3). In less than eight years, the main audience for textbooks teaching Turkish as a foreign language changed from primary school students, namely Adım Adım Türkçe (Öztürk, 2004) to university students, namely Gökkuşağı Türkçe (Öztürk, 2005). As a result, in the United States there is a well laid-out Turkish language textbook, Elementary Turkish, prepared by an academic with American students in mind (Öztopçu, 2006). Because the void in the field was so immense, American universities unanimously adopted the Elementary Turkish textbook in 2006 (K. Öztopçu, personal communication, April 18, 2009; November 22, 2016).

In April 2012, the Center for Middle Eastern Studies (CMES) collected data in the United States regarding the state of the Turkish language teaching in colleges and the textbooks used. Most of the universities, and particularly major universities, declared that
they used the Elementary Turkish textbook. Despite this near unanimous reception, the textbook presents several pedagogical difficulties. The textbook is grammar-based, dialogues and audio recordings are not authentic, and vocabulary choice is erratic. The textbook will be discussed in greater detail in chapter three. Furthermore, the author of the textbook claims to have designed the textbook following the 1993 AATT Provisional Proficiency Guidelines for Turkish with the goal of teaching Turkish in two semesters in classes meeting five hours per week. After having covered the 30 units in the textbook, students are expected to be able to speak, understand, read, and write Turkish at ACTFL intermediate-mid proficiency level (aatturkic.org). (See Appendix A). AATT Language Learning Framework for Turkish states that,

The main objective in learning an additional language, (in this case Turkish) is to allow personal and professional growth and enrichment...The student finishing this program will be able to converse effectively with a native speaker on topics of interest, will be able to read authentic materials for pleasure or professional needs, and will be able to correspond with friends, colleagues or business associates in the target language. The goal of teachers, therefore, should be to prepare students to communicate in the target culture with necessary cultural sensitivity. (p. 5)

Despite the popularity of the Elementary Turkish textbook, it does not fulfill the objectives cited above.

2. Lack of Cultural Information: In 1996, the American Council on the Teaching of Foreign Languages (ACTFL) published the National Standards for Foreign Language Learning (also known as the “5 Cs”) and updated them in 2016. The Standards focus on
five aspects of language instruction: Communication, Comparisons, Connections, Cultures and Communities. The Standards indicate that students need to gain knowledge and understanding of other cultures through the products and perspectives of that culture. The philosophy of the Standards is that “language and communication are at the heart of human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad…” (p. 4; italics added). The Standards’ focus on culture as an essential aspect of language instruction has inspired language instructors to teach the culture of the target language in second language classrooms, yet the Elementary Turkish textbook, with about eight hundred pages of didactic materials, does not contain any kind of practical cultural information regarding either Turkey or the Turkish language; hence, students are unable to make connections with the Turkish language and its people. ACTFL Proficiency Guidelines and the Standards are discussed in more detail in chapter 2 (See Appendix B).

3. Internet Generation: Students in Turkish classes, like in many other language classes, come from the “Internet generation.” Most students in this generation possess laptops (89%), smartphones with Internet capabilities (76%), and prefer reading books in digital formats. They increasingly use tablets such as iPads, and are comfortable multi-tasking and being continuously connected to social network sites (Pearson, 2010; ECAR, 2013). According to 2013 Pearson surveys “Nine in ten of today’s elementary, middle and high school students believe that mobile devices will change the way students learn in the future (92 percent) and make learning more fun (90 percent)” (pearsoned.com).
Despite this fact, the Elementary Turkish textbook does not provide any opportunity to use multimedia technology in the teaching of the language.

Taking these three pedagogical problems into consideration, the latest nationwide survey conducted by the National Middle East Language Resource Center (NMELRC) regarding Turkish language students’ wants and needs clearly indicates that their goals predominantly are to better understand and appreciate various aspects of Turkish culture, read Turkish media, travel to the Turkish-speaking world and interact with people who speak Turkish, and to broaden their knowledge of the world. Furthermore, these students prefer Turkish classes that incorporate activities involving meaningful communication for real-world purposes and authentic materials written for native speakers of Turkish. They also wish to achieve a level of proficiency in Turkish that would allow them to function comfortably in professional activities and speak with ordinary people (Belnap, 2013).

In order to help students speak Turkish at a proficient level, a strong language curriculum geared towards gaining cultural competence with lessons conducted communicatively is needed according to the best practices suggested by ACTFL and AATT. Furthermore, language classes offered across the nation are usually three to five hours a week during the first three years of instruction. Because of the difficulty level of Turkish, students only achieve a limited proficiency level studying Turkish in the United States. Consequently, students need to study abroad to Turkey in order to achieve a higher proficiency level in Turkish. Rifkin (2005) argued that students cannot go beyond a certain level of proficiency in traditional foreign language classroom instruction in which students interact in the target language for only a few hours a week. In his view, “without an immersion experience language students will find it difficult to break through
this [ceiling] into advanced level proficiencies. The best way, perhaps the only way, for students to break through this is to begin their language study in a traditional classroom setting and then to participate in immersion learning experiences, whether in the United States or abroad” (p. 13).

The benefits of study abroad include gains in linguistic and pragmatic features of the target language. Approximately 1,889 American students participated in study abroad programs in Turkey during the 2014-2015 academic year, according to the latest Open Doors research data (IIE, 2016); however, approximately 716 students enrolled in Turkish language courses in the United States in 2013 (MLA, 2015). These statistics highlight the importance of studying abroad for students learning Turkish, and how the TGS would enhance student learning.

Foreign language educators are increasingly becoming aware of cultural aspects of language learning. AATT (1996) Language Learning Framework for Turkish suggests that teaching should be learner-centered and learning-centered, learners must acquire the ability to communicate in various cultural settings, programs should be goal-oriented, and the content of the curriculum should adapt to the evolutionary nature of the target language. Since Turkish is a less commonly taught language, and since the classroom is students’ main access to Turkish language and culture, a change in Turkish language curriculum, teaching materials, instruction and methodology is needed. Due to the nature of the language learning experience and the limited number of contact hours in the classroom, students need to be autonomous lifelong learners and connected to the culture of the target language while exploiting the technologies available to them.
The importance of including cultural experiences in language instruction is apparent from the NMELRC survey and the AATT (1996) Language Learning Framework for Turkish. In contrast to Elementary Turkish, which focuses primarily on grammar, language textbooks in Europe focus on the development of communicative competence in the target language. For example, Trim (1981) reported that “the objectives developed in the Modern Languages Projects of the Council of Europe… have exerted a strong influence on developments in foreign language learning by providing a concrete basis for communicative reorientation” (p. 20). The result of these objectives was the creation of a series of language textbooks: The Threshold Level for English, Un Niveau Seuil for French, and Kontaktschwelle for German. Since 1982, The Threshold Level has been successfully applied as a model for a number of European languages such as Italian, Russian, Portuguese, Dutch, Greek, Czech, Hungarian, Swedish, Latvian and Danish. The audience for The Threshold Level is genuine beginners. Users of this textbook are often motivated to learn practical English rather than academic English, and they are interested in acquiring basic English skills. Absolute beginners need an average of 375 learning hours to reach the threshold level. Additionally, in 1995 the European Centre for Modern Languages (ECML) identified the principal language-learning objectives compiled among participants from 20 countries. These objectives, as Trim (1981) reports are: “autonomous learning and training in the area of modern languages; implementation of information and communication technologies, and the promotion of ‘learning to learn’ and lifelong education; interculturality and authenticity” (p. 44). The Threshold Level, with the functional notional syllabus of van Ek (1975), is oriented around fourteen communicative topics: personal; house and home; trade, profession,
occupation; free time, entertainment; relations with other people; health and welfare; education; shopping; food and drink; services; foreign language; and weather. The Threshold Level is an intermediate step, an advance over grammar syllabi.

The textbooks cited above focus on preparing students for living abroad in the target culture. Despite the popularity of these textbooks, no such materials exist in Turkish. To overcome this problem, a global simulation project is proposed as an alternative to the Elementary Turkish textbook. The Elementary Turkish textbook prepares students to be knowledgeable about Turkish grammar; other pedagogical interventions such as Global Simulation, on the other hand, prepare students for communicative encounters with other speakers of Turkish as well as future study abroad experiences in Turkey.

Global Simulation originated in 1996 in France based on a French textbook, *L’Immeuble* (The French Apartment Building). This textbook was produced in Europe to teach French in a culturally authentic situation, namely, living in an apartment building in Paris. A very successful application of this textbook and approach was the creation of a French language instructional unit at a university in southwestern United States in 2006: The Apartment Building. *L’Immeuble* follows a five-phase developmental sequence. Teachers choose an apartment building in a city in the target culture, students populate the apartment building and create identities for themselves as residents of the building, students interact with other students who are also residents in the apartment building, students write about events and incidents that occur as they interact with other residents in the building. The success of such projects at the University of Arizona and University
of California have led to other global simulation projects in various languages in the United States.

Overall, there is general agreement among researchers that one of the most effective ways of learning a language is living in the country where the language is spoken by communicating with other speakers in authentic settings. However, there are several obstacles confronting Turkish language programs intending to prepare students for study abroad programs. Instructors teaching Turkish have scarce and inadequate teaching materials to teach the Turkish language, other varieties of Turkish, and Turkish culture. Many university language programs do not offer courses beyond the elementary level in Turkish. Consequently, given textbook and basic classroom practices, students may not be ready for these study abroad experiences. The TGS offers a solution to these problems. The TGS provides students with authentic settings and materials to learn Turkish language and culture by simulating life in Turkey in a classroom environment in an American university. Consequently, teachers have access to a multitude of materials to teach students about Turkish language and culture. Students are exposed to different varieties of Turkish, and they come into contact with products and perspectives of Turkish culture. The TGS motivates students to continue studying Turkish beyond the elementary level. Through the TGS, students utilize their technological expertise to learn about Turkish language and culture. Additionally, global simulation prepares students for future study abroad experiences in Turkey.

As a project-based and task-based approach, global simulation offers a more effective approach for students to achieve communicative and cultural competence in Turkish. Multimedia materials are used with students that include colloquial language
and high frequency vocabulary with the aim of developing cultural competence. According to Dupuy (2006a), global simulation gives students integrated access to authentic input in the target language and culture, thereby allowing them to operate in the target culture while being effectively involved. Global simulation promotes students’ metacognitive awareness through the use of debriefing sessions at the end of each stage and offers an environment where language and culture learning are emphasized through the use of multiple formative assessments. Global simulation differs from simulation only in terms of its length; a given global simulation may last as long as one semester or more. Thus, as Dupuy (2006a) notes, the term “global” implies that the simulation is “exhaustive, integrated, multidisciplinary, and inclusive” (p. 6).

Global simulation projects successfully integrate the development of cultural competence, particularly cultural comparisons, into the curriculum. Kramsch (1993) emphasizes that “understanding a foreign culture requires putting that culture in relation to one’s own... an intercultural approach to the teaching of culture is radically different from a transfer of information between cultures. It includes a reflection both on the target and native culture” (p. 205).

There are numerous benefits to the task-based nature of global simulation. According to Stoller (2006), some of the most commonly cited benefits attributed to project work in second and foreign language settings include:

Authenticity of experience and language; intensity of motivation, involvement, engagement, participation, enjoyment, creativity; enhanced language skills; repeated opportunities for output, modified input, and negotiated meaning; purposeful opportunities for an integrated focus on form and other aspects of
language; improved abilities to function in a group; increased content knowledge; improved confidence, sense of self, self-esteem, attitude toward learning; comfort using language, satisfaction with achievement; increased autonomy, independence, self-initiation, and willingness to take responsibility for own learning; improved abilities to make decisions, be analytical, think critically, solve problems. (p. 25)

Another benefit of global simulation is the ease of access to resources and authentic materials with up-to-date language. The Turkish language has evolved considerably since the Arabic script was abandoned and the Latin alphabet was adopted in 1928. The language reform came about following the alphabet reform. The Turkish Language Academy was founded in 1932 and undertook the modernization of the Turkish language in terms of lexical expansion through purification; in other words, Turkish words with a foreign derivation were eliminated and replaced with the words of Turkish origin. As Imer and Uzun (1997) noted, the percentage of Turkish words of Turkish origin in the Turkish language increased from 35% in 1931, to over 76% in the 1980’s. One consequence of this linguistic reform was the adoption of the Istanbul dialect of Turkish as the standard dialect. Because Turkish textbooks such as Elementary Turkish are printed at a specific point in time, they may not reflect the constant linguistic changes occurring in contemporary Turkish, and these textbooks frequently do not include other varieties of Turkish. Global simulation, on the other hand, provides students with up-to-date materials on the Turkish language and utilizes materials that include other varieties of Turkish.
Summary

Many scholars in the field of language learning agree on the importance of developing students’ communicative competencies in the target language. To develop these competencies, students need to have access to materials that contribute to communicative memory. Communicative memory is defined by Assmann (2006) as “the recollections and life experiences of living generations that are shared and discussed in informal oral day-to-day communication—often over the kitchen table.” On the other hand, as Halbwachs (1992) noted, the advent of film changed the nature of a society’s collective memory from oral to visual. Images, scenes in films and on the news, as well as photographs, became part of the fabric of society and part of its collective memory. Hence, the TGS is essential in helping students develop their cultural literacy by increasing their familiarity with aspects of Turkish culture they could include in conversations with other Turkish speakers and thus participating in the collective memory of Turkish culture.

Many scholars agree that language learning should include immersion experiences in the country where the language is spoken through direct communication with target language users. Thus, naturalistic language learning occurs mainly through spoken interaction with members and texts of the target language. In order to bring the target language community into the classroom, it is imperative to use technology-based approaches in language learning. These approaches are supportive of learner autonomy in three main ways: (1) they place the learner (as controller of the technological device) in direct control of key aspects of the learning process; (2) they allow wider access to
authentic target language sources; and (3) they also allow wider access to authentic interactive use of the target language (Egbert, 2005, p. 152).

Learning Category III languages (DLI) such as Turkish requires longer lengths of times to acquire proficiency. Therefore, language learning in these cases requires certain levels of learner autonomy. These learners must make use of technology to access authentic materials online, and they must also be motivated to be lifelong learners. Dörnyei and Csizer (1998), for example, listed learner autonomy as one of “Ten Commandments” for motivating language learners. Global simulation allows learners to take charge of their learning by engaging in activities relating to their identities as residents in the apartment building.

**Purpose of the Current Study**

Students enrolled in fourth-semester Turkish classes at a large university in the southwest participated in the TGS project during the course of four consecutive years. Most students had previously studied three semesters of Turkish using the Elementary Turkish textbook before enrolling in the fourth-semester classes using TGS. The class was conducted every spring semester over the course of four years. The setting for the Global Simulation project was in a language laboratory with additional class meetings in other venues such as an apartment block community room.

The purpose of this study was to assess the efficacy of the TGS project and examine how university students studying fourth-semester Turkish viewed the TGS as an alternative to the Elementary Turkish textbook in light of ACTFL Standards. The evaluation of both the textbook and the TGS project aimed to determine the level of students’ desire to acquire cultural competence in Turkish. Another aspect of the study
was to determine students’ access to technologies on and off campus and ways of addressing students’ learning styles via the TGS. This study examined to what extent TGS attracted more students to study Turkish and continue studying Turkish in the future and to what extent the materials developed for the TGS connected students to Turkish culture and created a virtual Turkish community. The study also evaluated students’ level of preparedness for future study abroad experiences in Turkey and their development of cultural literacy related to Turkish culture (Hirsch, Kett, & Trefil 2002).

Technology is virtually omnipresent on the American university campus; the Internet is generally accessible across university campuses, therefore, this dissertation attempted to understand the role of Facebook, blogs, emails, Google Docs, and YouTube in language learning and the development of cultural competence. For instance, Turkey is one of the top six countries in the world with the most Facebook users. Consequently, American university students are able to contact other Turkish speakers through Facebook that they would not be able to do otherwise.

Due to the limited number of authentic materials available in the United States, YouTube plays a unique role in providing students access to movies, documentaries, music, and video clips about recent Turkish culture. YouTube traffic is immense: over one billion unique users visit YouTube each month; in 2014 YouTube had one trillion views. However, due to a conflict with Turkish authorities, YouTube has not been accessible in Turkey for several years now. This creates a shortage of access to authentic video materials produced by speakers of Turkish. However, students can still view video clips produced by Turkish speakers several years ago. To supplement these YouTube
video clips, I created short video clips of three minutes or less from Turkish movies, TV series, and other DVDs.

**Research Questions**

The following research questions guided the present study:

1. **How does the TGS project affect students’ cultural competence?**
   - How does it affect their
     - a) accurate use of language expressions according to context?
     - b) awareness of language varieties in Turkish?
     - c) awareness of the use of cultural references in Turkish music and cinema?
     - d) development of cultural competence primarily via activities?

2. **How effective is the TGS project as a context for language learning? How do students evaluate the content of the TGS?**

3. **How do students compare the TGS with more traditional learning contexts (textbooks and classrooms)?**
   - a) How do students evaluate the Elementary Turkish textbook?
   - b) How do the teachers using the Elementary Turkish textbook evaluate it?

4. **How effective is Internet technology in the TGS project?**
   - a) How useful is the web content for students?
   - b) How does the TGS address students’ learning styles?
   - c) How difficult is Internet technology for students to use in the TGS?
Outline of the Dissertation

This chapter has laid the groundwork for the purpose of the present study: the impasse of Turkish language instruction in the United States. Fewer than one thousand students study Turkish at U.S. universities. There is only one commonly used textbook for these courses, Elementary Turkish, which is grammar-based and not communicative in nature. In other words, there is a limited number of students studying Turkish and a lack of adequate teaching materials for these students. Additionally, those students who participate in study abroad programs in Turkey are often unprepared for the cultural experiences they encounter in Turkey. In this study, the TGS is proposed as a pedagogical tool to remedy these problems in teaching Turkish.

Chapter 2 will review the literature relevant to this study. Chapter 2 will discuss task-based instruction, intercultural competence, study abroad, and global simulation approach. Textbook evaluation, corpus linguistics and its consequences in language instruction, as well as the authenticity of materials and tasks will be reviewed. CALL environments and Web 2.0 technologies will be discussed. The last section will examine the NET generation and Turkish language students: their goals, motivations, and expectations for Turkish language learning experiences.

Chapter 3 will review the current Turkish language learning and teaching experience in the United States. Chapter 3 will discuss the programs offering Turkish language classes, the number of students studying Turkish, and study abroad experiences in Turkey before moving on to the difficulty level of Turkish language as a critical language. A detailed unit of the Elementary Turkish textbook will be described in detail.
Chapter 4 will present the TGS project. In the TGS project, the 5 stages in the original global simulation proposed by Debyser (1996) were extended to 10 stages. The first stage in general, and stage 2 in particular, will be explained.

Chapter 5 will reintroduce the research questions and describe the methods used in the research study. The survey instruments, research setting, participants of the study, research design, and student experiences with the textbook and TGS will be outlined. The data collection protocol with the students over a four-year period including the pilot study will be reported, and this will focus on the data analysis procedures as well.

Chapter 6 will interpret and discuss the findings of the study in relation to the four main research questions: how the TGS affect students’ cultural competence, the effectiveness of the TGS project as a context for language learning, students’ and instructors’ evaluation of the Elementary Turkish textbook, student comparison of the TGS with more traditional language learning contexts, and the effectiveness of the Internet technology in the TGS.

Chapter 7 will discuss the research implications for foreign language instruction at the university level and discuss development of authentic, relevant language materials. The limitations of the current study and the research design will be discussed, and finally, suggestions for possible future research.
CHAPTER 2:

LITERATURE REVIEW

This chapter will offer a review of the literature relevant to this study. First, communicative and cultural competence, cultural literacy, intercultural learning and collective memory will be presented to show the importance of cultural competence to language learning. Second, the study abroad experience will be introduced with study abroad destinations in Europe and the Middle East. A way to increase the quality of study abroad experience, global simulation projects will be discussed. Definitions for simulation and global simulation will be provided followed by successful examples of various global simulation projects in French and German languages at U.S. universities. As the purpose of this study is to test the effectiveness of global simulation to the teaching of Turkish, the literature about learning via technology will follow next. What the internet generation wants from their academic life, what the Turkish language students’ goals, motivations and expectations are for Turkish language learning experiences will be examined. The chapter will end with an exploration of five important facets of the TGS, including CALL, authenticity, task-based instruction, content-based instruction and learner autonomy.

The Importance of Communicative and Cultural Competence to Language Learning

In the field of second language acquisition and teaching, cultural and communicative competences as teaching goals have been widely acknowledged especially in the most common European languages. However, Turkish language instruction in the United States has been limited to grammatical competence, as we will see in Chapter 3, Turkish
Language Learning and Teaching, with examples from the Elementary Turkish textbook. Because of the grammatical orientation of the Elementary Turkish, the most popular Turkish language textbook used by most Turkish language programs in the United States and Canada, students have few opportunities to develop their communicative or cultural competencies in Turkish.

Furthermore, according to Canale and Swain’s (1980) communicative competence model, communicative competence is formed of grammatical competence (the knowledge of grammar, lexis, morphology, syntax, semantics, and phonology), sociolinguistic competence (the knowledge of the sociocultural rules of language use and rules of discourse), strategic competence (the knowledge of how to overcome problems when faced with difficulties in communication) and by actual communication that is the demonstration of knowledge in actual language performance.

According to Hinkel (2001), even though attaining linguistic proficiency is one important component of communicative competence, second language learners must possess sociocultural competence to communicate in the target language: “Knowing how to say thank you, for example, does not automatically confer the knowledge of when to say thank you, how often to say thank you, and whether any additional action is called for” (p. 443).

Unlike linguistic competence, communicative competence as a core component of language teaching requires not only materials geared towards this goal but also a communicative student-oriented teaching method for instruction. In essence, communicative competence should be the central goal of language teaching. According to Fulcher and Davidson (2007), “A communicative approach is organized on the basis of
communicative functions (e.g. apologizing, describing, inviting, promising) that a given learner or group of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately” (p. 203).

Canale (1983) builds on this model by refining the definitions of the competences in the previous model and adding a fourth competence. Canale’s (1983) model includes grammatical competence, sociolinguistic competence, strategic competence and includes a fourth competence: discourse competence. Discourse competence involves students’ ability to maintain coherence and cohesiveness when writing and speaking.

According to Canale and Swain (1980), there are five important principles that must guide the development of a communicative approach in language programs. First, communicative competence is a combination of the grammatical, sociolinguistic, strategic, and pragmatic competences. Second, learners’ communicative needs must be taken into account. Third, highly competent speakers of the target language must be an integral part of the students’ interactions. Fourth, class activities should facilitate the transfer of students’ communicative skills from their first language to the target language. Finally, programs should provide students with practice and experience needed for developing communicative competence.

Table 1.

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<th>Communicative Competence</th>
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<td>Grammatical Competence</td>
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<td>Strategic Competence</td>
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<td>Discourse Competence</td>
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<td>Instances of Language Use</td>
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Research from FSI (2004) demonstrates that the Turkish language is culturally distant to English in context to European languages and cultures. As a result, students learning Turkish need to achieve both communicative competence and cultural competence in Turkish.

According to Hinkel (2001), culture covers speech acts, behaviors, and how knowledge within a given culture is transmitted to subsequent generations of that culture. His definition of culture includes “body language, concept of time, customs, and forms of friendship” (p. 443). Hinkel’s view of culture includes both visible and invisible culture. Visible culture includes anything that is apparent and easily explained such as the arts, literature and geography, while invisible culture consists of “values that find their way into practically all facets of language use” (p. 444). Invisible culture includes “sociocultural beliefs and assumptions that most people are not even aware of and thus cannot examine intellectually” (p. 444). Consequently, Hinkel recommends that language teachers “address the causal knowledge about culture and the sociocultural reasoning that underlies practically all culturally determined behavior” (p. 454).

**Cultural Literacy**

An anthropological view of cultural literacy stresses the notion that humans must have effective communication strategies to function effectively, that effective communication requires a shared culture, and that knowledge within a culture is transmitted to future generations of that culture. Literacy requires the early and continued transmission of specific information: “only by accumulating shared symbols, and the shared information that the symbols represent, can we learn to communicate effectively with one another in our national community” (Hirsch, 1987, xvii).
Chall (1983) observes that world knowledge, the network of information that all competent readers possess, is essential to the development of reading and writing skills. Hirsch refers to world knowledge as “cultural literacy.” This world knowledge is the background information stored in students’ minds that enables them to read written materials and comprehend them adequately. Authors of these written materials assume that readers have the necessary background information to make sense of them: “books and newspapers assume a “common reader” that is, a person who knows the things known by other literate persons in the culture” (Hirsch, 1987, p. 13). Literate students are typically able to understand the main point and grasp the implications of what they read.

An important component of cultural literacy is collective memory. Assmann (2006) defines collective memory as the recollections and life experiences of living generations that are shared and discussed in informal oral day-to-day communication.

As stated earlier, the TGS project included a number of authentic materials including excerpts from literary texts, songs and movies. These materials frequently included references in Turkish culture; these references thus form part of the collective memory of Turkish speakers. When exposed to these materials, it was important that students understand the cultural references in these materials and the importance of these references in Turkish culture. As a result, students build a collective memory in Turkish culture but also become part of this collective memory because they become part of the community of Turkish speakers who are familiar with these cultural references. In addition, students formed a community within the TGS Project and thus formed their own collective memory as part of this community.
Intercultural Learning

Bennett (2009) defines intercultural learning as “acquiring increased awareness of subjective cultural context (worldview), including one’s own, and developing greater ability to interact sensitively and competently across cultural contexts as both an immediate and long-term effect of exchange” (p. 2). According to Bennett (2009), culture can be thought of as context in both the objective and subjective sense of the term. Objective culture (Berger & Luckmann, 1967) is the set of institutional, political, and historical circumstances that have emerged from and are maintained by a group of people. Bennett reasoned that Germans interact among themselves more so than with other nations due to a common language and culture. The institutions in Germany that regulate interactions among themselves become the objective context of the German culture.

Bennett (1998) calls objective culture “big-C” culture, as opposed to subjective culture, “little-c” culture. Subjective culture (Berger & Luckmann, 1967) is the worldview of people who interact in a particular context. Subjective culture includes “the beliefs, values, stereotypes, ideologies and norms of the target culture” (p. 5).

Though the main educational goal of many study abroad programs is for students to learn about the objective culture, they actually focus on subjective culture in their respective countries. Bennett believes that these study abroad programs promote objective culture (big C) in the curricula via various classes offered on art, literature, history and government. Bennett reasons that if the goal of the study abroad is to learn about objective culture (big C), students can study these topics of interest with ease through coursework at home institutions. They do not have to travel overseas.
Other than learning the target language, the benefits of study abroad are often stated in terms of being on-site in a foreign country, making friends with inhabitants of the country, and deriving the assumed benefits of contact with other ways of viewing and conceptualizing the world. In other words, many study abroad programs say that a major benefit of their program is that students have an opportunity to live in a subjective culture different from their own (Bennett, 2009, p. 5).

Bennett noted that even though there is an emphasis on subjective culture in study abroad programs, certain aspects of the subjective culture receive more attention than the others: such as cultural self-awareness. Bennett claims that this aspect is a precursor to intercultural learning since it is about noticing differences and similarities between the cultures. Thus, students will be able to manage cultural differences at home and abroad in the target culture.

Bennett (1998) suggested that for students to acquire general intercultural competence, study abroad programs should push students beyond an outsider’s view of the target culture towards an insider’s view of the target culture. As a result, students develop culture-general categories for recognizing and dealing with a wide range of cultural differences.

Without leaving their home institutions, students participating in the TGS project are able to acquire general intercultural competence by observing, comparing, and contrasting similarities as well as differences between cultures. During the ten stages of the TGS, the participating students are provided with video clips about the interaction among the Turkish people from all walks of life. One such aspect is the greetings and farewells. The Turkish people generally kiss each other on the cheeks regardless of
Another example is small talk, which does not entail talk about the weather. More often, one’s health and the health of one’s family and friends are discussed. Another aspect is interacting with neighbors. Students have to learn the non-existent vocabulary about “privacy” in Turkish. In addition, students are required to think about aspects of their daily life and compare them to the target culture. The TGS provides multimedia materials to the students not only in Turkish but also in English to acquire intercultural competence. The motion picture “The Apartment,” 1963, depicting the daily interactions of neighbors living in an apartment building in New York City was shown to global simulation students to draw attention to cultural differences between apartment life in the United States and in Turkey. For example, in the movie, Jack Lemmon who played the lead male is shown bringing a girl into his apartment. It was pointed at that in Turkey, such a situation would cause gossip among neighbors.

Another solution for the students to acquire language in context of culture is participating in study abroad programs, which will be mentioned below.

**The Study Abroad Experience**

According to the International Institute of Education (IIE) Open Doors Report on International Educational Exchange (2011) published by the Institute of International Education, in spite of the relatively low number of American students studying abroad in Turkey compared to other countries, there is still reason to be optimistic about future growth in study abroad programs to Turkey. The number of American students going to Turkey is likely to increase as more American institutions form partnerships with Turkish higher education institutions, creating short-term programs that are specialized and affordable for American students (Chow & Cho, 2011).
Most study abroad programs to Turkey, including both exchange programs and faculty-led short-term programs, have local university partners in Turkey. The most common in Istanbul area are Boğaziçi (Bosphorus) University, Koç University, Yeditepe University; in Ankara, Middle East Technical University (METU), Bilkent University, and Dokuz Eylül University, in Izmir. These universities in Turkey partner with multiple U.S.-based study abroad programs and higher education institutions.

Between 2007 and 2012, fifteen students studying Turkish at the institution where this research was conducted participated in a study abroad program to Turkey at Boğaziçi University (personal correspondence, July 30th, 2012).

In line with overall U.S. study abroad trends, summer programs in Turkey tend to have higher enrollments than programs running during the semester, with exchange programs generally enrolling only a handful of students during the academic year. Regardless of the time of year, programs in Turkey rarely enroll more than 25 students in a given term (p. 13).

Despite the fact that many of these study abroad programs desire to increase student enrollment in their programs, one logistical hurdle to overcome is the space necessary to educate and house students in the programs. For example, according to IIE 2011 report, one long-standing study abroad program to Turkey notes that while their program is always trying to increase enrollment, housing and classroom space is too limited to make significant expansions beyond the 20 students maximum (Chow & Cho’ 2011).
The Forum on Education Abroad

The Forum on Education Abroad is an organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds non-profit status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad. Forum members include U.S. colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. More than 350 institutions in the United States are members of the Forum; these institutions account for approximately 90 percent of all U.S. students studying abroad (The Forum).

In 2004, the Forum on Education Abroad initially created nine Standards of Good Practice for Education Abroad. The goal of these standards was to help guide the design and implementation of study abroad programs in the United States. In 2009, the Forum published the Standards for Short-Term Education Abroad Programs (The Forum). In writing the Standards for Short-Term Education Abroad Programs, the Forum extracted those elements from the Standards of Good Practice for Education Abroad that apply most directly to short-term education study abroad programs. These elements were then reworked and enhanced to address the specific qualities and characteristics of short-term programs. Rather than acting as a substitute for the Standards of Good Practice for Education Abroad, the Standards for Short-Term Programs expands on these standards and applies them to short-term study abroad programs.

To ensure the quality study abroad experience for the students, the Standards of Good Practice for Short-Term Education Abroad Programs has nine distinct standards which can be found in Appendix C. Through the second standard, Student Learning and
Development, a program is reviewed for the stated educational purpose in regards to student learning and development. The subcategories are (a) Student Development, (b) Learning Outcomes, (c) Language and Intercultural Development, (d) Intrapersonal Development, (e) Environmental and Cultural Responsibilities, and (f) Assessment. The standards apply most directly to the TGS project in order to prepare students for future study abroad in Turkey since these items from the standards are an integral part of the TGS. Turkish language students’ familiarity with the standards will assist them in choosing top-notch study abroad programs since the best programs should be in line with the standards.

Abundant information is provided to the students about the Turkish culture. The TGS pays heed to the first standard “Student Learning and Development” by providing language and intercultural development opportunities; and second Standard “intrapersonal development” by providing opportunities for reflection during and after the experience, namely during the briefing and debriefing sessions. Since TGS is a rigorous project and provides an interculturally enriching learning experience, during the semester cultural readings and cultural activities are used effectively. Thus, TGS provides students with useful tools to look for and assess quality study abroad programs and prepares them for learning environment they would encounter there.

**Study Abroad Destinations**

According to IIE Open Doors Report on International Educational Exchange, 313,415 students participated in study abroad programs, and the region currently hosting the largest number of U.S. students is Europe with 170,879 in 2014-2015 (Open Doors).
Table 2.
2014/2015 IIE Open Doors, Study Abroad in Europe by U.S. Students

<table>
<thead>
<tr>
<th>Region</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe:</td>
<td>170,879</td>
</tr>
<tr>
<td>Middle East:</td>
<td>6,844</td>
</tr>
<tr>
<td>World Total:</td>
<td>313,415</td>
</tr>
</tbody>
</table>

The charts below show the number of U.S. students studying abroad in the Middle East in 2014-2015 and the countries students visited most.

*Figure 1.* U.S. students studying abroad in Turkey and the Middle East (2014-2015)
Table 3.

*U.S. Students Studying Abroad in Turkey, Destinations in the Middle East*

<table>
<thead>
<tr>
<th>Country</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel</td>
<td>3,317</td>
</tr>
<tr>
<td>Turkey</td>
<td>1,889</td>
</tr>
<tr>
<td>Morocco</td>
<td>1,413</td>
</tr>
<tr>
<td>Jordan</td>
<td>985</td>
</tr>
<tr>
<td>UAE</td>
<td>619</td>
</tr>
<tr>
<td>Egypt</td>
<td>109</td>
</tr>
<tr>
<td>Tunisia</td>
<td>46</td>
</tr>
<tr>
<td>Lebanon</td>
<td>37</td>
</tr>
</tbody>
</table>

The chart below shows the number of U.S. students studying abroad in Turkey between 1997 and 2015.

*Figure 2. U.S. students studying abroad in Turkey (IIE, Open Doors 2016)*
This chart shows that in 2013/14 academic year, 2,163 students studied abroad in Turkey, the highest number ever reached, while only 151 students had studied abroad in Turkey in 1997/1998 academic year. The latest data from IIE belongs to 2014/15 and shows a decline in the number of students. The latest number of students studying in Turkey is little less than 2000.

Among the countries U.S. students study abroad in the Middle East, Turkey is the second most popular destination after Israel.

Table 4.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>1,889</td>
</tr>
<tr>
<td>2013/14</td>
<td>2,163</td>
</tr>
<tr>
<td>2012/13</td>
<td>2,037</td>
</tr>
<tr>
<td>2011/12</td>
<td>1,987</td>
</tr>
<tr>
<td>2010/11</td>
<td>2,042</td>
</tr>
<tr>
<td>2009/10</td>
<td>1,522</td>
</tr>
<tr>
<td>2008/09</td>
<td>1,261</td>
</tr>
<tr>
<td>2007/08</td>
<td>1,172</td>
</tr>
<tr>
<td>2006/07</td>
<td>924</td>
</tr>
<tr>
<td>2005/06</td>
<td>694</td>
</tr>
<tr>
<td>2004/05</td>
<td>454</td>
</tr>
<tr>
<td>2003/04</td>
<td>200</td>
</tr>
<tr>
<td>2002/03</td>
<td>228</td>
</tr>
<tr>
<td>2001/02</td>
<td>129</td>
</tr>
<tr>
<td>2000/01</td>
<td>234</td>
</tr>
<tr>
<td>1999/00</td>
<td>99</td>
</tr>
<tr>
<td>1998/99</td>
<td>126</td>
</tr>
<tr>
<td>1997/98</td>
<td>151</td>
</tr>
</tbody>
</table>
As Bennett (2012) noted, numerous studies have been conducted to compare rates of language acquisition in study abroad versus at-home programs. Despite the large number of these studies, few if any of them have shown compelling evidence that study abroad is superior to study at home in terms of language acquisition. In addition to facilitating students’ acquisition of the target language, educators have often believed that having some kind of international experience was part of being an educated person. Central to this belief is the assumption that cross-cultural contact generates international sophistication that can be used by students in their subsequent lives and careers. However, increasing evidence shows that simple cross-cultural contact is not particularly valuable in itself. For these cross-cultural contacts to acquire educational value, students must be prepared for and debriefed on in particular ways (p. 1).

Furthermore, Turkish is classified as a difficult language to learn due to being culturally and linguistically distant to English. As stated by Omaggio-Hadley (2001), both DLI and FSI categorize languages into various levels of difficulty: languages close to English linguistically and culturally are easier while other languages which are much more distant to English are harder to learn.

As indicated by the research on study abroad the benefits are superior to studying at home-programs in terms of cultural and linguistic competence (Bennett, 2012; Ecke, 2012). In order for a study abroad language program to be beneficial to the participating students, the students should be prepared before leaving the home university and culture for the host country. The TGS provides exactly the necessary tools the students need to extract the value from the cross-cultural contacts and interactions abroad. During the global simulation project, students are made aware of the cultural aspect of the language
and target culture as a whole. Global Simulation can offer this essential preparation.

**Simulation vs. Global Simulation**

It is important to note differences between simulations and global simulations. According to Doughill “simulations are generally held to be a structured set of circumstances that mirror real-life and in which participants act as instructed” (Doughill 1987, p. 20). As stated by Jones (1982), simulation offers a structured and coherent method of developing students’ communicative and cultural competencies in the target language. In this way, simulation refers to a “reality of function in a simulated and structured environment” (p. 5). According to Jones simulation differs from role play on two levels: reality and power. Simulation is reality and role play is a play, a pretense, or a game.

It is also noteworthy to mention the main features of a simulation identified by Ecke (1998) are “(1) reality relatedness, (2) structure, and (3) participants acting according to the set-up structure” (p. 23). The table below lists the important features considered important by Ecke (1998) for a successful simulation.

**Table 5.**

*Objectives and Attributes of an Efficient Simulation*

<table>
<thead>
<tr>
<th>What a simulation should include:</th>
<th>What a simulation should produce:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reality-Relatedness</td>
<td>Motivation</td>
</tr>
<tr>
<td>Structure</td>
<td>Animation, Involvement</td>
</tr>
<tr>
<td>Problematicity</td>
<td>Interaction</td>
</tr>
<tr>
<td>Conflict/Tension</td>
<td>Cooperation/Competition</td>
</tr>
<tr>
<td>Emotionality</td>
<td>Creativity</td>
</tr>
<tr>
<td>Unpredictability/Uncertainty</td>
<td>Self-Expression</td>
</tr>
<tr>
<td>Open-Endedness</td>
<td>Trust-Respect</td>
</tr>
<tr>
<td></td>
<td>(Self-) Reflection/Evaluation</td>
</tr>
</tbody>
</table>
Simulations are usually short-term projects lasting several hours up to several days. One well-known example is NASA’s astronaut training simulator. Another such simulation in language teaching is Reception Simulation designed for advanced level French language students in the Washington D.C area preparing for an overseas assignment (Kaplan, 1997).

In reception simulation, a group of eight to ten students who are fluent speakers of French prepare and execute an actual buffet luncheon at the State Department. The goal of the simulation is for students to gain self-confidence and interactional competence in social conversations. Students and faculty members organize the luncheon together. They work out the details of the luncheon, such as the menu, the setup of the tableware, the time, and decide the roles each person will play in preparing and executing the buffet. The rehearsal phase of the simulation lasts approximately four hours over two days. A debriefing session follows the actual luncheon.

Simulations frequently are short-term projects; global simulations, in contrast, usually last over a longer period of time, between several months or an entire semester.

**Global Simulation**

Global simulation, which is a project-based approach, offers an alternative method to promote language acquisition and cultural competence.

Global simulation made its entrance into the United States in the late 1990s through training workshops for French professors sponsored and taught by the Bureau de Coopération Linguistique et Educative (BCLE). The BCLE offered these workshops for approximately seven years across the western United States so that French professors could find ways to integrate technology and methodology of global simulations into their
curricula (Magnin, 2002). According to Magnin, one of the first global simulations adopted in the United States was by a French professor who had attended one of these workshops. The workshops introduced attendees to The Apartment Building, a French global simulation project introduced in the 1970s. Since this professor had attended these workshops, she became a consultant for 17 colleagues and 250 students across 11 countries who began implementing The Apartment Building in their own contexts.

In 1997, Magnin presented The Apartment Building global simulation project to U.S. and Chinese educators as an approach to teach language and culture. During the World Conferences of French Professors in 1996 and 2000, several global simulation projects were presented as part of the conferences (Magnin, 2002).

Another perspective on the nature of global simulation pedagogy was offered by Levine (2004) who argued that global simulation is a viable pedagogical approach as it “allows students to move away from linear, sequential, formulaic approach to learning about the target language and cultures” (p. 34).

Another perspective was offered by Dupuy (2006a), who noted global simulation gives students integrated access to authentic input in the target language and culture, thereby allowing them to operate as if they were in the target culture. Global simulation promotes students’ metacognitive awareness through the use of debriefing sessions and offers an environment where language and culture learning as a process can be emphasized through the use of multiple formative assessments.

In relation to simulations, which are often completed in only one or two days, global simulation involves students in a long-term project lasting even an entire term. Thus, Dupuy (2006a) declares such simulations “global” in the sense that they are,
• Exhaustive: a global simulation project lasting a semester is exhaustive through the creation of a simulated world where students assume roles within that world and act accordingly;

• Integrated: global simulations offer students opportunities to develop their interpersonal, interpretive and presentational skills in the target language;

• Multidisciplinary: in order to be able to finish a global simulation project, many disciplines are researched and studied, such as geography, math, statistics, history, computer science, tourism, literature and economics;

• Multidimensional: students learn new techniques and practical skills they can use in other fields; and,

• Inclusive: students and teachers together build and develop the global simulation for the duration of the project.

In line with Dupuy’s classifications of the global simulations, Ecke (1998) also reiterates the new role of the teachers and what they need to do:

“intensive preparatory work that requires time and creativity. First, the teacher has to decide where in the course program simulation-games are appropriate. The objectives of the simulation need to be clear and they should be related to specific course objectives. The teacher has to choose, design, or modify simulation scripts and tailor these to the students (their interests, age, level of proficiency, culture etc.” (p. 29).

In global simulations, students select and adopt the persona of someone living in a real and authentic context such as a resident of an apartment building, or a merchant. Global simulations include a simulated environment of an actual environment in the real-
world. This simulated environment is created around a particular context such as an apartment building, a hotel, or a museum. During the global simulation students complete small projects which ultimately lead to a larger final course project.

Global simulation projects successfully integrate the teaching of cultural competence into the language curriculum. Kramsch (1993) explains that the teaching of cultural competence is more than a facts-only approach to learning about the target culture; it also involves spaces that allow students to step back and reflect on both their own culture and the target culture. In her own words, she argues that “understanding a foreign culture requires putting that culture in relation to one’s own... an intercultural approach to the teaching of culture is radically different from a transfer of information between cultures. It includes a reflection both on the target and native culture” (p. 205).

Global simulation may be considered a form of task-based instruction because students complete a series of tasks in the target language as part of the project. Several scholars have commented on the benefits of task-based instruction. The success rate of task-based instruction relies heavily on being student-centered.

According to Stoller (2006), the list of the most commonly cited benefits attributed to project work in second and foreign language settings are as follows:

1. Authenticity of experience and language,
2. Intensity of motivation, involvement, engagement, participation, enjoyment, and creativity,
3. Enhanced language skills; repeated opportunities for output, modified input, and negotiated meaning; purposeful opportunities for an integrated focus on form and other aspects of language,
4. Improved abilities to function in a group,
5. Increased content knowledge,
6. Improved confidence, sense of self, self-esteem, attitude toward learning, comfort using language, satisfaction with achievement,
7. Increased autonomy, independence, self-initiation, and willingness to take responsibility for own learning,
8. Improved abilities to make decisions, be analytical, think critically, and solve problems (p. 25).

Furthermore, Stoller (2006) has stated that language classrooms need not be restructured to accommodate project-based learning; learner-centered projects can be included in the traditional language classroom: “project-based learning has the potential to narrow the gap between traditional classroom and learner-centered settings” (p. 33). In her view, projects should be content-driven, stimulate students’ curiosity, and allow for student choice. Also, project tasks should be manageable and allow each member of the group to contribute to the project. In project-based learning, students are ultimately responsible for the work they complete.

**French Global Simulations**

Dupuy (2006b) has indicated that many other global simulations have been used with students learning foreign languages as well as content in other disciplinary areas. Some examples of global simulations can be used with students from a variety of disciplinary fields, such as *Iles* [Islands], *Le Village* [The Village], and *Museum der Deutschen Kultur(en)* [Museum of German Culture(s)]. Other global simulations projects are more specialized for students in business, international relations, service administration and
other fields, such as *L’Entreprise* [The Business Company], *Technomode.de* (Levine, 2004), *La Conférence Internationale* [The International Conference], and *L’Hôtel* [The Hotel].

Although the global simulation projects in this list focus specifically on teaching students French or German, Dupuy (2006b) argued that these global simulation projects can be used with students studying any language.

**L’Immeuble (The French Apartment Building).** Dupuy (2006a) explained how she administered a global simulation project in French at a large university in the southwestern United States. Students participating in the project had intermediate proficiency in French and were enrolled in a third-year university French course. This particular course, which focused on reading and writing in a cultural context, was a requirement for students majoring or minoring in French. The course focused on reading and writing in a cultural context. Many students in the class had previously participated in short immersion experiences in a French-speaking country. They were also preparing for participation in a longer immersion program in a French-speaking country in the near future.

The French Apartment Building project followed a five-stage developmental sequence: choosing a location, populating the location and creating identities, interactions, writings, and events and incidents. At each stage, students carried out tasks which were subsequently integrated into a final project. Each stage involved briefing and debriefing sessions.

Dupuy has noted that the course workbook *L’Immeuble* was useful as a guide to fulfill the various tasks in the French Apartment Building global simulation project and
that she supplemented the workbook with books, web resources and video excerpts in order to provide students with a more authentic global simulation experience and to enable students to attain communicative competence and cultural literacy.

An important part of the French Apartment Building global simulation project was extensive reading. Students selected and read six French novels in four genres as part of the course. Students also surfed the Internet to learn about life in a typical Parisian apartment building, the city of Paris, French food, how Parisian apartments are typically decorated, and the lifestyles of French people. This information helped students as they lived in a virtual Parisian apartment building during the project. Video excerpts were used to show students visual images of possible interactions among neighbors, body language during interactions and what life in a Parisian apartment building is like.

A class website was created as part of the French Apartment Building course. This website allowed students to access guidelines, project rubrics, and archive their course projects during the semester. Collaboration among students was facilitated via a chat room and a wiki for collaborative writing assignments. A blog was integrated into the class web page so that students could post ads, news, and information about themselves as residents in the virtual apartment building.

According to Dupuy, in Debyser’s workbook, *L'Immeuble*, the major roles the teacher assumes are those of resource person and architect. As a resource person, the teacher orients students to appropriate resources only if students request it, as the goal of the global simulation project is to lead students to become autonomous learners by developing strategies to learn on their own by using sources other than the teacher. As an architect, the teacher divides and organizes work for students in manageable ways.
Student reaction to the French Apartment Building was overwhelmingly positive. Students commented that “the project was more interesting and engaging than any other project they had before” (p. 24). Students offered few negative comments about the global simulation project, but these negative comments were often related to the amount of work the project required. Many of the students’ overall comments about the French Apartment Building project focused on the importance of collaborative work in the project, students’ input in the project, and student autonomy.

Dupuy notes that, despite the benefits of global simulations, the implementation of global simulation projects “has yet to become a widespread reality in university foreign language classrooms” (p. 24).

I believe the main reason why global simulations have not yet become widespread reality is due to the labor and time required to generate the materials. Many language classes cover an adopted published textbook in the classroom. If the teacher opts for this new type of course either as a hybrid or solely digital global simulation, they may have to create a brand-new path to teach the language through their own materials, which is time consuming. On the other hand, the classes have to be student-centered. The language departments have to agree with the language instructors’ desire to teach with this approach, as well. However, for less commonly taught languages with scarce mainstream published textbooks, global simulation may be a good option.

The TGS project is based on the French Apartment Building global simulation even though the main focus of the French Apartment Building was on reading and writing, and the TGS focuses on cultural competence and oral communication useful in real-world situations. Furthermore, the language proficiency level of the students in the
French Apartment Building was respectively higher than many other simulations, including the TGS. Finally, many students in the French Apartment Building had either participated in a short-term study abroad program already, or planned to do a long-term study abroad soon.

The French Apartment Building global simulation required students to read books extensively about certain French cultural topics. Since the TGS students are usually at a novice-high level, students only read short newspaper articles or short documents, usually one page long. As in the French Apartment global simulation project, video excerpts were an integral part of the TGS. Many short video clips about Turkish culture, music, commercials, as well as excerpts from TV programs and feature films are provided to the students so they will have an authentic experience.

Collaborative writing assignments among students were encouraged via wikis in the French Apartment Building global simulation. The TGS used Google Docs for this purpose. A blog was used in order for students to post materials such as ads, news or information about themselves. In addition to a blog, the TGS created a Facebook group page so that the students could post and share information about themselves.

As Dupuy stated, the goal of the global simulation project is to lead students to become autonomous learners. To ensure this aspect, in the French Apartment Building global simulation project, the roles of the teacher are those of “resource person and architect”.

The TGS benefited from the invaluable video excerpt examples used in the French Apartment Building global simulation to provide an authentic experience for the students in the target language. Collaborative writing assignments, blogs, and the role of
the teacher in the classroom as resource person to enable students to become autonomous language learners were also followed from the French Apartment Building project.

**Mémoires.** Another global simulation conducted in the French language is Mémoires. Mills and Péron (2009) conducted a global simulation project with 148 students enrolled in 11 sections of a third-semester French course at a university in the northeastern United States. The goals of the project were to help students learn about how French people live in Paris, the city of Paris itself, and French customs, as well as develop students’ writing skills in French.

During the Mémoires global simulation project, students adopted a French/Francophone persona living in an apartment building in Paris. During the project, students wrote recollections about their life in Paris and about various topics assigned by the instructor. These topics covered many aspects of life in Paris such as French cuisine, healthy lifestyles, TV, love stories, and living in a community. Blackboard, a virtual learning environment and course management system, was integrated into the curriculum so that students could access useful materials for their writing assignments.

At the end of the semester, students put together a final portfolio of their chapters. The stages from Debyser’s *L’Immeuble* (1996) were used to help students create their memoirs.

Mills and Péron investigated whether the global simulation project affected students’ self-efficacy in writing, their attitudes towards writing, and the quality of their writing by using surveys to collect data on students’ writing self-beliefs. The surveys were administered during the first and last weeks of the semester. Mills and Péron analyzed students’ responses on the surveys and found that the global simulation project
contributed to an improvement in students’ self-efficacy in writing French.

Among various potential influences contributing to this finding, Mills and Péron suggest that the global simulation project fostered students’ collective identity which ultimately led to students’ empowerment in writing, and that the global simulation curriculum “enhanced students’ writing self-efficacy in creativity, organization, grammar, content, and expression” (p. 18). They argue that this increased self-efficacy was possible because of the “development of a collective community and the creation of contextualized assignments” (p. 22).

The TGS benefited from the Mémoires global simulation project to create a collective community. The Mémoires global simulation focused exclusively on events on the past, whereas the TGS focused more on the present time and its ever-changing culture and circumstances. Topics covered in the Mémoires global simulation were also covered in the TGS to shed light on many aspects of life in Istanbul, such as Turkish cuisine, healthy lifestyles, TV, love stories, Turkish customs, and living in a community. Nevertheless, the TGS did not emphasize as much on developing writing skills as the Mémoires did.

France During the Nazi Occupation. In addition, Péron (2010) conducted a global simulation project in French entitled “France during the occupation.” The objectives for the global simulation were to improve students’ writing skills in French by increasing their vocabulary use, refining their writing style, learning how to use a dictionary sensibly, mastering different verb tenses, and recognizing and using idiomatic expressions. The project was included as part of a university course intended to bridge intermediate-level and advanced-level courses in French. Fifteen students were enrolled
in the class.

The course was divided into two phases. The first phase consisted of the global simulation portion of the course; the second phase of the course was unrelated to the global simulation project. During the first phase of the course, students adopted the identity of a persona who lived through the Nazi occupation of Paris and wrote a series of memoirs from the perspective of their chosen persona six years after the war. At the beginning of this phase, students received a 50-page course pack which consists of documents in French detailing the chronology of the Nazi occupation, highlighting key episodes of the occupation, speeches and images of the period. The French novel, La Cliente, was integrated into the curriculum; the novel details the story of a journalist doing research on a writer accused of being Jewish during this period. Students viewed movies about the period in French with English subtitles outside of class. Péron encourages virtual collaboration among students through the creation of a class wiki where students posted their memoirs; writing and reading each other’s memoirs created a class community among students in the course.

Students’ progress was evaluated through bi-weekly quizzes which examine students’ factual knowledge about the historical period. Oral exams were conducted in French at the end of the eighth week. These oral exams consisted of three parts: students’ knowledge of daily life in Paris during the Nazi occupation, analysis of excerpts from the novel, and what students learned about this period through their chosen persona. Péron states that the success of the global simulation phase of the course was evidenced by the fact that in the fall 2006 semester, all sections of the course included this global simulation phase as part of the course.
Participating students in this particular global simulation were highly advanced in their language abilities, so there was a particular interest in developing students’ writing style. However, the videos students watched about the Nazi occupation era outside class gave me, as the designer of the TGS, the idea to show the landmark feature movie “Muhsin Bey” (1987) about the life in the actual apartment building where the TGS took place. A TV documentary Yaşayan Mekanlar (2007) about the building was shown in snippets, which covered the neighborhood and the residents, their relationships. And finally, a feature film Mommo: Kız Kardeşim (2009) was shown to examine life in the same era in the countryside in Anatolia. In the former movie, countrymen and women migrate to Istanbul, while minorities move to Europe. In the latter movie, countrymen migrate to Europe as guest workers.

During the semester, the TGS students collaborated in subtitling the Turkish movies in segments no longer than ten minutes. Bi-weekly online quizzes were also used in the TGS at the end of each stage to examine students’ knowledge about the historical period, Turkish economy, geography, tourism, and traffic.

**German Global Simulations**

Levine (2004) described three global simulation projects that he implemented in three different fifth quarter (second year) intermediate German courses at the University of California, Irvine. For Levine, global simulations are “simultaneously an approach, a set of classroom techniques, and the conceptual framework for a syllabus” (p. 27).

He has stated that global simulations are rarely implemented at university-level foreign language classes and even less frequently at the intermediate levels of language instruction. To counteract students’ lack of familiarity with global simulation, he decided
to only introduce it to students who had already taken introductory German. This previous experience, Levine noted, would familiarize students with task-based learning and student-centered approaches effectively preparing them for tasks they completed in the global simulation courses.

The three global simulations Levine used with his intermediate-level students in German are www.technomode.de, Virtual Museum of German Cultures, and the German Language Film Festival. Each project is described below.

**www.technomode.de.** During this global simulation project, students designed an Internet-based retail company in Germany, which sold its products to young German-speaking customers.

The simulation was divided into four stages. In the first stage, Levine conducted a briefing session with students. During this session, he described the purpose and logistics of the simulation project and introduced students to methods that would help them communicate in German, such as vocabulary building and negotiating meaning.

In the second stage, students selected a region in Germany as headquarters for their company. Students collaboratively used the Internet to collect geographical information about Germany which they needed to select the location. They also collected information about which products would appeal most to young customers in Germany.

During this stage, students were asked to get an email pen pal friend in a German-speaking country; students shared conversations they had with their pen pals with the class.

In the third stage, students learned German vocabulary needed to operate their retail companies. In the final stage, students devised a philosophy for their retail
companies. For the final course project, students created video clips for their company web page. Students also received training on how to create simple template video clips.

The TGS benefited from Levine’s three global simulation projects in German in various ways. The TGS used the vocabulary building methods found in the German global simulation. A digital notebook was kept by one of the students, and fellow students contributed to translate the vocabulary and created sample sentences with this vocabulary. A flashcard program with vocabulary from each stage was created and posted online on the class web page so that all the students benefited from it.

The TGS students also used the Internet to collect information about political geography and important cities in Turkey. The migration to Istanbul from certain cities is examined. The geographical information also entailed cultural information about what makes those cities famous in the eyes of the Turkish people.

Similar to the German technomode.de, the TGS students received training on how to shoot and edit video clips and post them on YouTube.

**Virtual museum of German cultures.** The goal of this global simulation was for students to create a collaborative online museum of German artifacts they felt were representative of German culture. This global simulation project is divided into three stages.

The first stage consists of a briefing session of four parts. First, students are introduced to the format of the global simulation project, the roles they assume in the project, and building students’ communicative strategies to help them learn German vocabulary. Second, students learn about German culture and how history, art, literature, biography, sports, music, film, television, and cuisine may inform choices they make
about artifacts they might include in the museum. Third, students interact with texts and materials related to German, Austrian, and Swiss culture. Fourth, students explore various German-language museum website and discuss how they might use these websites as templates for their own museum.

In the second stage, students decide which cultural items they wish to include in the museum. During this stage, students created email pen pal friendships with speakers of German to hone their cross-cultural communicative skills.

In the third stage, students construct the virtual museum and multimedia materials associated with the museum. The fourth stage consists of a debriefing session in which students comment on the strengths and weaknesses of the project, what they learned from it, and which aspects of the project they would change.

The TGS project benefited from this German language global simulation in the design process as well as determining specifics on how to conduct classes. Web pages such as Yahoo.com were analyzed to determine the design differences in various regions and countries as well as how content varied. Internet Service Providers (ISPs) customize their top-level web pages to each country, and often states of provinces, in which they operate and are accessed. The ‘same’ web page on Google, Yahoo or other providers vary in content they promote since viewers’ interests may differ greatly by region and language. For example, what is deemed as scandal in Turkish society and in the western cultures were compared and contrasted looking at various articles and images from online newspaper web pages.

As in the German global simulation, a successful email/Facebook pen pal friendship was created in the TGS, and students presented the biographies of their pen
pals during the semester. The TGS also helped students communicate on the Internet with
pen pals writing in Turkish on an English keyboard. As discussed previously, English
keyboards lacks diacritic marks necessary for some words. Without these marks, the
meaning of some Turkish words maybe lost when written on an English keyboard, so
students were trained to read Turkish text on the Internet and understand the writer’s
intent by context, even if missing essential diacritic marks.

**German language film festival.** The goal of this global simulation project was to
help students develop a basic knowledge and appreciation of German cinema. This
project was also comprised of four stages.

The first stage of the project was similar to the first stage of the two previous
simulations in that students were introduced to the goals and the structure of the global
simulation project. During this stage, students also viewed several movies in German.

In the second stage, students obtained information regarding various periods,
directors, and genres in German cinema.

In the third stage, students planned the film festival. As part of the festival,
students selected a German movie, prepared a panel discussion about the movie, and
promoted their movie as part of the festival. During this stage, students consulted with
people on campus who were knowledgeable about particular aspects of the movie they
chose.

In the final stage, the film festival took place and students’ chosen movies were
screened. The festival was followed by a debriefing session in which students addressed
the positive and negative aspects of the project and suggested improvements for the
project in the future.
Levine (2004) offered several important comments and recommendations concerning the three German global simulation projects. Levine suggests that “goals for vocabulary development should be considered in advance” (p. 33). He advises instructors to show students effective ways to use dictionaries and keep vocabulary lists. Levine states that the global simulation projects focus on promoting verbal interaction between students, as well as between students and the facilitator, and that project activities foster the development of students’ communicative skills in the target language. Consequently, global simulation facilitates extensive, meaningful classroom interaction and negotiated communication. He notes the global simulation projects offer an alternative to published, mainstream curricula for second-year foreign language courses. Levine attests that the global simulation course format appeals to students’ varied interests and learning styles. Additionally, he stresses that this kind of language learning experience facilitates higher motivation than other types of language courses.

Levine also offered a few cautionary remarks about global simulations. He warns against over-planning the course and preparing too many course materials; otherwise, teachers run the risk of undermining the authentic reality of the global simulation. The abundance of materials may encourage students to think of the global simulation course as just another language course; to avoid this, instructors might consider providing students with materials only when students deem them necessary.

Levine suggested that the goals for vocabulary development should be considered in advance. The TGS incorporates this advice, and the first week of the project is mainly devoted to this aspect. The TGS introduces useful vocabulary for each stage, and students are tested regularly.
Levine also suggests that instructors show students effective ways of using dictionaries and keeping vocabulary lists. The TGS introduces online vocabulary lists and digital flash cards in the early stages of the simulation. Most students possess smartphones, which permit various dictionary apps to be introduced.

In the German global simulations, as Levine mentioned, activities foster the development of students’ communicative skills in the target language. Similarly, the TGS promotes interaction between students and the facilitator. For these reasons, the German Global Simulations were more closely related to the TGS than any other with its emphasis on communication skills.

Levine attests that the global simulation course format appeals to students’ varied interests and learning styles. During the first week of the simulation project, the TGS students fill out general interest survey. The students also fill out an online learning styles survey.

Levine stresses that this kind of language learning experience facilitates higher motivation than do other types of language courses. The TGS students seldom miss a class. During the debriefing sessions, high motivation comes up often. Students attest that they are more motivated in the global simulation class than the traditional language classes.

As pointed out previously, Levine warns the abundance of materials may discourage students. The TGS has a website with 10 stages. Each stage has a separate page with documents and many hyperlinks.

The TGS students have various language backgrounds and proficiency levels. The number of materials is increasing as the simulation is repeated every year with new
students with varied language levels. To avoid providing an overwhelming number of materials to students, a syllabus with the must-be-read assignments as well as optional ones are distributed at the start of the semester. Important dates are noted in Google Calendar all students access. Assignments are handed to the students in manageable segments rather than all at once.

Levine noted the global simulation projects offer an alternative to published, mainstream curricula for second-year foreign language courses. Similarly, the TGS does not use a textbook. Course materials generated by the instructor are covered in lieu of a published textbook. The stages of the TGS project are considered as chapters of a textbook.

**Interdisciplinary Approaches to Global Simulation**

*L’Hôtel*. In addition to global simulations focused on language learning, several global simulation projects combine language learning with students’ content knowledge. One example is *L’Hôtel* [The Hotel] at the University of San Diego (Magnin, 2002).

The global simulation above involves the collaboration of two departments: a business school and a language department. Magnin (2002) proposes that such collaboration can include more than two departments. For example, faculty members from several departments could come together for a campus-wide collaborative curriculum. For Magnin’s global simulation project, *L’Hôtel*, faculty from the law school could teach students legal aspects of hotel management. Faculty members in geography could teach students about the region and climate around the hotel. Faculty members in history could teach students about the culture and past events in the region, while faculty members in computer science could teach students how to create web pages.
Prior to participating in the global simulation project, students completed a course in marketing class in English through the school of business. This global simulation project is intended to help students put into practice their knowledge about marketing while also providing them with the necessary French linguistic skills and cultural awareness to manage a hotel in France. In the marketing class, students learn how to choose a location for a hotel and hire staff along with many other procedures in English. In this global simulation project, students observe and learn differences between French and American cultures within the context of day-to-day hotel management. Technological tools such as email, social media, and other Web 2.0 tools were integrated into the global simulation project.

Global simulation projects under this category combine language learning with students’ content knowledge. Depending on the interests and the departments they major in at the university, several Turkish speakers from other departments, as well as from the community, are invited to the classroom. Some of the examples are a Turkish ESL student, a librarian, a Turkish graduate student, a Turkish therapist, a Turkish scientist, an Arabic language speaker, a Persian language speaker, and previous TGS students to talk about their study abroad experience in Turkey after they completed their studies in the TGS project.

**Turkish Global Simulation**

This research tests the effectiveness of the global simulation to the teaching of Turkish. Now that previous studies in global simulation, as well as topics pertaining to them have been discussed, this next section will focus on topics of particular relevance to the TGS.
The internet generation. Students in language classrooms today are quite different from students in language classrooms just a decade ago. The Internet, smartphones with Internet capabilities, chat programs, social networking websites, email, and chat applications are part of almost every student’s everyday life. For example, there are currently more than one billion Facebook users worldwide; undoubtedly, a large number are younger people. These trends are significant since digital technology was an important facet of the TGS.

The students of this day and age in the Turkish classrooms are computer savvy, expert cell phone users, and familiar with the Internet world as simply passive users as well as active users, producing materials for the Net. Most importantly they establish a community where each member is naturally mobile, either coming from other countries or other states in the Unites States.

Beginning in 2004, EDUCAUSE, a nonprofit higher education technology association, the Center for Analysis and Research (ECAR), completed an annual study with college students and their technological behavior. In 2014, ECAR partnered with 213 higher education institutions across 45 U.S. states and 15 countries to investigate undergraduate information technology (IT) experiences and expectations. The ECAR technology survey was sent to approximately 1.5 million students, yielding 75,306 responses; 65,630 of them came from the US respondents (87%) (p. 6). Survey results show that most students have used the learning management system in at least one course (83%), while (56%) have used it in most or all of their courses. Among device owners, in-class use is 74% laptops, 66% smartphones, 62% tablets (p. 14). Mobile device ownership continues to increase. 90 percent of students owned one laptop in 2014 (up 1%
from 2013); 86% owned a smartphone (76% in 2013) and nearly half of students (47%) owned a tablet (31% in 2013).

Most students have experienced a digital learning environment by 2014. The majority (72%) say they learn best with a blend of online and face-to-face work. 85 percent of students took at least some blended digital and traditional classes. Almost half (47%) have taken a completely online course during this same time period.

Although technology can sometimes be distracting, in 2014, half of undergraduate students (49%) said they get more involved in courses that use technology. This is up from 37% in 2010. About half of undergraduates said technology makes them feel more connected to other students (51%), to their instructors (54%), and to the institution (65%) (p.10).

ECAR offers some recommendations for instructors when designing course activities and assignments so students’ personal mobile devices can be used to deepen engagement, and also develop programs, services, and support to meet students’ expectations for blended learning opportunities (p. 35).

ECAR’s 2014 study on how IT affects the college learning experience was based on data collected only from students across the United States and Canada. For example, in June 2011, data was collected from 3000 college students from 1,179 colleges and universities in the United States and Canada. Results of the 2011 study show that the majority of students own a laptop (87 percent) and a smartphone (55 percent). Email is the computer application students use most frequently for academic or personal purposes. Virtually all students (99 percent) use email, and virtually all students (97 percent) use it at least a few times a week, and most students (75 percent) use it several times a day.
Text messaging, Facebook, and instant messaging are very popular communication tools: 93 percent of students use text messaging; 90 percent of students use Facebook; and 81 percent of students use instant messaging. A majority of students (57 percent) also use e-books or e-textbooks for academic or personal purposes. ECAR’s research suggests that “technology could be used much more strategically to engage students in academic life” (2011, p. 29).

ECAR argues that despite the fact that students use technological tools as part of their academic lives, teachers and institutions do not take advantage of these tools as part of their instruction.

A previous ECAR study in 2010 reviewed findings from the four previous years (2007-2010) in order to note changes in students’ use of technological tools. The 2010 study noted that the percentage of students who used social networking websites increased from 90 percent to 94 percent during this period. This trend shows students are increasingly using technological tools in their academic lives.

In the 2009 study, a total of 4,600 faculty in over 50 U.S. colleges and universities were surveyed about the use of technological tools. In contrast with students’ increasing use, the majority of faculty members did not use Internet technological tools in their teaching; the only technological tool faculty used extensively were course management systems. The ECAR report concludes by stating:

Our students, using the consumer technologies and practices that they arrive with on our campuses, will be defining and shaping whatever path our future will take. We can no longer hope to either determine or control how, when, or where students will use technology at our institutions… Students will set the direction,
choose the tools, and determine the behaviors. The best that we can do is listen carefully and work to follow their lead (2010, p. 40).

Such dramatic changes in students’ technological abilities and capacities should motivate instructors and program administrators to take these abilities into account when designing and delivering language instruction.

**Learning via technology.** Multimedia components are an integral part of today’s language textbooks. Many language textbooks today include ancillary materials on the web as well as exercises and useful links to online sources. Many students today surf the web and read documents online; consequently, it would be useful for some language instruction to happen online to take advantage of the technology.

According to Kramsch (1993), computers offer an exploratory, learner-driven type of learning that differs from traditional schooling in five important ways:

1. “Learning is nonlinear in that language materials present concepts non-sequentially” (p. 200). In contrast, the format of the textbooks is linear. In most textbooks students are not expected to proceed to chapter 4 until mastering chapter 3. However, learning in the natural environment as in the CALL environment is not linear.

2. “Learning is context-bound in that concepts derive from cultural knowledge which is applicable across different contexts” (p. 200). For meaningful learning teachers might embed learning in real-life or simulated life experiences and draw on lived experience of the students.

3. “Learning is recursive in that learners reorganize and reconstruct their schemata in the light of new knowledge” (p. 200). We all have a collection of memories and skills we gained through life experiences and interaction with others.
4. “Learning is constructivist in that students interpret materials in their own way and derive their own meanings from these materials” (p. 200). Learning involves student’s previous experiences and prior knowledge.

5. “Learning is learner-directed in that students learn the target language at their own pace and are ultimately responsible for their own learning” (p. 200). Each student has a unique learning style. The progress mostly dependent on the student’s readiness and taking the responsibility for his/her learning.

Kramsch states that “computer technology and in particular multimedia offers possibilities of teaching context itself in a way what teachers have always dreamed of these technologies born from the spectacular advances made in cognitive science, not only are attractive to use, they also encourage teachers to devise ever more refined procedures for the organization and presentation of the knowledge” (1993, p. 200).

Rather than teaching culture as a separate skill from teaching language, Kramsch (1993) proposes that culture teaching can be embedded within language instruction:

Because language use reflects the culture of its speakers, the teaching of L2 culture can be closely intertwined with the teaching of most L2 linguistic skills. Teaching L2 culture together with speaking, listening, reading, and writing more adequately represents the connections between language and culture than teaching L2 linguistic skills or culture in isolation. (p. 456)

Turkish cultural literacy is a major goal within the TGS. As Kramsch (1993) asserts, instead of teaching culture only, the TGS embeds listening activities all through the project in many ways: listening to poems, pop and folk songs, video clips, radio/TV news, radio plays, and commercials as well as reading about the biographies of famous
world leaders. Reading activities range from recipes to daily news, and all types of formal and informal correspondence. Writing activities engulf apartment building residents’ lives in general to a semester long short story about a scandal in the apartment building. Certain days during the semester are devoted to grammar classes in a traditional classroom. Thus, students have access to culture via benefiting from activities in four skills.

In order to build cross-cultural awareness in second language teaching, movies, music clips, and excerpts from newscasts and TV programs can provide rich resources for examining the influence of culture on language through interactional practices, body language and turn-taking in conversations.

Components of the Turkish Global Simulation

CALL technology. The first component of the TGS project is the use of CALL technology. Egbert (2005) defines CALL as the use of computers and software tools to support language teaching and learning in some way. As mentioned in this chapter, students in the 21st century are increasingly using technological tools as part of their educational experience. According to Thorne (2008), course-management systems, chats, blogs, wikis, podcasts and other technological tools are increasingly being used by students and should be included as part of language curricula. As of September 2014, the number of active Facebook users was over 1.3 billion (facebook.com) and Twitter users over 284 million (twitter.com), retrieved January 2015). Many new technological tools are emerging constantly, and, even if not all, some should be integrated in the classroom environment. He warns that CALL language educators will “need to accommodate emerging communication tools and their attendant communicative genres that are, and
have been for some years, everyday dimensions of competent social and professional activity” (p. 442). He recommends that language teachers not include CALL technology into their classrooms simply to entertain students; teachers instead need to make informed and conscious choices about how and why they choose to use CALL technology with their students: “the responsibility to make informed decisions —at the levels of classroom use, curricular innovation, institutional policy, and even region or nation state agenda setting— is more critical now than ever before” (p. 442).

As Dupuy (2006b) asserted, global simulation projects have not become widespread yet. I believe the reasons could be associated with Thorne’s recommendations above (2008). This curricular innovation via global simulations require an institutional policy that will be open to new language teaching approaches not necessarily with a published book, and the classrooms be suited with CALL technologies for easy access to the digital teaching materials.

Many language classes are equipped with the latest technologies, and instructors make use of them liberally. However, for maximum benefit from the CALL environment, as Thorne suggests, these informed decisions should be shared with the students. During the TGS project over several years, students complained at the beginning of the semester for being required to do most assignments online, and to use digital flashcards, and they would prefer to have a textbook, instead. We now spend the first two weeks informing students why we use the CALL environment, and how much more efficient the CALL environment is with materials online and accessible anytime, anywhere. When made partners in their learning the TGS students bring in their technological knowledge to the classroom and help each other collaboratively with the software.
The TGS project benefits from incorporating many of the technological tools in teaching Turkish language and culture. For example, the use of Facebook in the classroom provides a familiar, relaxed atmosphere. Students correspond with their pen pals. If it is quiz time, students can take the quiz using Google Docs. The class notes are also in Google Docs format. Students can send invitations using Evite, and create a family tree using Geni. At the end of a semester, students will have experienced simulated life in Istanbul, via real-world tasks, not as part of class required activities.

**Authenticity.** The second component of the TGS project is that authenticity is built in as an integral part of the project. My definition of authenticity mirrors the definition of authenticity offered by Morrow (1977): “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 13).

Global simulation projects can be considered authentic for several reasons: first, materials include language used by native speakers of the target language; second, students produce products for communicative purposes intended for audiences in the real-world, and interact with other students and the instructor in meaningful ways; third, tasks are used for real communicative purposes, and last students become part of the larger community of the target culture (Gilmore, 2007).

In addition to the authenticity of students’ tasks, authenticity also comes into play in relation to the instructional materials instructors select as part of global simulations projects. The TGS project includes a variety of authentic materials such as newspapers, radio news programs, biographies, excerpts from literary texts, songs, and movies, and street signs.
Kilickaya (2004) argues that because the Internet allows free and easy access to authentic materials, “we do not lack cultural content to use in our classrooms.” He argues that authentic materials expose students to real language and content in the target language and that “authentic materials should be used to complete the gap between the competency and performance of language learners”. To bridge this gap students must use language in real-life situations. He adds that authentic materials also expose students to a rich variety of subcultures within the larger target culture community, and don’t incorrectly present the target culture with an overly broad brush.

**Task-based instruction.** A third component of the TGS project is task-based instruction. Branden (2006) defines a task as an activity in which a person engages in order to attain an objective, and which necessitates the use of language.

An important feature of tasks is that they focus on using language for real-world purposes. Tasks possess several important features: Students complete tasks using their linguistic resources; tasks promote language acquisition, and involve real-world outcomes, and focus on meaning rather than form; learners use communicative strategies and interactional skills as they complete tasks (Branden 2006).

The TGS project consists of a series of tasks students completed through the project. These tasks are not merely grammatical exercises or vocabulary practice drills; students utilized their communicative skills in Turkish to complete tasks for real-world purposes. Examples of tasks students completed during the TGS include listing, sorting, comparing, problem solving, sharing personal experiences, and creative tasks.

During the TGS project for real-world purposes students encounter many tasks in various stages of the simulation. When the students are faced with the task of Sunday
grocery shopping, they have to come up with a list of items to be purchased, what items can be purchased from the market, and what items must be purchased from the supermarket. Then, these lists are compared with an authentic Turkish shopping list. In addition, the cost of living in two countries is compared.

During another stage when the students move into their apartment, the test this time is to decorate the rooms, and in this case, a bedroom. The students have to come up with a list of items for a bedroom from the IKEA website in Turkey. Then, students compare the cost of similar items from the IKEA U.S. website. After that the task becomes a creative one as to how one decorates a bedroom. For simplicity, the emphasis of the learning objectives here is on cost comparisons. Other comparisons will be covered in later lessons. These comparisons foster robust student discussions on many topics.

As for the tasks sharing personal experiences students discuss their personal reactions to Turkish billboards portraying women in bathing suits. Students read a newspaper article about a famous banned Turkish bathing suit company billboard sign. Then, students comment on the blog about the article as well as on the images, what they think as nudity, art, and what is acceptable.

**Content-based instruction.** A fourth component of the TGS is content-based instruction. Krahnke (1987) defines content-based instruction as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught” (p. 65). Krahnke argues that language learners are motivated to learn the target language when they are able to use it for real-world purposes instead of completing activities focused exclusively on learning grammatical forms. Additionally, he insists that content-based instruction
promotes the integration of communicative skills; in his view, content-based instruction “provides a coherent framework that can be used to link and develop all of the language skills” (p. 27).

The TGS project included aspects of content-based instruction. Rather than focusing exclusively on learning the Turkish language, students use Turkish to gain knowledge and understanding of various aspects of Turkish culture. In this way, language and content are not separate, but rather inherently linked.

**Learner autonomy.** A fifth component of the TGS project is learner autonomy. Holec (1981) defines autonomy as “the capacity to take charge of, or responsibility for, one’s own learning” (p. 3). Figura and Jarvis (2007) establish specific connections between CALL technology and learner autonomy. They note that many language materials, which include CALL technology, include activities which are designed for students to complete on an individual basis.

Nunan (1997) argued that autonomy could be included in regular classroom instruction daily. In addition, the degree of autonomy could be determined by the context and classroom environment. Scharle and Szabo (2000) suggested a three-phase model involving ‘raising awareness’, ‘changing attitudes’ and ‘transferring roles.’

According to Benson (2007), students tend to engage in out-of-class learning activities more frequently than their teachers know, in situations where opportunities for out-of-class learning appear to be limited. As cited in Benson, Lewis (2005) states that another use for autonomy is tandem learning when two people learn each other’s language and work together to help each other. Student autonomy is emphasized in study
abroad programs especially if students are expected to explore opportunities to learn the target language beyond the classroom.

Technological tools support language learner autonomy because students are in control of their own learning, students have access to a wide variety of authentic language materials, and because students can use these tools to interact with other target language speakers across the world. The Internet is one specific technological tool that facilitates learner autonomy. The TGS includes the use of Web 2.0 technologies to connect students to other Turkish speakers across the world via Facebook, Skype, Google Voice, and other Web 2.0 tools. Thus, the TGS project encourages students to become autonomous language learners. Again, the role of the instructor was that of the resource person and architect. Students were helped only when they asked for it. For example, a task required the students to come up with a dialogue between two people (neighbors) who are talking to each other but the students cannot hear them. They assume the roles of these two people, and create a dialogue. Students watch a short video clip from a famous US feature movie “Rear Window” to show them the stage. The students write the dialogue in a Google Docs. Usually during this tandem learning, students help each other either with the task, vocabulary or the technology. When they face a real difficulty, I intervene.

Another task provides a bus company website and requires students to reserve a bus ticket to go to a tourist destination on a holiday. During this particular task, students discover many other bus companies in Turkey, as most of the traveling today still is done by bus. The first task involves numbers i.e., the cost of the fare. A creative task follows which requires students to discover via Internet various prestigious bus companies use,
and what cities they go to. In the following moments, Turkish economic aspects are covered in the ensuing discussions. An alternative travel via train is offered. Again, students have to reserve a ticket online on the Turkish state railway company. This task is followed by observing the physical geography of Turkey, and why the train does not go to certain parts of the country due to mountainous terrain. Students are encouraged to discover all of these cultural and physical facts about the country autonomously.

The TGS project promotes learner autonomy in important ways. Students are encouraged and guided to find their learning styles first. Then, students are briefed as to what to expect from each stage, and debriefed as to what worked and what did not work in each stage of the TGS. Students are also encouraged to find tandem partners to practice Turkish. Out-of-classroom learning is a major part of the TGS, as students are expected to come to class to discuss and present what they learned outside the class period. Because the TGS project does not include a formal course textbook, students complete assignments largely on their own. Since my role in the TGS was as a facilitator, resource person, architect—as Dupuy (2006) suggested the term—I facilitated students as they completed assignments as autonomously as possible in meaningful, real-world settings throughout the semester.

**Students’ Motivation for Studying Turkish**

In the fall of 2012, Belnap (2013) surveyed 43 students studying Turkish in the United States through the NMELRC. His study revealed that sixty percent of students surveyed declared the desire to continue studying Turkish beyond the first year. Over 90 percent of the students stated that they really enjoyed learning Turkish. Ninety-five percent of the students declared that they would take Turkish even if it did not fulfill a language
requirement and that they were currently studying Turkish because they wanted to and not to fulfill a language requirement. Forty-five percent of the students mentioned that they decided to study Turkish because they felt it was an unusual language.

Below are other reasons why the students decided to study Turkish:

- I am learning Turkish in order to better understand Turkish culture. (85 percent)
- I am learning Turkish to better understand and appreciate its art and literature. (68 percent)
- I am learning Turkish in order to read the modern Turkish press. (63 percent)
- I am learning Turkish in order to travel to the Turkish-speaking world. (88 percent)
- Turkish is important to me because it will broaden my worldview. (95 percent)

NMELRC (Belnap et al, 2009, March) also collected data regarding students’ motivations for learning Turkish via surveys entitled Middle East Language Learner Survey between the years 2003 and 2009. The number of respondents was 129 and they represented 33 institutions in the United States. The survey results were similar in nature to those mentioned above.

The TGS helps learners develop incremental goals so students can accomplish their overarching goal of proficiency in Turkish language and culture. I used data from the NMELRC studies to prepare authentic materials designed to help students study abroad in Turkey.
Conclusion

This chapter provided a context for understanding the TGS project. The chapter began with a discussion of communicative and cultural competence, cultural literacy, intercultural learning, and collective memory. Second, the study abroad experience was introduced with study abroad destinations in Europe and the Middle East. A way to increase the quality of study abroad experience, as well as several global simulation projects were discussed. Definitions for simulation and global simulation were given followed by successful examples of various global simulation projects in French and German languages in the United States. As the purpose of this study is to test the effectiveness of the global simulation to the teaching of Turkish, the literature about learning via technology was provided next. The Internet generation and the Turkish language students’ goals, motivations and expectations for Turkish language learning experiences were examined. The chapter ends with an exploration of five important facets of the TGS, including CALL, authenticity, task-based instruction, content-based instruction, and learner autonomy.

The next chapter explores Turkish language learning and teaching.
CHAPTER 3: TURKISH LANGUAGE LEARNING AND TEACHING

The State of Teaching Turkish: Growing Enrollments

Enrollments in Turkish language studies have been increasing throughout the United States (MLA, 2015). Course offerings on Turkish language and culture have become increasingly varied, as well, due to these increased enrollments.

According to MLA enrollment figures since the first enrollment figures regarding Turkish language were collected, the number of students studying Turkish in higher institutions in the United States increased from a mere 22 students in 1958 to 716 in 2013 (MLA, 2015).

Table 6.

MLA Turkish Language Enrollments since 1958 in the U.S.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>716</td>
</tr>
<tr>
<td>2009</td>
<td>648</td>
</tr>
<tr>
<td>2006</td>
<td>624</td>
</tr>
<tr>
<td>2002</td>
<td>314</td>
</tr>
<tr>
<td>1998</td>
<td>259</td>
</tr>
<tr>
<td>1990</td>
<td>172</td>
</tr>
<tr>
<td>1974</td>
<td>152</td>
</tr>
<tr>
<td>1970</td>
<td>170</td>
</tr>
<tr>
<td>1965</td>
<td>92</td>
</tr>
<tr>
<td>1958</td>
<td>22</td>
</tr>
</tbody>
</table>
Below in Table 7, institutions with significant enrollments between 2002 and 2013 are presented.

Table 7.

*MLA Turkish Language Enrollments between 2002-2013 in the U.S.*

<table>
<thead>
<tr>
<th>Institution</th>
<th>2013</th>
<th>2009</th>
<th>2006</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Entire United States</em></td>
<td>716</td>
<td>648</td>
<td>624</td>
<td>314</td>
</tr>
<tr>
<td>Defense Language Institute</td>
<td>16</td>
<td>8</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>11</td>
<td>16</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>University of California, LA</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Yale University</td>
<td>28</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>28</td>
<td>45</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>41</td>
<td>36</td>
<td>30</td>
<td>19</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>31</td>
<td>30</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>U of Illinois, Urbana-Champaign</td>
<td>19</td>
<td>17</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Indiana University, Bloomington</td>
<td>24</td>
<td>0</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Harvard University</td>
<td>13</td>
<td>0</td>
<td>31</td>
<td>18</td>
</tr>
<tr>
<td>Princeton University</td>
<td>20</td>
<td>9</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Columbia University</td>
<td>39</td>
<td>44</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Rutgers SU of NJ, New Brunswick</td>
<td>29</td>
<td>31</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Duke University</td>
<td>19</td>
<td>4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>22</td>
<td>24</td>
<td>54</td>
<td>45</td>
</tr>
<tr>
<td>Portland State University</td>
<td>18</td>
<td>39</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>University of Utah</td>
<td>10</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>University of Washington</td>
<td>37</td>
<td>9</td>
<td>51</td>
<td>36</td>
</tr>
<tr>
<td>University of Wisconsin, Madison</td>
<td>15</td>
<td>37</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>16</td>
<td>17</td>
<td>38</td>
<td>8</td>
</tr>
</tbody>
</table>
In the last decade, according to the Modern Language Association (MLA) more U.S. colleges and universities have been offering Turkish language courses. Below in Table 8, states with significant enrollments between 2002 and 2013 are presented.

**Table 8.**

*MLA Turkish Language Enrollments by States between 2002-2013 in the U.S.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>United States</em></td>
<td>716</td>
<td>47</td>
<td>648</td>
<td>44</td>
<td>624</td>
<td>40</td>
<td>314</td>
<td>na</td>
</tr>
<tr>
<td>New York</td>
<td>67</td>
<td>5</td>
<td>92</td>
<td>7</td>
<td>54</td>
<td>5</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Illinois</td>
<td>62</td>
<td>3</td>
<td>52</td>
<td>3</td>
<td>52</td>
<td>4</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>82</td>
<td>7</td>
<td>51</td>
<td>4</td>
<td>52</td>
<td>4</td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>Arizona</td>
<td>28</td>
<td>1</td>
<td>45</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>49</td>
<td>2</td>
<td>41</td>
<td>3</td>
<td>29</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>DC</td>
<td>55</td>
<td>2</td>
<td>39</td>
<td>2</td>
<td>34</td>
<td>2</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>24</td>
<td>2</td>
<td>39</td>
<td>1</td>
<td>26</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>15</td>
<td>1</td>
<td>37</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Texas</td>
<td>22</td>
<td>2</td>
<td>27</td>
<td>2</td>
<td>40</td>
<td>2</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>28</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Washington</td>
<td>37</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>51</td>
<td>1</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>North Carolina</td>
<td>21</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>46</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indiana</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

*Ins= Institution*

In the above table, in 2009, the university where this study was conducted had an enrollment figure of 45 students, thus taking the fourth place in the ranking by state after New York, Illinois, and California. Although, numerous institutions reported enrollments in these higher-ranking states in the comparison, only one institution was represented by the state in which this study was conducted.
MLA collects statistics for its reports from AATT. Whereas MLA publishes statistical reports on the enrollment figures of students studying Turkish in the United States and Canada every three years, AATT updates their reports on these enrollment figures every year. In postsecondary institutions in the United States and Canada, students were enrolled in three different levels of Turkish courses: elementary, intermediate, and advanced. In 2019, a total of 471 students were registered in Turkish language courses in 43 institutions; there were only 16 core faculty members (tenured and nontenured faculty members in charge of Turkish instruction) teaching Turkish at these institutions (see Table 9). In many of these institutions, adjunct instructors, language instructors, the Fulbright Foreign Language Teaching Assistants (FLTAs), and graduate teaching assistants taught these classes. The Fulbright FLTA Program is sponsored by the U.S. Department of State Bureau of Educational and Cultural Affairs (ECA) and administered by the Institute of International Education.

Table 9.

<table>
<thead>
<tr>
<th>Level</th>
<th>Institutions</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Turkish</td>
<td>39 43</td>
<td>433 471</td>
<td>5 8</td>
</tr>
<tr>
<td>Intermediate</td>
<td>33 34</td>
<td>188 183</td>
<td>7 7</td>
</tr>
<tr>
<td>Advanced</td>
<td>18 18</td>
<td>88 93</td>
<td>2 1</td>
</tr>
<tr>
<td>Total</td>
<td>709 747</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to AATT’s 2009 report, among those institutions that offer elementary Turkish classes, nine institutions had classes with a minimum enrollment of 15 students or more. Among those institutions that offered intermediate Turkish, six had classes with
a minimum enrollment of eight students. Advanced classes were offered in 18 of these institutions and these classes had a minimum enrollment of five students per class.

AATT’s statistical reports in recent years were dependent on the response rate of higher institutions to surveys concerning their enrollment figures. In 2011, a more accurate method was used by AATT to collect these statistics. Rather than being contacted anonymously, institutions were contacted personally or via phone by one member of the enrollment committee of AATT, and more detailed statistics were collected from each institution; as a result of these changes, the enrollment figures in the AATT’s 2011 report are more accurate than in previous years.

In 2011, the total number of students enrolled in Turkish language courses in higher institutions in the United States and Canada was 894. The table below shows the enrollment figures and details about the Turkish language students.

Table 10.

<table>
<thead>
<tr>
<th>Turkish</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Heritage</th>
<th>Student Total</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} year</td>
<td>430</td>
<td>81</td>
<td>15</td>
<td>526</td>
<td>50</td>
</tr>
<tr>
<td>2\textsuperscript{nd} year</td>
<td>180</td>
<td>51</td>
<td>19</td>
<td>250</td>
<td>43</td>
</tr>
<tr>
<td>3\textsuperscript{rd} year</td>
<td>61</td>
<td>33</td>
<td>22</td>
<td>116</td>
<td>25</td>
</tr>
<tr>
<td>4\textsuperscript{th} year</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>671</td>
<td>167</td>
<td>56</td>
<td>894</td>
<td>-</td>
</tr>
</tbody>
</table>

According to AATT figures available in 2011 there were 50 institutions in the United States and Canada offering first year Turkish classes, with 526 students registered in those classes. Because of lower enrollments in these classes in comparison to more
commonly taught languages, first year Turkish language courses in these institutions are
offered only in the fall semester; consequently, retention of students in Turkish language
courses is of utmost importance.

In comparison with the 2009 report, faculty members teaching Turkish in 2011
jumped to 32 core faculty members, and 100 instructors in total Turkish language classes
taught. The table below shows these statistics.

Table 11.
_AATT 2011 Number of Faculty Teaching Turkish, the United States and Canada_

<table>
<thead>
<tr>
<th>Core faculty</th>
<th>Instructor</th>
<th>FLTA</th>
<th>TA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>37</td>
<td>12</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

As discussed previously, AATT student enrollment figures vary each year
depending on the institutions that report their enrollments. In 2013, there were 42
institutions offering Turkish language classes in the United States and Canada. A total of
747 students were registered in those classes.

Table 12.
_AATT 2013 Enrollment Figures for Turkish Language, the United States and Canada_

<table>
<thead>
<tr>
<th>Turkish</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Other</th>
<th>Student Total</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>315</td>
<td>85</td>
<td>9</td>
<td>409</td>
<td>42</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>163</td>
<td>63</td>
<td>5</td>
<td>231</td>
<td>35</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>76</td>
<td>32</td>
<td>4</td>
<td>112</td>
<td>24</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>558</td>
<td>181</td>
<td>18</td>
<td>757</td>
<td>42</td>
</tr>
</tbody>
</table>
In addition to Turkish language courses, AATT also collects data for Turkic languages offered in North American postsecondary institutions (the United States and Canada): These languages include Azerbaijani, Kazakh, Kyrgyz, Ottoman, Turkmen, Uyghur and Uzbek as well as Turkish.

AATT enrollment data, representing the enrollments in Turkish language classes in fall semesters, is collected via a survey and published as a newsletter the following summer. Thus, the total enrollment figures in these newsletters vary every year depending on the number of institutions that participates in this survey. The enrollment figures sent to the AATT from 2006 to 2015 representing the student numbers in Turkish classes in the university where this research study was conducted are given below.

Table 13.

2006-2015 Enrollment Figures for Turkish Language at the Research University

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>65</td>
</tr>
<tr>
<td>2011</td>
<td>45</td>
</tr>
<tr>
<td>2010</td>
<td>45</td>
</tr>
<tr>
<td>2009</td>
<td>45</td>
</tr>
<tr>
<td>2008</td>
<td>38</td>
</tr>
<tr>
<td>2007</td>
<td>36</td>
</tr>
<tr>
<td>2006</td>
<td>22</td>
</tr>
</tbody>
</table>

According to these enrollment figures in Turkish language classes at this institution, 22 students were enrolled in 2006; in 2015, this number increased to 65 students.

The latest AATT enrollment pertaining to 2016, Table 14 shows the number of institutions and students enrolled in those institutions between 2009 and 2016.
Table 14.
*AATT 2009-2016 Enrollment Figures for Turkish Language, the United States and Canada*

<table>
<thead>
<tr>
<th>Year</th>
<th>Turkish Enrollments</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>451</td>
<td>30</td>
</tr>
<tr>
<td>2015</td>
<td>560</td>
<td>34</td>
</tr>
<tr>
<td>2014</td>
<td>686</td>
<td>38</td>
</tr>
<tr>
<td>2013</td>
<td>811</td>
<td>42</td>
</tr>
<tr>
<td>2012</td>
<td>927</td>
<td>37</td>
</tr>
<tr>
<td>2011</td>
<td>955</td>
<td>50</td>
</tr>
<tr>
<td>2010</td>
<td>709</td>
<td>39</td>
</tr>
<tr>
<td>2009</td>
<td>747</td>
<td>43</td>
</tr>
</tbody>
</table>

Enrollment numbers in this table include students in Ottoman Turkish classes as well.

In 2016, the latest year AATT has data pertaining to enrollments, there were a total of 43 students studying Ottoman Turkish in eight institutions in the United States. Therefore, as shown in Table 15 below, in 2016, in reality 407 students studied Turkish language. Average student number enrolled in the first-year classes was eight.

Table 15.
*AATT 2016 Class Size and Total Enrollments for Turkish Language, the United States and Canada*

<table>
<thead>
<tr>
<th></th>
<th>Average Enrollments</th>
<th>Total Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>1st year</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2nd year</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3rd year</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4th year</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
In the next section, I will discuss the difficulties students studying Turkish language might face.

**Difficulties of the Turkish Language**

Several aspects of Turkish language learning can present students with difficulties. One aspect of the Turkish language that can pose difficulty for students is Turkish morphology. Other aspects of Turkish that may pose difficulty for students relate to the ever-changing nature of the language. These include vocabulary words imported from other languages and several reform movements of the Turkish language, including graphization, standardization of the Istanbul dialect, and modernization. Each of these phenomena is described below.

**Turkish morphology.** One important aspect of the Turkish language is the complexity of Turkish grammar. According to Oflazer et al. (1994), Turkish is an agglutinative language, meaning that suffixes can be added to a word from any grammatical category. For example, a series of suffixes could be added to the stem *Osman* to produce *Osmanlılaştırılabileceklerimizdenmişiniz*, which can be translated into English as “behaving as if you were of those whom we might consider not converting into an Ottoman.” Another example is adding a series of suffixes to the same stem to produce *Osmanlılaştırılabileceklemizdenmişinizcesine*, meaning “as if you were of those whom we might consider not converting into an Ottoman.”

There is no analogous English morphology, making this challenging for English speakers learning Turkish. Modern Turkish is a vibrant and rich language that is constantly evolving, mainly due to borrowing from other languages. The evolving nature of the Turkish language is described below.
The evolving nature of the Turkish language. This section describes two specific ways the Turkish language is constantly changing and evolving: the influx of foreign words into the Turkish vocabulary, and reform movements of the Turkish language in the 20th century.

Turkish vocabulary. The table below shows the number of Turkish words either directly borrowed from other languages or words from other languages adapted to Turkish.

Table 16. Number of Foreign Vocabulary Words in Turkish Dictionary

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>6463</td>
</tr>
<tr>
<td>French</td>
<td>4974</td>
</tr>
<tr>
<td>Persian</td>
<td>1374</td>
</tr>
<tr>
<td>Italian</td>
<td>632</td>
</tr>
<tr>
<td>English</td>
<td>538</td>
</tr>
<tr>
<td>Greek</td>
<td>399</td>
</tr>
<tr>
<td>Latin</td>
<td>147</td>
</tr>
<tr>
<td>German</td>
<td>85</td>
</tr>
<tr>
<td>Russian</td>
<td>40</td>
</tr>
<tr>
<td>Spanish</td>
<td>36</td>
</tr>
</tbody>
</table>

The table above was taken from http://tdkterim.gov.tr/bati/. This website of the Turkish Language Academy (TDK) shows how the Turkish language is constantly changing and evolving, as evidenced by the influx of foreign words.

As can be seen from table above, the Turkish language is in a constant state of flux. According to Nişanyan (2007), between 1945 and 1993, the official Turkish
dictionary published by the TDK was updated eight times to reflect changes in the Turkish language. When updating the dictionary from the sixth edition to the seventh edition, for example, almost 10,000 words were omitted from the dictionary, and approximately the same number of new words were added to the dictionary as well. Additionally, Göz (2003) compiled a list of the most frequently occurring vocabulary words in contemporary Turkish collected via written materials.

One example reflecting these changes comes from a quote from Lewis (1999). In Lewis’s book an academic, Yücel, commented that “although I wrote then as I do now, in quite a pure Turkish, my language of thirteen years ago seemed to me downright antiquated.” Consequently, the ever-changing nature of the Turkish vocabulary can cause difficulty for students learning Turkish.

Language reform in Turkey. A second important aspect of the Turkish language concerns reform movements of the Turkish language in the 20th century. These reform movements were comprised of three aspects of the Turkish language: Graphization, standardization, and modernization. In addition to these phenomena, the Turkish Language Academy (TDK) was created in 1932 to regulate the Turkish language. In the past, this organization attempted to purify Turkish vocabulary by replacing words of foreign origin with newly-created Turkish equivalents. TDK’s efforts to purify Turkish vocabulary contribute to the evolving nature of the Turkish language.

Graphization. According to Imer (1988), in 1928, Kemal Atatürk, the founder of the Turkish republic, initiated a language reform movement of Turkish. This reform changed the Turkish alphabet from Arabic characters to Latin characters and added other orthographic conventions, such as capitalization and punctuation.
Standardization. In addition to changing the Turkish alphabet, Kemal Atatürk attempted to standardize the Turkish language through promotion of the Istanbul dialect of Turkish as the normalized standard dialect of Turkish across Turkey.

Modernization. One important consequence of graphization and standardization was the modernization of Turkish in terms of lexical expansion through purification; in other words, Arabic words in Turkish were eliminated and replaced with words of Turkish derivation.

Imer and Uzun (1997) provides evidence for the effects of these reform movements on the Turkish language. According to the table below, in 1931, approximately 35% of words in Turkish newspapers were of Turkish derivation. In 1965, this number increased to 60.5%, and by 1980, this figure jumped to 76.5%. The same time period saw the simultaneous decrease of Arabic words in journalistic texts (p. 181).

Table 17.

<table>
<thead>
<tr>
<th>Year</th>
<th>Turkish %</th>
<th>Arabic %</th>
<th>Persian %</th>
<th>Other %</th>
<th>Ottoman %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>35</td>
<td>51</td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>1933</td>
<td>44</td>
<td>45</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1936</td>
<td>48</td>
<td>39</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>1941</td>
<td>48</td>
<td>40</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1946</td>
<td>57</td>
<td>28</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>1951</td>
<td>51</td>
<td>35</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>1956</td>
<td>51</td>
<td>35.5</td>
<td>2</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td>1961</td>
<td>56</td>
<td>30.5</td>
<td>3</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>1965</td>
<td>60.5</td>
<td>26</td>
<td>1</td>
<td>8.5</td>
<td>4</td>
</tr>
<tr>
<td>1977</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>76.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Difficulty Level of Turkish Language**

There are a number of factors one must consider in language learning. In comparing Turkish (and other languages) with English, we consider three major areas: linguistic and morphologic similarities/differences, length of time required to achieve basic language proficiency, and individual learner aptitude. This difficulty is reflected in materials utilized by DLI. Materials illustrating the difficulty in learning Turkish are outlined below. The Defense Language Aptitude Battery (DLAB) is a test used by the U.S. Department of Defense to predict an individual's potential for learning a foreign language at the basic proficiency level. The results of this test are used to determine the individual’s potential to be trained as a basically proficient military linguist. A given student’s score qualifies him or her to study a given language; a higher score qualifies students to study a more complex language.

DLI uses the DLAB for student placement in various tiers or difficulty levels:

**Language categories by DLAB.** Turkish is a Category III language.

Table 18.

<table>
<thead>
<tr>
<th>DLAB Scores</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I: 95 or better DLAB score</td>
<td>French, Italian, Portuguese, and Spanish</td>
</tr>
<tr>
<td>Category II: 100 or better DLAB score</td>
<td>German, Indonesian</td>
</tr>
<tr>
<td>Category III: 105 or better DLAB score</td>
<td>Dari, Greek, Hebrew, Hindi/Urdu, Persian, Punjabi, Russian, Serbo-Croatian, Tagalog (Filipino), Thai, Turkish, and Uzbek</td>
</tr>
<tr>
<td>Category IV: 110 or better DLAB score</td>
<td>Modern Standard Arabic, Pashto, Chinese, Japanese, and Korean</td>
</tr>
</tbody>
</table>
Time required for basic proficiency at DLI. DLI language categories also correspond to different length of time required to achieve basic proficiency. The language categories below list representative languages in each category.

Table 19.

*Time Required for Basic Language Proficiency at DLI*

<table>
<thead>
<tr>
<th>Language Category</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I languages</td>
<td>Spanish, French, Italian and Portuguese</td>
</tr>
<tr>
<td>Category II languages</td>
<td>German and Indonesian</td>
</tr>
<tr>
<td>Category III languages</td>
<td>Persian Farsi, Russian, Hindi, Urdu, Hebrew, Turkish</td>
</tr>
<tr>
<td>Category IV languages</td>
<td>Arabic, Chinese Mandarin, Korean, Japanese</td>
</tr>
</tbody>
</table>

![Graph showing time required for basic proficiency in weeks for different languages.]

Figure 3. DLI resident language programs offered, weeks

According to DLI’s classification scales above, Turkish is classified as a Category III language, thus, highlighting the linguistic and cultural distance between Turkish and English. Additionally, on average, a given student needs to study Turkish for forty-seven
weeks to attain the Basic level; in comparison, students need to study Spanish, Italian or French for only twenty-five weeks to achieve the same level.

Additional evidence of the linguistic and cultural distance between Turkish and English language comes from FSI. According to the table below, Turkish is classified as a Category 3 language, meaning that a minimum of 480 hours of study is required to achieve between the novice-high level and the intermediate-high level in Turkish; students studying Romance languages can attain between the intermediate-high or the advanced-high level in the same amount of contact hours.

Table 20.

*Expected Levels of Speaking Proficiency in Languages, FSI*

<table>
<thead>
<tr>
<th></th>
<th>Minimum Aptitude</th>
<th>Average Aptitude</th>
<th>Superior Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category 1 languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>480 hours</td>
<td>1 + (Intermediate-High)</td>
<td>2 (Advanced-Low to Advanced-Mid)</td>
<td>2+ (Advanced-High)</td>
</tr>
<tr>
<td>720 hours</td>
<td>2 (Advanced-Low to Advanced-high)</td>
<td>2+ (Advanced-High)</td>
<td>3 (Superior)</td>
</tr>
<tr>
<td><strong>Category 2 Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>720 hours</td>
<td>1+ (Intermediate-High)</td>
<td>2 (Advanced-Low to Advanced-High)</td>
<td>2+/3 (Advanced-High/Superior)</td>
</tr>
</tbody>
</table>
### Category 3 Languages

<table>
<thead>
<tr>
<th>Hours</th>
<th>Level</th>
<th>Hours</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>0= (Novice High)</td>
<td>1</td>
<td>Intermediate-Low to Intermediate-Mid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1/1+</td>
<td>Intermediate-Low/Intermediate-Mid/Intermediate-High</td>
</tr>
<tr>
<td>720</td>
<td>1+ (Intermediate-High)</td>
<td>2</td>
<td>Advanced-Low to Advanced-Mid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2/2+</td>
<td>Advanced-Mid/Advanced-High</td>
</tr>
<tr>
<td>1320</td>
<td>2 (Advanced-Low to Advanced-Mid)</td>
<td>2+</td>
<td>(Advanced-High)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>(Superior)</td>
</tr>
</tbody>
</table>

### Category 4 Languages

<table>
<thead>
<tr>
<th>Hours</th>
<th>Level</th>
<th>Hours</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>0+ (Novice-High)</td>
<td>1</td>
<td>Intermediate-Low to Intermediate-Mid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>(Intermediate-Low to Intermediate-Mid)</td>
</tr>
<tr>
<td>720</td>
<td>1 (Intermediate-Low to Intermediate-Mid)</td>
<td>1+</td>
<td>(Intermediate-High)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1+ (Intermediate-High)</td>
<td>1+ (Intermediate-High)</td>
</tr>
<tr>
<td>1320</td>
<td>1+ (Intermediate-High)</td>
<td>2</td>
<td>Advanced-Low to Advanced-Mid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2+ (Advanced-High)</td>
<td></td>
</tr>
</tbody>
</table>

**C1 Languages** such as Romance languages. Scandinavian languages (exc. Finnish),

**C2 Languages** such as German, Greek, and Indonesian

**C3 Languages** such as Burmese, Finnish, Hebrew, Russian, and Turkish

**C4 Languages** such as Arabic, Chinese, Japanese, and Korean

(Rifkin, 2005)

Omaggio-Hadley (2001) reinforces claims made by DLI and FSI. According to the chart below, Turkish is classified as a Category II (hard) language, meaning that it takes almost twice as many weeks and contact hours to achieve proficiency level in comparison to Category I languages.
Table 21.

Expected Achievements Charts

<table>
<thead>
<tr>
<th>Language Categories</th>
<th>Weeks to Achieve Goal</th>
<th>Class Hours to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I: (World) Languages closely cognate with English: French, Italian, Portuguese, Romanian, Spanish, Swedish, Dutch, Norwegian, Afrikaans, etc.</td>
<td>23-24</td>
<td>575-600</td>
</tr>
<tr>
<td>Category II: (Hard) Languages with significant linguistic and/or cultural differences from English: Albanian, Amharic, Azerbaijani, Bulgarian, Finnish, Greek, Hebrew, Hindi, Hungarian, Icelandic, Khmer, Latvian, Nepali, Polish, Russian, Serbian, Tagalog (Filipino), Thai, Turkish, Urdu, Vietnamese, Zulu, etc.</td>
<td>44</td>
<td>1100</td>
</tr>
<tr>
<td>Category III: (Super hard) Languages which are exceptionally difficult for native English speakers: Arabic, Chinese, Japanese, and Korean.</td>
<td>88</td>
<td>2200</td>
</tr>
</tbody>
</table>

(Omaggio-Hadley, 2001)

How Long Does ACTFL OPI Take?

The following ACTFL Oral Proficiency Interview (OPI) ratings represent levels of expected performance for language learners who complete full-time intensive and/or immersion, proficiency-based language training under the supervision of an instructor and with one to four students per class.
Table 22.

*ACTFL Oral Proficiency Interview (OPI)*

<table>
<thead>
<tr>
<th>Group-I Languages</th>
<th>Length of Training</th>
<th>Minimal Aptitude</th>
<th>Average Aptitude</th>
<th>Superior Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8 weeks (240 hours)</td>
<td>Intermediate Low</td>
<td>Intermediate High</td>
<td>Intermediate High</td>
</tr>
<tr>
<td></td>
<td>16 weeks (480 hours)</td>
<td>Intermediate High</td>
<td>Advanced Low</td>
<td>Advanced Mid</td>
</tr>
<tr>
<td></td>
<td>24 weeks (720 hours)</td>
<td>Advanced Mid</td>
<td>Advanced High</td>
<td>Superior</td>
</tr>
</tbody>
</table>

Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish

<table>
<thead>
<tr>
<th>Group III Languages</th>
<th>Length of Training</th>
<th>Minimal Aptitude</th>
<th>Average Aptitude</th>
<th>Superior Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16 weeks (480 hours)</td>
<td>Novice High</td>
<td>Intermediate</td>
<td>Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Low/Mid</td>
<td>Mid/High</td>
</tr>
<tr>
<td></td>
<td>24 weeks (720 hours)</td>
<td>Intermediate High</td>
<td>Advanced Low</td>
<td>Advanced Mid/High</td>
</tr>
<tr>
<td></td>
<td>44 weeks (1320 hours)</td>
<td>Advanced Mid</td>
<td>Advanced High</td>
<td>Superior</td>
</tr>
</tbody>
</table>

Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Filipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese

Judith E. Liskin-Gasparro

Students learn Turkish at DLI and FSI in an ideal situation. The students are often highly motivated to learn the language, the classes normally contain four students or fewer, they spend about thirty hours per week focused exclusively on learning Turkish, and students learn Turkish using up-to-date materials. This contrasts sharply with the situation of students studying Turkish at the university level. Unlike DLI or FSI, although students are motivated to learn the language, university classes have higher numbers of students, and usually meet for only five hours per week and students cannot focus purely
on language learning. Also, with only one textbook being used in the United States to teach Turkish, Elementary Turkish, learning variety is all but non-existent.

The next section provides an overview of the Elementary Turkish textbook and a description of its organization to illustrate the pedagogical approach of the textbook. The section then analyzes one unit from the textbook in more detail (Unit 4). The textbook is used in most institutions to teach elementary and intermediate Turkish. A list of those North American institutions (see Appendix D and E) offering Turkish language and culture courses as well as those institutions adopting the Elementary Turkish textbook is in Appendix F.

The Elementary Turkish Textbook: A Brief Description

The Elementary Turkish textbook was first published in 2006. The first edition was a single volume consisting of approximately 752 pages. In the updated version in 2009, and 2015, the textbook was put together as a two-volume textbook that included minor changes in content concerning the Turkish monetary denomination and several updated images; however, the approach and the layout of the textbook were not changed.

The plan of the book outlines the topics, functions and grammatical points to be covered in each unit. This structure is repeated for all units in the textbook.

Each volume of the two-volume textbook consists of 15 units, a review unit is included after every four units in each volume. The textbook’s author (Öztopçu) proposes that the textbook be used across two semesters and that classes should meet five hours per week for 15 weeks per semester, or one week per unit.

In the preface of the textbook, the author indicates that the textbook is designed to teach the Turkish language such that students will be able to meet their everyday needs in
Turkish. After two semesters, Öztopçu advises that students should be expected to reach the intermediate-mid proficiency level as explained in the AATT’s 1993 Provisional Proficiency Guidelines for Turkish. The intermediate-mid level language proficiency guidelines for both AATT (1993) and ACTFL (2012) are attached in Appendix A, and Appendix B, respectively. In the preface of the textbook, Öztopçu argues that students at the intermediate-mid proficiency level should be:

- Speaking: Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations.
- Listening: Able to understand sentence-length utterances, which consist of recombination of learned utterances on a variety of topics.
- Reading: Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs.
- Writing: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience.

The table below is taken from FSI (Rifkin, 2005). As stated earlier FSI categorizes Turkish as a Category 3 language. According to FSI, Category 3 languages are culturally and linguistically distant from English in significant ways, thus, requiring more contact hours to become proficient in the languages, in comparison with Category 1 and Category 2 languages which are not as culturally and linguistically distant from English. A list of Category 3 languages is given below along with a chart detailing the number of hours necessary to achieve various proficiency levels in these languages across three different aptitudes.
Category 3 languages are: Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Pilipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese.

### Table 23.

*Expected Levels of Speaking Proficiency in Languages, FSI*

<table>
<thead>
<tr>
<th>Minimum Aptitude</th>
<th>Average Aptitude</th>
<th>Superior Aptitude</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category 3 Languages</strong></td>
<td><strong>480 hours</strong></td>
<td></td>
</tr>
<tr>
<td>0= (Novice High)</td>
<td>1 (Intermediate-Low to Intermediate-Mid)</td>
<td>1/1+ (Intermediate-Low/Intermediate-Mid/Intermediate-High)</td>
</tr>
<tr>
<td><strong>720 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1+ (Intermediate-High)</td>
<td>2 (Advanced-Low to Advanced-Mid)</td>
<td>2/2+ (Advanced-Low/Advanced-Mid/Advanced-High)</td>
</tr>
<tr>
<td><strong>1320 hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (Advanced-Low to Advanced-Mid)</td>
<td>2+ (Advanced-High)</td>
<td>3 (Superior)</td>
</tr>
</tbody>
</table>

(Rifkin, 2005)

The above table shows that, according to FSI, students of average or high aptitude must study Turkish for at least 480 contact hours to achieve the intermediate-mid level, while students of minimum aptitude must study Turkish for 720 contact hours to achieve the same proficiency level. Öztopçu (2006) indicates, however, that students learning Turkish using his textbook need only 150 contact hours (75 hours per semester) to achieve the same proficiency level. Thus, the author’s recommendations concerning the required number of contact hours clearly do not match those of FSI. In addition to the discrepancy in contact hours, given the fact that the course textbook is grammar-based, it
is highly unlikely that students would be able to achieve the intermediate-mid proficiency level using this textbook. Anecdotal evidence from my observations of students using the textbook confirms this assertion. One consideration is the difference between FSI and DLI evaluation process, and a university course evaluation. Success is measured differently for FSI and DLI than a university.

The next section outlines the plan of the textbook along with topics and functions covered in the first four units of the textbook.

**Units of the Textbook**

In order to better understand the materials presented in the textbook, I will briefly look at the first three units, and Unit 4 in more detail. Unit 4 was selected because it is most representative of a typical unit in the textbook.

**Unit 1. Alphabet and pronunciation.** The first unit covers the Turkish alphabet and pronunciation of Turkish sounds. The unit includes vocabulary words from different contexts for students to read aloud to practice their pronunciation. The audio CD of the textbook also has a section devoted to this unit; the CD contains additional listening activities for students to practice the Turkish alphabet and Turkish pronunciation.

**Unit 2. Greetings and farewells.** This unit includes topics such as greeting people, saying goodbye, and naming objects in the classroom. Students are presented with details about how to ask about other people’s health and well-being, how to thank people and how to apologize. There is also a section where Turkish grammar is presented regarding vowel harmony, personal pronouns, present tense statements with the verb “to be,” negation of the present tense verb “to be,” demonstrative adjectives, negation with “değil,” and the conjunctions “ve,” “ile,” and “ama.” The unit ends with exercises in
which students practice these grammatical features and vocabulary words connected to the themes of the unit.

**Unit 3. Hello, my name is.** This unit covers numbers, locations, names, and greetings in Turkish. Students learn how to introduce themselves, ask for and give personal information, ask directions, express locations, and ask yes/no questions. The grammar section of the unit contains detailed information regarding the vowel harmony which builds on the vowel harmony studied in unit 2. The unit also contains information about how to pluralize nouns, forming questions, question words (ne, kim, nasıl), the locative case, long consonants, and the derivative suffixes +lI/siz. The unit begins with a short dialogue about how to ask people where they are from. A list of countries, nationalities and continents follows the dialogue with accompanying English translations and explanations. The derivative suffix +lI, which is used to indicate if someone is a native of a specific city or country, is explained followed by substitution drills students complete to practice this suffix. A short dialogue in both Turkish and English showing students how to ask others about the city they come from is followed by a grammar explanation on this point. Two other grammar points, the genitive case and consonant alterations, are also explained. At the end of the unit, another very short dialogue illustrates possessive suffixes in Turkish.

Following the previous overview of units one through three, we will now look more closely at Unit 4 in greater detail.

**Unit 4. Nationalities, cities & countries, colors.** In previous units, students learned the Turkish alphabet, numbers and names in Turkish. Unit 4 was chosen for this detailed analysis because it is representative of how a unit is typically organized.
1. Unit 4 begins with an introductory conversation between three speakers: a Turkish native speaker (Ali), Ali’s colleague from Spain (Maria), and an American student who is a friend of Ali (John). In this dialogue, Ali introduces Maria to John. The following snapshot is representative of dialogues found throughout the unit.
Figure 4. Representation of the dialogue pages from the textbook

2. After this dialogue, the textbook presents a list of forty-one countries and nationalities in Turkish with their English equivalents. The following snapshot is an example of vocabulary lists found throughout the unit.
3. This list is followed by another vocabulary list that includes additional countries and their nationalities in Turkish.

4. A substitution drill asks students to provide either the country or the nationality in Turkish.

5. Following this substitution drill is a grammatical explanation of the derivative suffix +II that is added to place names to denote a person from a given place.

6. Students complete a grammar activity practicing this suffix.

7. A substitution drill having students practice this suffix follows the grammar practice activity.

8. Students read a short dialogue in which speakers use the suffix +II to indicate where they are from.

9. Students answer comprehension questions in Turkish about this conversation.

10. Following the conversation, students are asked to interview several classmates to find out where they come from.

11. Next, students listen to another dialogue in which two speakers are looking for
their possessions after a party. The purpose of the dialogue is to introduce how to indicate possession in Turkish.

12. Following this dialogue, students participate in a substitution drill in which they indicate possession of several items.

13. After practicing possession in Turkish, students then move on to a pronunciation activity in which they learn about several consonant alterations in Turkish. The activity includes a brief explanation of these alterations in English.

14. Following the consonant alternation activity, students are then introduced to the genitive case in Turkish. The grammatical feature is explained in English with examples from Turkish.

15. Following this explanation, students practice changing a series of Turkish nouns and pronouns into the genitive case and translating Turkish nouns into the genitive case.

16. A short dialogue follows which gives examples of both possession and the genitive case in Turkish.

17. Students are then introduced to the interrogative pronoun *kimin* that is used to indicate possession in Turkish. A brief explanation in English of the pronoun is provided along with several examples of the pronoun in use.

18. Students complete a grammar practice activity asking them to practice the pronoun *kimin* in order to indicate their possession of several objects.

19. Students are introduced to yet another way to express possession in Turkish through the use of possessive suffixes. A brief explanation in English is provided of how the suffixes are used in Turkish with examples.
20. Students practice adding possessive adjectives to a list of nouns in Turkish.

21. Following this activity is a short writing activity asking students to write a series of eight questions using the pronoun *kimin* to ask other students about possession of various objects in Turkish.

22. Students are presented with a short dialogue exemplifying both the pronoun *kimin* and the genitive case.

23. After reading the dialogue, students are asked to practice the dialogue in pairs and then practice possessive suffixes and the genitive case.

24. Students learn vocabulary words about the colors in Turkish. The textbook provides a list of the colors in Turkish with their English equivalents.

25. Students read a brief dialogue between two speakers discussing the colors of their cars.

26. Students complete a class activity in which they practice the dialogues regarding the colors of several objects in their possession (What color is your new shirt? What color is this book? What color is your backpack?).

The following dialogue represents the substitution drills found throughout the unit.
Figure 6. Representation of substitution drills from the textbook

27. Next, students are introduced to the particle *dA* which is used in Turkish to mean either *also/as well* or *in/on*. The following snapshot is an example of grammar explanations found throughout the unit.

Figure 7. Representation of grammar explanations from the textbook
28. Following this explanation of the particle in English, students are asked to practice the particle mentioned above.

29. Students read a short dialogue introducing how to form questions using the verb to be. After a brief explanation of the grammar point in Turkish, students practice questions in pairs.

30. Students read another dialogue combining examples of previous grammar points: or questions with the verb to be, the particle da, and possessive suffixes.

31. Students learn about how to form infinitives from other verb forms in Turkish.

32. Following this brief explanation in English, students practice converting verbs into infinitives in Turkish.

33. To end the unit, the textbook includes a number of activities which ask students to practice the grammar points presented throughout the unit, as well as several translation exercises. The following dialogue represents the translation exercises found throughout the unit.

Figure 8. Representation of translation exercises from the textbook

34. The unit ends with a glossary of the vocabulary words presented in the unit along with their English equivalents.

At the end of the book, students have an answer key to the grammar practice activities presented throughout the textbook.
Snapshots taken from the sections in Unit 4 described above can be found in Appendix G.

**Reflections on Unit 4.** In the preface to the Elementary Turkish textbook, Öztopçu (2006) argues that functional and communicative features of Turkish are “given priority” in the textbook and that the language used in the textbook “is not artificial, but natural, avoiding contrived expressions” (p. ix). As can be seen from the detailed description of Unit 4 above, however, it becomes clear that this is not the case. First, unit four does not create opportunities for students to engage in communicative practice in Turkish; instead, the majority of the unit focuses on explanations of grammatical points in Turkish. Second, students are not exposed to authentic Turkish; instead, they are exposed to contrived expressions in Turkish they will hardly ever use in communicative situations with other Turkish speakers (i.e. “What color is the wall?” “Is the sea yellow?” “Is this a notebook or a book?” (p. 85). Third, rather than becoming authentic communicators in Turkish, students instead become Turkish grammarians and translators.

In the section (K.) Translate into English, students are asked to translate five Turkish sentences into English. The English translation includes “London is very big, but a very old city. My mother and father are from London as well. My car is red color but my bicycle is blue. Lynda’s car is green.” The English translations above clearly show that what the Turkish language students are exposed to in the translation exercises is contrived and unnatural.

All units in the textbook begin with a dialogue in Turkish. The dialogue is translated into English, and the dialogue in Turkish and its accompanying English translations are presented side by side. Throughout the units, at every instance an
extensive grammar explanation is offered, typically taking up two to three pages. The example sentences in these grammar explanations are usually illogical (i.e. iyiliğin, of goodness), since they are idiomatic expressions, which the textbook does not explain.

In addition to the translation exercises and the dialogues, the words Özőtopçu selected to include in the vocabulary lists are unnatural and would not be used in authentic communication with Turkish speakers. Some examples from vocabulary lists in the textbook include müsaadenizle and izinizle both meaning ‘with your permission.’ Another expression, efendim, meaning sir is overused throughout the textbook; it is rarely used in current Turkish culture.

One of the few reviews available regarding the Elementary Turkish textbook comes from Karakaya (AATT, 2006). His article deals mainly with the study abroad aspect of Turkish textbooks. According to him, the Elementary Turkish textbook is promising in regards to its treatment of grammar explanations. With respect to grammar, Karakaya’s review of the textbook emphasizes the book’s central focus on grammar at the expense of communicative practice.

The next section explores the role of culture in the Elementary Turkish textbook.

**Teaching Culture**

In the preface to the textbook, Özőtopçu indicates that culture is an essential component of the textbook because it is “treated as an integral part of the language and the language-learning process” (p. ix). Despite his claims, however, the above analysis of the components of Unit 4 reveals that culture is virtually nonexistent in the unit. In the first volume of the revised version of the textbook, which comprises 379 pages, only three and one-half pages are devoted to Turkish culture. These cultural notes are written in English.
These topics include:

Greetings (p. 40)
Family and addressing family members
Bargaining while shopping
Land transportation
Museums
Banking
Drinks and Turkish coffee
Cultural expressions (e.g. “Get well soon”)
Healthcare system
Taxi

These cultural notes, written in English, provide a decontextualized and myopic view of Turkish culture instead of an authentic and contemporary perspective of Turkish culture. It thus becomes clear that Elementary Turkish is a textbook that does not provide a window into contemporary Turkish culture. Consequently, students do not learn what is happening in Turkey today; they only experience substitution drills and sentences out of context.

The TGS fills in many of these gaps found in the Elementary Turkish textbook. Rather than learning about the intricacies of Turkish grammar, the TGS provides students with multiple opportunities to develop their communicative and cultural competence in Turkish. In the TGS, students are exposed to up-to-date vocabulary words used by Turkish speakers today, and they learn about cultural aspects of contemporary Turkey. In addition, students learn about the Turkish language and culture via technologies outside of a traditional textbook.
Conclusion

This chapter described Turkish language learning and teaching. The chapter began by presenting enrollment figures concerning students enrolled in Turkish language and culture courses in the United States and Canada along with enrollment figures for students studying Turkish at the university where the present research study was conducted. The chapter explains that the suggested number of contact hours necessary to achieve the intermediate-mid proficiency level in Turkish, according to the Elementary Turkish textbook’s author, do not match the suggested number of contact hours recommended by FSI. The chapter then provided a brief overview of the first three units in the Elementary Turkish textbook and a more detailed examination of Unit 4 in the textbook. This examination showed that, despite the textbook author’s belief that the textbook is communicative, the textbook in reality is grammatically based and uses Turkish vocabulary words and expressions that are inauthentic and unnatural. The textbook devotes very little material to Turkish culture, and the Turkish culture the textbook does present is outdated. The chapter ends with an explanation of how the TGS fills these gaps in the Elementary Turkish textbook.

The next chapter explores the TGS project along with a detailed explanation of Stage 2 in the TGS. First, the pilot study for the current research study is presented, followed by a description of a four-year research study with students at a large southwestern university enrolled in fourth semester Turkish courses for which I was the instructor. Excerpts from the course syllabus, schedule and assignments as well as dialogues from various web pages from the TGS project are presented.
CHAPTER 4: TURKISH GLOBAL SIMULATION

In this chapter, I will review the specific materials, activities, assignments, and syllabi used in the four semesters of the TGS courses, after presenting a brief discussion of a pilot study in the TGS.

Preliminary Use of Global Simulation to Teach Turkish

The pilot study took place in the spring of 2008 semester. This was the first time a Turkish class at this southwestern university was conducted with extra materials other than the course textbook. This was also the first time a Turkish course at this university was held outside a typical classroom setting, namely a language lab and a community room in a graduate housing residence hall. The move to the residence hall was made in order to better simulate life in an apartment building. These settings helped to create an environment where the residents (students) were able to meet together for building association meetings to discuss issues related to the neighbors and the building itself.

Since the location of the community room was similar to an actual apartment building, this enabled students to simulate life in an apartment building. The assignments were adjusted depending on the difficulty level of the activities. The ways students could submit the assignments to the instructor were revised several times.

Throughout the project, the participants were surveyed to see how they were enjoying the class to that point and if the teaching materials were engaging. Students were encouraged to participate in developing new materials. When new materials were uploaded to the website, the students were again consulted to assess the ease of navigation of the website pages.
I used survey questions from the ACTFL standards and Flashlight questionnaire database, and crafted unique oral interview questions myself; I had a colleague administer them after classes ended.

**Pilot Study Results**

The TGS pilot project was conducted for a semester in cooperation with the department which ran the previous iterations of global simulations at this university. This kind of cooperation involved material design, grading rubrics for the oral exams, presentations, and the perceived quality of the web pages.

As mentioned in previous chapters, the students in a given Turkish class, unless in beginner’s class, are not homogeneous. The participants in the pilot study had varying proficiency levels. For example, some students had already lived in Turkey for some time and spoke Turkish well, while others had never studied Turkish except the previous semesters at the university or during travel to Turkey. Thus, I used the input students suggested to develop reading materials at various difficulty level, in addition to the main reading material. In the following semesters, I have created and constantly updated the reading materials depending on the students’ proficiency levels so that every student would find something engaging at their level.

I Advised the students to inform me about any broken links on the class website which contained the daily schedule, and I asked them to evaluate ease of navigation between the web pages, and applications we used during the pilot study. It is noteworthy to mention that there were many broken links on the TGS website for the pilot semester. Due to political reasons, many websites get banned in Turkey, including YouTube. After consulting with the tech personnel on the campus, I was advised to download the
materials connected on the links and upload them on the university server, so that no matter what happens to the servers where the materials/links were hosted, I would still have access to them. This method also helped me become familiar with the server settings. I have uploaded all materials to the server, as well as keep backups on hard drives. This has enabled me to create an extensive, easily accessible material database for teaching Turkish. This avoids any interruption to the learning process that could occur when depending solely on a live Internet connection where students could experience broken links, blocked pages, sudden changes in web page content.

We watched authentic Turkish video clips on YouTube about the Turkish culture and daily life in Turkey which was relevant for my TGS class. It became difficult to access to those materials right after the semester. This gave me the incentive to learn how to download and store all of the YouTube materials beneficial for the TGS class.

One of the major components of the TGS is the writing assignments. Some of the assignments were to be done as group work, and others as individual work. It was very difficult for the students to work on a group project while they live in different parts of the town, or on different departments on the campus. One student suggested using Google Docs. This way we were all able to access the materials regardless of the number of students. Another benefit of Google Docs was the students did not have to submit hard copies of the assignments, and I did not have to carry papers around and hand them back. As I had the persona of one of the neighbors, and I was a facilitator rather than the teacher, it was easy to adapt to my new role. The students were able to accomplish a semester long writing project and I could edit it continually.

Since certain days were devoted to building association meetings in the graduate
housing community room, the need for laptops, tablets were obvious. So, I asked the students to bring their laptops on the days when we did not meet at the lab. Thus, all of the students were able to access the materials and follow the course, though this was possible only when we had Internet access.

There were many positive outcomes from personal laptop use. One specific benefit was that I could teach this class as a distance course, as well. As long as I had access to the Internet, I could meet the students online via Skype or Adobe Connect. I have had students who lived in another state, or even another country, and I was still able to conduct the class. This distance education experience was very rewarding.

At the start of the pilot study, the TGS course website was up and running. During the semester, the students were required to logon to many websites to be able to benefit from the course websites: the TGS website, the Doğan Apartmanı email account, the TGS Blogger site, the TGS Facebook group page account, and Gmail chat application. At the end of the semester in the interviews that I conducted, the students suggested I minimize the number of the sites where they had to logon. I was able to find a Google application, iGoogle Portal, where the students logged on with a single username and password and they had access to all of the necessary links for the Web 2.0 technologies: the TGS website, Google Docs, Google photos, Blogger, Google Calendar, YouTube, Google Translate, apps, and outside links like weather, to do list, and news sites.

The students commented that the materials and the web pages in the pilot study were overwhelming, and they could easily get lost. As a result of these comments, I created three separate links: one of the links was for the syllabus, which explains the class and university policies; the second link was about the schedule, day to day requirements
and running of the course; the third link was about the assignments, how to submit them, where to find the information to answer questions, and the due dates. Thanks to these suggestions during the pilot study, I was able to redesign and improve the website. Now there is a single TGS web page where the students can see all of the TGS components: syllabus, schedule, assignments, the Elementary Turkish textbook audio files, 10 stages, glossary, notebook (Defter), grammar modules of AATT, Google Bookmarks, reading materials for each stage, audio, video, assignments, the TGS Facebook group page, Blogger, and Google Drive.

Another outcome was to start a Google Docs page for notes taken during the class period. The idea behind this was to have a shared notebook that everyone could access. Students could access this notebook anytime and anywhere as long as they were connected to the Internet. One student was assigned to keep classroom notes for the whole class with the translation of the words in Turkish, and with corrections I made when necessary. The students benefited from having a complete notebook representing the topics and vocabulary reviewed in class for the whole semester (Appendix H). The notebook was made part of the class materials, as well. The vocabulary from the notebook was often reviewed in class.

Students also suggested that certain class periods be dedicated purely to grammar instruction, and we did so.

One of the most significant concerns raised by students during the pilot study was the desire to learn the most current, frequently used vocabulary words. Due to its significance to my TGS class, special attention was given to including authentic, useful, and frequently used Turkish vocabulary.
In order to tailor the material to the students in the pilot, as we tailor the material to meet the needs of students each semester in the TGS, I gathered data from multiple sources and via various methods. I conducted informal interviews with the students, gathered constant feedback about the website, class, and all other components of the TGS, and had students complete ACTFL standards-based textbook evaluation surveys and Flashlight questionnaires. I used questions created and vetted by other researchers to make the surveys and questionnaires more reliable. I also submitted my questions to the Office of Instruction and Assessment (OIA) to further ensure the evaluation tools were valid.

One aim of the pilot was to see whether the surveys and questionnaires produced valid results. In spite of my precautions, some items on the questionnaires and surveys did not work. I edited the evaluation tools to improve the data collection process and optimize the TGS.

As a result of this pilot study, and input from the students, I had the opportunity to assess the validity of the surveys, questionnaires, and interview questions for my dissertation. I also contacted the OIA to evaluate the wording of these testing instruments to avoid any leading questions, and subsequently, I reviewed and made the relevant suggested changes.

I also administered surveys during the semester to assess whether or not the materials were engaging, and how much the students enjoyed these materials, web pages, and the way the class was conducted, including the unorthodox meeting locations.
Most Frequent Vocabulary

Usually studies concerning the most frequent vocabulary in Turkish rely on written Turkish only (Göz, 2003). The vocabulary included in the Elementary Turkish textbook is based on such studies. However, one of the driving ideas behind the TGS is to prepare students for a study abroad experience in Turkey. Since spoken Turkish differs from written Turkish, the most frequent vocabulary in the TGS was chosen from spoken Turkish corpora in order to prepare students for conversational exchanges with other Turkish speakers during their study abroad experiences.

In 2007, Doğan Günay put together a dictionary with 3,000 most frequently used vocabulary words in Turkish derived from a spoken word list of 34,412. The dictionary is the result of a study Günay conducted over one year in major cities like Istanbul, Ankara, and Izmir, as well as smaller cities in various parts of the country. A group of 25 scholars recorded spontaneous conversations in Turkish at different times of the day in many locations and situations in which a language learner would likely need to use Turkish. The various locations where the audio recordings were completed included airports, markets, barber shops, bus stations, schools, universities, phone conversations, coffee shops, beaches, libraries, and parks and recreation centers. Each recording lasted approximately three minutes. Günay then constructed his dictionary based on the most frequently used vocabulary found in these recordings.

According to Demircan (2000), the Turkish Language Academy (TDK) compiled a major dictionary consisting of 104,481 words. Clearly, it is not possible to expect students to learn so many words. For this reason, a more limited bank of words, such as
vocabulary found in newspapers, which use approximately 1200-2500 words, or
elementary school textbooks that use 5000 words is more appropriate (p. 17).

Günay argues that the 500 content and function words occurring most frequently
are most appropriate for elementary Turkish students. The next 500 most frequent content
and function words, in his opinion, are appropriate for intermediate Turkish language
learners. Finally, the third 500 most frequent content and function words are useful for
advanced level Turkish language learners. The 1,500 content and function words in
Günay’s dictionary were included in the TGS project (See Appendix I for the Vocabulary
Lists used in the TGS).

The choice of the function words occurring most frequently in the chapters of the
Elementary Turkish textbook are quite different compared to the most frequent
vocabulary derived from the spoken Turkish corpora explained above. In many
occasions, the students encounter the most frequent words later in the units, not to
mention the archaic tone of the language. Each unit in the textbook contains various
dialogues between people. However, the dialogues are not authentic and therefore, the
vocabulary choice is random. Neither the dialogues nor the selected vocabulary sounds
authentic. Furthermore, the flow of the dialogues is intentionally narrowed for the
purposes of that particular unit and in grammar points.

During the TGS project, all reading material, and video clips are chosen for their
clarity and concise use of the vocabulary on a given topic. Thus, when students discuss
the issues or talk about a given topic, the most frequent vocabulary words are emphasized
so the students can become familiar with and use them in their speeches. Students are
couraged to use these vocabularies in order to write their assignments, especially
during an assignment in which students are to contact a Facebook friend and correspond via email/chat/messenger to write a biography about that pen pal. During such messaging exchanges, students encounter real language exactly the way it is spoken by native speakers.

Another way to engage students with vocabulary was with Defter, a digital notebook. Defter was kept for the class by one of the students designated by the fellow students. This student typed all the new vocabulary we learn in class on this notebook as Google Docs, and shared it with me and the other students. I edited the spelling, correcting, adding or deleting some data, but the students were responsible for translating new vocabulary and using it in sentences.

As mentioned earlier, the reading materials come mainly from the mass-media. The songs and poems are all chosen in accordance with the TGS stages and particular topics. Since these songs and poems most often contain catchy phrases, we urge the students to listen to these songs often on the YouTube playlist created for the class. The students usually translated the songs into English on Google Docs. I helped edit the translations and add the new vocabulary on the notebook.

The students thus create a vocabulary list and flashcards for themselves throughout the semester. We compared the notebook with Günay’s list as the course progressed just to see if we have missed some important function words occurring most frequently in spoken language but have not encountered in our reading materials.
Turkish Global Simulation

The TGS structure and content are student-centered. That is, the schedule is customized each semester in terms of the content according to the students and their interests. The syllabus contains the general information about the TGS, what I expect of the students to accomplish during the course, the important dates, and university policies. On the other hand, the schedule contains information regarding day to day conduct of the course. The schedule also contains exact materials to be covered each particular day, Internet links, when assignments are due, and video clips to be watched for the particular class period. The type of assignments usually does not change from year to year. However, depending on the circumstances and the student input, more details or explanation are added on the web pages where the assignments are posted. Every assignment is explained in a detailed way with the due dates stated. The students are also advised through which channels the assignments must be submitted, whether via Facebook, Google Docs, Blogger, Messenger, or sending an email. The next section discusses various aspects of the TGS with regard to how the class is conducted, delivery channels of the teaching materials, students’ assignments and the technologies used—the language lab, Facebook, Blogger, YouTube, email, Google Docs, text message, and online newspapers. The ever-updated syllabus, schedule, and assignments are available online. For further details concerning the web pages prepared for the TGS course, see Appendix J which contains screenshots from these web pages.

Web 2.0 technologies. Since all materials for the TGS were in digital format the use of technology was of particular significance for the students and instructor of these courses. The first section below explores technologies included in the TGS project. The
The following section will describe stages students needed to complete in the TGS. For details regarding course policies, procedures, and assignments, see Appendix K. The syllabus and schedule are in Appendix L.

**The language lab.** An essential feature of the TGS is a virtual environment. The TGS takes place in a Computer Assisted Language Learning (CALL) environment.

The language lab where the class meets has computers students log onto during class meetings. The lab is arranged in four circles of eight computer stations in each circle. Because of this arrangement, students simultaneously see their own computer monitor and the projector screen in the front section of the lab, and can communicate with each other and with the instructor. This configuration is conducive to searching on the web, getting information from the TGS web pages, and collaborating with others in class. Class meetings were conducted twice a week in the language lab. During class meetings, conversations in Turkish between students and the instructor, as well as other students, were encouraged. Students also viewed digital documents, took notes online, and used computer applications to chat, email, and correspond with other Turkish speakers on Facebook. Once each week, students met in a community room in a university residence hall on campus in order to simulate a building association meeting where common issues concerning the residents in the apartment building were discussed. Several class periods devoted to grammar instruction were conducted in a regular classroom.

The CALL environment enabled students to have easy access to Turkish cultural materials. The TGS classroom also promoted students’ participation in class. They were able to retrieve their own materials and show these materials to the class at any given
Since many class materials were digital, students’ access to the materials was easy and efficient.

Furthermore, in any environment where the students have access to computers, smartphones, tablets, or laptops can benefit from the TGS, as well. As long as they have access to the Internet, students will be able to reach the course materials and connect to the instructor or other classmates. In addition to the above scenario, distance education opportunities are enhanced by the TGS, regardless of the location of the student.

**Facebook.** Another technological application used in the TGS was the use of a Facebook account created for the TGS course. Participants in the group included current and former students of the course as well as native Turkish speakers. Students in the course chose a native speaker pen pal with whom to regularly communicate in Turkish. Students submitted the Facebook messenger conversations with their pen pals to me. Toward the end of the semester, students created a brief biographical sketch of their pen pal and presented it to the class. Facebook allowed students to engage in natural and authentic communication in Turkish with native speakers about topics of interest to Turkish people. Using Facebook also exposed students to Internet Turkish (i.e. informal Turkish including choppy grammar as well as misspellings and English spellings of Turkish words) and learned how Turkish speakers used variations of the Turkish language when communicating online.

**Blogger.** As part of the TGS, a class blog was created each semester with Blogger where students posted their homework assignments. Students were also encouraged to create their own personal blog as well. Technorati is the leading blog search engine and has a directory that indexes more than a million blogs. According to Technorati (2013),
as of August 2012 there were over 1.3 million blogs worldwide, thus stressing the importance of blogs in sharing information with others (Technorati.com).

An important benefit of having a class blog is that students posted information relevant to a given topic, and fellow students were able to view these postings and comment on them. For example, one task was to upload the posters of the latest movies they had seen. Another task was to upload the menus of their favorite restaurants. Thus, students came to class having already seen each other’s postings on the class blog so that class periods were used for conversational practice surrounding materials prepared before class by students.

**YouTube.** I selected two Turkish movies and a documentary about the apartment building (Doğan Apartmanı) for the class to watch entirely and several other international movies as snippets so that the students could vicariously experience living in the Apartment Building. The Turkish movies were: “Muhsin Bey”, “Mommo Kız Kardeşim”, and the documentary was “Yaşayan Mekanlar.”

The video excerpts used in the class mostly came from the American movies “Rear Window” and “The Apartment.”

The students who contributed to this research were interviewed between 20-50 minutes at the end of semester. There were approximately 10 major questions asked to each student. These questions, many times, led to several other questions. Basically, the students were asked about the movies they watched, with particular emphasis on “Muhsin Bey.”

The TGS evolves through ten stages: the initial stages range from moving into an apartment unit, getting to know the neighborhood, as well as the neighbors. Later stages
involve encounters in and around the apartment building, peeking into the lives of the residents, manufactured “scandals,” oral/written interactions, and sounds and smells encountered in an apartment building.

I used YouTube video and audio clips to bring Turkey and Turkish culture into the classroom environment. I only included authentic video and audio materials to accurately represent contemporary life in Turkey. Students viewed audio and video clips on YouTube, and they created and uploaded their own audio and video clips to YouTube, as well. During class meetings both the students and I accessed clips on YouTube concerning the specific subject matter of that class. Because the clips uploaded to YouTube can be shared with anyone, the class had access to many authentic clips of Turkish movies and songs popular in contemporary Turkish culture (See Appendix M for the selected Turkish singers and songs for TGS). However, several difficulties arose from the use of YouTube clips from Turkey. From 2010 to the present, the Turkish government has banned YouTube in Turkey; as a result, the number of Turkish speakers uploading videos to YouTube has steadily decreased, and access to YouTube in Turkey has been difficult, if not impossible. Another difficulty with YouTube is that some video clips may be available at one point in time and removed at a later point. In order to collect a pool of video clips, I found it useful to download them immediately for future use on the class web page. Students were also encouraged to record and upload their audio/video assignments via YouTube. Fellow students were able to watch and comment on their peers’ video clips. Since the privacy settings were adjusted so that only classmates could view them, students were less hesitant to grant access to other students because unintended audiences were not able to view the clips they produced.
Email. In addition to Blogger and YouTube, a Gmail account was created for students as residents of the apartment building, and students were given an email address specifically for this account in order to facilitate sending and receiving emails among their classmates and the instructor. This Gmail account was included in a URL specific to the Doğan Apartmani building (www.doganapartmani.com), and students email addresses were created under this Gmail account. Each student’s account contained 15 GB of space to send and receive documents from the instructor as well as from fellow students. The account also allowed students to chat with each other online. In addition, the students’ Gmail account gave them access to Google Docs; these will be described in detail below. Students had a particular email account designated for the TGS to ensure privacy and security while using a group email.

Google Docs. Communication and interaction concerning assignments were accomplished through Google Docs. While writing documents, students were able to chat with each other as well as with the instructor.

There were several important advantages to using Google Docs. First, statistics concerning tests, pop-quizzes, and surveys were collected through Google Docs. Students were encouraged to complete tests at home before coming to class so that class time could be devoted to conversational practice in Turkish. Second, students could easily share their assignments with myself, and I was able to edit, correct (if necessary), and comment on their assignments. Students could view the history of these changes as well. Third, students used the Turkish keyboard when creating their Google Docs. As previously discussed this keyboard includes the alphabet and written accents in Turkish, improving spelling and making it easier to write authentically.
**Text messaging (SMS, MMS).** Another way students communicated with other students and the instructor was via text messaging. Texting offers several advantages to the TGS class. First, students learned to communicate in Turkish using an English keyboard. Although this occasionally resulted in miscommunication, this also afforded students the opportunity to negotiate meaning in Turkish. Second, students learned to communicate in Turkish in “text speak” (spoken Turkish in an abbreviated written form with English spellings); they learned that many typewritten shortcuts used when texting in English (i.e. “u” for “you,” “4” for “for”) are not possible in Turkish. For example, when texting in Turkish, vowels are omitted. “Canım” is spelled out as cnm. “Merhaba” is shortened to mrb. The name of a famous comedian in Turkey, “Cem Yılmaz”, is spelled CMYLMZ in Turkish text speak.

A list of software applications, course materials, and documents used in the TGS can be found in Appendix N and Appendix O.

**Online newspapers.** At the beginning of most class meetings, students would read online Turkish newspapers’ front pages for five to ten minutes. Students would often be asked to examine the pictures and headlines only in order to become aware of current affairs in Turkey. Then reading and discussing them provided insights into Turkish culture. For example, many Turkish newspapers present pictures of near nude men and women on their front pages. Students were able to compare this with American newspapers, which would rarely present such pictures. After noticing such differences students were able to engage in fruitful discussions about what is culturally appropriate or inappropriate in Turkey and the United States, as well as what accounts for these differences.
At other times, students were directed to read specific articles online which presented topics relevant to a particular class assignment. For example, when students were asked to choose a first and last name for their Turkish persona, students read an article describing which types of names are not given in Turkey, such as the Turkish word for “bear” which is considered insulting. This reading would be followed by a classroom discussion comparing and contrasting culturally appropriate names (for humans and animals) in Turkish and English.

**Background and setting: Doğan Apartmani.** In 1992, Carsten Meyer-Schlichtmann wrote a book entitled *Von der Preussischen Gesandtschaft zum Dogan-Apartmani*. This book describes residents living in the Doğan Apartmani building about 130 years prior to the book’s publication. The book is used throughout the TGS project. In stage 1, the book was used to show students images of the apartment building and surrounding neighborhood, the professions of the first residents of the apartment building, and the advent of last names in Turkish beginning in 1930s.

The TGS takes place in the Doğan Apartmani building in Istanbul in the Beyoglu district in the old city. The building is rather big and visible from almost every angle in the old city and the Bosphorus channel. The apartment building is located very close to a walking district and nightlife area of Istanbul. Everyone in Turkey recognizes the building when it is seen in movies or video clips. The building gets its name from a Turkish children’s book famous in the 1950s. A cult movie (*Muhsin Bey*) was filmed in the building. The former and current residents of the apartment building are famous, and many news articles have been written regarding the residents. Some of the current residents of the building include diplomats, writers, and popular artists. I selected this
building for the TGS because it represents a piece of living culture in one location in Turkey.

**Extracurricular activities.** In addition to the technologies used in the class, extracurricular activities created significant learning opportunities for students throughout the semester.

For example:

- Academic guest speakers visited the class to talk about their academic experiences as well as their lives in Turkey.
- Students gathered together in a fellow student’s house to watch a Turkish movie and to discuss Turkish cinema in general.
- On the weekends, students gathered in a Turkish restaurant to experience the typical Turkish breakfast.
- Some graduate students in the department whose native language are not English visited the class to talk about their particular languages to compare and contrast them with English and Turkish.
- Advanced level Turkish language students visited the class to talk about their success stories.
- Returning students from study abroad in Turkey visited the class and talked about their experiences in Turkey.
- Turkish students in the ESL program at the university visited the class to talk about their second and foreign language learning experiences.

Depending on the students’ interests this list of extracurricular activities varied every semester the TGS was ran.
Stages

The TGS consisted of ten stages, each lasting approximately two weeks. Each stage consisted, in turn, of a three-step cycle of briefings, class assignments, and de-briefings. In the briefing step, students were introduced to the stage and its goals. Students completed a number of class assignments to help them accomplish the objectives of each stage. Finally, the students and I reflected on the course assignments in order to evaluate to what extent the class assignments helped them accomplish the stage’s objectives.

In the very first briefing session of the semester, I incorporated and administered student surveys called “How Languages are Learned” by Lightbown and Spada, and an elaborate survey on “Learning Styles” by Ishihara and Cohen. I rendered both surveys into online versions on Google Docs forms, and students fill out these surveys at home in their free time. The first survey helped students understand how language learning works in general and how they may apply those principles to themselves specifically. The second survey gave me information on how individual students learned most effectively. I could then tailor the TGS materials to capitalize on this data, and conduct the class accordingly.

Each stage included its own study materials, such as songs, poems, videos, and newspaper articles as well as assignments students needed to complete. Stage 1, for example, required students to move into an apartment building and choose a name and profession for their Turkish persona. Vocabulary lists and newspaper articles about Turkish last names and professions were provided to students for this exercise.

Stage 1 of the TGS is indicated and described below.
**Stage 1. The Layout of the apartment building.**

Constructing the Apartment Building. Topics:

Where is Doğu Apartmanı

The new residents move in

First and last names

Professions

Local businesses

Telephone

Getting around, cars

**Materials**

Audio

Songs & Lyrics

*Kız sen İstanbul’un neresindensin, Emel Sayın, Which neighborhood in Istanbul are you from?*

*Beni ne doktorlar ne mühendisler, Ebru Yaşar, Numerous doctors and engineers have proposed to marry me.*

Video (See Appendix P for the synopsis of the movies used for the TGS)

*Muhsin Bey (a motion picture filmed in the building)*

*Yaşayan Mekanlar (a documentary about the apartment building)*

Car commercials

iPhone commercials

Clips about Turkey, Istanbul

Pink Panther cartoon, cars for sale

Voicemail commercial by a GSM operator

Documents/ Materials

Vocabulary

Professions

Audi cars price list

Turkish plate numbers

City telephone codes
İbrahim Aksu’s book about Turkish last names, nicknames

Vocabulary list from the Muhsin Bey movie

A book titled Von der Preussischen Gesandtschaft zum Dogan-Apartmani

Poems

Istanbul’u Dinliyorum, Orhan Veli Kanik
Istanbul, Umit Yasar Oguzcan

Newspaper articles

A famous columnist talks about his mother’s professions
Where in the world is the best place to be born

Forms

Birth certificate, Turkish ID cards
Marriage certificate

Images

Blueprint of the apartment building
Sketch-Up 3D version of the Doğan Apartmani
Cars
Famous singers
Grocery stores
iPhone
Car sale ads
Professions
Turkish Lira

Useful Links

TUIK Turkish Statistical Institute, first and last names
Cities and last names
360 degree view of the Doğan Apartmani
Maps of Europe, Turkey and Istanbul
Blueprint of the apartment units in the building
Job announcements
Turkish Labor Office
Banking and Istanbul
Traffic signs
How to get a driver’s license
Turkish Language Institute, the dictionary of names and their origins
The Economist, Turkey survey
Turkish history regarding last names
Famous actors and their previous jobs

Assignments
1. Assign yourself a Turkish first and last name.
2. You need to post information about yourself (age, marital status, gender, apartment number you live in, pets you have, your job, where you are from, etc).
3. Your last name should come from the reading article, so that it matches the city the last name originates from. You are free to choose your character.
4. You need to start filling out the birth certificate request form with information you provide.
5. Watch the movie *Muhsin Bey*.
6. What are the usual and unusual Turkish names in Turkey and in the United States? Any famous nicknames? Write five examples for each category.
7. What is the apartment number you live in? How many rooms are there?
8. What are the most sought-after or coolest jobs for you, in Turkey, and in Germany?
9. Are there any jobs that exist in Turkey, but not in the United States anymore?
10. Tell me about the work classification in Turkey and the US.
11. What does Baba Mesleği mean? Give 5 such examples.
12. Transcribe the voicemail message by Ajda Pekkan on the syllabus.
13. Transcribe a voicemail in English.
14. Record a phone message in Turkish.
15. What primary school, and high school did you go to? Which university? Give information about your academic life in Turkey.
16. List at least five French cars, five Italian cars, and five Japanese cars.
17. Which cars in your list do not exist in the United States?
18. Compare the prices of three cars that are on sale in Turkey and in the United States.
19. Tell me about the U.S. car buying options in a two paragraph Word doc.
20. Write a classified ad in English for a newspaper (buying or selling a car).
Portfolio (based on certain assignments)

- Cost of buying a cell phone with a contract
- Cost of buying a car
- Classified ad to sell/buy a car
- PowerPoint presentation of a city
- Voicemail sample
- Turkish Map and regions

Technology & Software

- Google SketchUp, Google Earth, Google Docs, Firefox, Email, Facebook, YouTube, Blogger, SMS

Stage 1. Materials, activities, and goals. In every stage, there is a briefing and debriefing session. In the briefing section, I talked about the changes in the history of Turkey within the last 100 years. These changes range from subjects such as first names, last names, professions, architecture, borders, and cities, especially Istanbul, the former capital. The changes in the Turkish language during this period were emphasized. The use of Turkish language in written documents and advertisements from the 1940s are contrasted with the use of Turkish in current documents and advertisements. In addition, students were shown misunderstandings that may result by not including diacritic marks when spelling Turkish words. This was especially important given that students wrote class assignments in Turkish using an English keyboard.

In stage 1, students were presented with a document with a list of Turkish last names and the names of the cities these last names originate from. Students were asked to compare Turkish and American last names and categorize Turkish last names according to religion, descriptive characteristics, or city of origin. Students then filled out a form on Google Docs in which they created their Turkish identity as residents in the Doğan
Apartmanı building. On this form, they indicated which unit in the Doğan Apartmanı building they selected to live in as well as the gender, the profession, and the marital status of their new persona. Students chose their hometown in Turkey based on the Turkish last names they selected. They researched this hometown, its inhabitants, and famous people who were born or lived in that city, and they gave presentations of this information in class in stage 2. Students learned about jobs in demand in Turkey and the United States and discovered that certain jobs were in demand in one country but not the other. As part of their Turkish persona, students learned how to acquire a cell phone and a cell phone number in Turkey. They learned about how phone bills and invoices are calculated in Turkey. The students then talked about their perceptions about cars and differences between cars in Turkey and the United States. They learned how to purchase a car in both countries as well as how to finance it. Additionally, students created signs to sell and buy a car in Turkey either in a newspaper or in the apartment building notice board.

The previous section presented an overview of how the TGS was set up. In stage 1, students learned how to use the online materials to complete the required tasks for the unit, including choosing a name and last name for the persona and moving into the apartment.

The following stages of the TGS, 1 through 10, build on the skills and tasks students completed in stage 1.

Stage 2 has been selected as an example and described in detail below.
**Stage 2. In and around the apartment building.**

Decorating the Apartment Building. Topics:

- Neighborhood, facade, and entrance
- The residents
- The billboard
- A bedroom

**Materials**

**Audio**

- Songs & Lyrics
  - Istanbul, Pamela
  - Istanbul’u Dinliyorum, Zulfu Livaneli  I am listening to Istanbul
  - Istanbul’da Sonbahar, Teoman  Fall season in Istanbul

**Video**

- *Muhsin Bey* (a motion picture filmed in the building)
- Yaşayan Mekanlar (a documentary about the apartment building)
- Bedroom scene from the movie, *the Graduate*
- A scene from a popular TV Show showing inside the units.
- IKEA, ideas how to set up lights in rooms

**Documents/ Materials**

- Vocabulary
- Architecture
- Furniture
- Districts of Istanbul
- How to describe apartment units

**Poems**

- Istanbul’u Dinliyorum, Orhan Veli Kanik  I am listening to Istanbul
- Istanbul, Umit Yasar Oguzcan

**Newspaper articles**

- Regarding the banning of the *Zeki Triko* bathing suit company’s billboard
- A scandal regarding a former president’s daughter
Forms
Birth certificate, Turkish ID cards
Residency permit

Images
Billboards
Audi Car Commercials
A bathing suit commercial
Kemal Atatürk's bedroom
Famous singers
The entrance of the Doğan Apartmanı
Turkish rugs

Useful Links
The Istanbul governor's web page
360 degree view of the Doğan Apartmanı
Map of Turkey and Istanbul
Blueprint of the apartment units in the building
www.vakko.com

Assignments
21. Post three billboard pictures from the U.S. which you think are very interesting in terms of the use of language. 22. Comment on the billboard pictures on the students' stage 2 page. 23. Write three billboard mottos from stores, McDonald’s, that one may come across in the States. 24. Write a two-paragraph comment on the use of scantily clad female models on billboards in Turkey. 25. What do you think should be done regarding the banned Zeki Triko commercials? 26. Write a company profile for Vakko. 27. Write a classified car ad (buying or selling) to be posted on the apartment PANO (announcements board) in the building. 28. How much money is needed to furnish your bedroom from IKEA Turkey? Make a shopping list with costs. 29. What would you never have in your bedroom that some of your neighbors have? Write a two-paragraph answer. 30. Do yard sales exist in Turkey? Bit Pazarı? Rus Pazarı? Where would
you like to shop. 31. What graffiti do you see in the streets of Istanbul and in foreign countries you have visited? Give examples. Post images on the Blogger.
32. What do you know about Turkish rugs/carpets? 33. Write a three-paragraph page about Turkish Hereke carpets.

**Portfolio (based on certain assignments)**
- Cost of furnishing the bedroom
- Comparing bedrooms, list of items
- Classified ad to sell/buy a car
- Billboard pictures and Mottos
- Graffiti samples
- Writing about Hereke carpets
- Company profile for Vakko

**Technology & Software**
- Google SketchUp, Google Earth, Google Docs, Firefox, Email, Facebook, YouTube, Blogger, SMS

**Stage 2. Materials, activities, and goals.** The book *Von der Preussischen Gesandtschaft zum Dogan-Apartmani* mentioned in stage 1 was also used in this stage, as well. In stage 2, the book was used to discuss the architecture of the apartment building and differences between the former and current residents of the building.

In stage 2, students were encouraged to compare big cities in the United States and Turkey. Billboards in Turkey were discussed, specifically regarding how the Muslim faith among many Turkish people and how their faith influences their perception of billboards in Turkey which they might find offensive (i.e. portraying nudity). Students debated in Turkish whether such advertisements in Turkey should be banned.
Some of the actual residents in the apartment building are popular singers. Biographies of these singers are read and studied in pairs. Difficulties of living in the same apartment building with such popular people are discussed. Complaints from current residents in the building are shown and discussed with students. As a result, students learned about the complaint process and how to solve such situations in building association meetings.

Students decorated their bedrooms as if they were residents in the apartment building. Two web pages were introduced: IKEA in Turkey and IKEA in the United States. Catalogs from IKEA in both countries were made available on the TGS web pages. As students decorated their apartments, the prices of the furniture to decorate their apartments were discussed along with the cost of living in both countries. Students were also shown images from the 1930s of the bedroom of Kemal Atatürk, the founder of Turkey. They then compared these images of Kemal Atatürk’s bedroom with contemporary bedrooms in Turkey in order to learn how the culture of furnishing apartments in Turkey has changed over time. Vocabulary related to the rooms of an apartment and furniture in an apartment was given to students.

The city of Istanbul and its regions and districts were introduced. Students viewed the Doğan Apartmani building in real-time on Google Earth and saw a three-dimensional view of the apartment building on Google SketchUp as well. Students then read an article about Teoman, a famous singer in Turkey, who was born in the apartment building. We watched a video clip of one of his famous songs, İstanbul’da Sonbahar, and read the lyrics to the song. This song was used with students because the video clip includes shots of the Doğan Apartmani building, certain districts of Istanbul and the four seasons in
Istanbul. The video clip introduced students to vocabulary related to the weather and the seasons.

In addition to various regions and districts of Istanbul, students also learned about the famous Turkish fashion house *Vakko*, located in the neighborhood of the apartment building. The origins and history of the company were discussed along with its worldwide success. Using the fashion house Vakko as a model, students learned how to start a business in Turkey. In this stage, students set up a store of their choice in the apartment building or the surrounding neighborhood.

A historic monument, Galata Kulesi (Galata Tower) was erected in Istanbul by the Genoese more than 650 years ago. Students learned about the tower for two reasons: it is located in the neighborhood surrounding the apartment building, and this is an opportunity to learn more about the history of Istanbul and the fact that the part of the city where the Doğan Apartmani building is located was predominantly ethnically Italian during that period. The administrative districts of Istanbul, the meanings of the names of these districts, and a short history of Istanbul were introduced through various readings.

In stage 1, students prepared a presentation on their Turkish hometown related to the Turkish last name they selected as part of their new persona. In this stage, students gave presentations. During their presentations, students talked about the hometown related to their chosen Turkish last name, and discussed the population, geography, economy, and landmarks in the city as well as famous people born in the city.

At this point in stage 2, using sample biographies of famous Turkish personalities as models, students corresponded with their Facebook pen pals in Turkish in order to create a biography. At the end of the semester, students presented the biographies of their
pen pals to the class. In order to write the biographies of their pen pals, students created a Google Docs for the biography; through students’ Google Docs, I corrected the biographies, and students could track the changes I made to the document.

A de-briefing session was held at the end of the stage. In the de-briefing session, the topics covered were reviewed along with issues solved during the building association meetings. Students also indicated what they learned from the stage and what worked and did not work for them. Students finished their homework assignments for the stage within a few days after the de-briefing session. Some of the writing assignments were started in a particular stage and completed in a subsequent stage, such as writing biographies via Facebook Messenger with a Turkish speaker.

**Conclusion**

The purpose of this chapter was to explore how the TGS was utilized in this study. The chapter began with a brief description of a pilot study I completed in 2008 using the TGS. The chapter explained the fact that the Elementary Turkish textbook focuses almost exclusively on written Turkish to the exclusion of spoken Turkish; the TGS fills this gap by including a variety of forms of both written and spoken Turkish. The chapter then discussed the CALL environment of the TGS and the Web 2.0 technologies used as part of the TGS. The chapter ended with a description of the initial two of the 10 stages in the TGS project. Throughout the TGS each student assumed the role of a resident living in the Doğan Apartmanı apartment building in Istanbul, Turkey. Students interacted with each other as residents in the apartment building as well as with surrounding establishments. Students generated text as well as audio and video files pertaining to making requests, gossiping, asking about someone’s health, greetings, exchanging
recipes, phone conversations, borrowing from neighbors/friends, complaints, disagreements, giving directions, invitations, thanking, conversational politeness, compliments, giving advice, miscommunication, as well as giving embarrassing information. These are aspects of authentic, useful, living language that the TGS offers but are not often found in textbooks.

The next chapter explores the research methodologies used in the study to collect and analyze data.
CHAPTER 5:
A RESEARCH STUDY OF TURKISH GLOBAL SIMULATION

Research Questions

This chapter presents the background, the instruments, and the methodology of this research study. The research questions are discussed, and the research instruments are reviewed individually. Finally, it explores the research, data collection, and analysis phase.

The TGS project initially began through a grant sponsored by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the university where the research was conducted. CERCLL is a Title VI Language Resource Center in the United States devoted to the development of instructional materials for less commonly taught languages and professional development for teachers of these languages. The grant funded the development of the TGS project through the creation of web pages and thousands of multimedia materials regarding life in Turkey. These materials were then included as part of a pilot research study in 2008 described later in this chapter. This piloting phase helped improve the web pages and materials and also refined the data collection instruments.

This research study investigates three aspects of language instruction: language teaching materials in the TGS versus the Elementary Turkish textbook, delivery of the TGS materials via Web 2.0 technologies, and students’ attainment of cultural competence as they acquire Turkish language skills. The study also explores to what extent the TGS provides motivation, interest, ease of learning and content for Turkish language students to be autonomous and lifelong language learners.
The research questions are:

1. How does the TGS project affect students’ cultural competence?
   How does it affect their
   a) accurate use of language expressions according to context?
   b) awareness of language varieties in Turkish?
   c) awareness of the use of cultural references in Turkish music and cinema?
   d) development of cultural competence primarily via activities?

2. How effective is the TGS project as a context for language learning? How do students evaluate the content of the TGS?

3. How do students compare the TGS with more traditional learning contexts (textbooks and classrooms)?
   a) How do students evaluate the Elementary Turkish textbook?
   b) How do the teachers using the Elementary Turkish textbook evaluate it?

4. How effective is Internet technology in the TGS project?
   a) How useful is the web content for students?
   b) How does the TGS address students’ learning styles?
   c) How difficult is Internet technology for students to use in the TGS?

The following paragraph details the data collection instruments used to answer each research question. Further details about these instruments are discussed later in this chapter.

The first research question investigates how the TGS affect students’ cultural competence by making them aware of language varieties in Turkish, cultural references
in music and cinema, accurate use of language expressions, and activities used in the TGS to help students acquire cultural competence. ACTFL standards-based textbook evaluation guide is used to investigate this research question.

The second research question examines the effectiveness of the TGS as a context for language learning, and the instructors review the textbook for the same purpose. Oral interviews with the students and the Flashlight questionnaire about the TGS class investigated this research question. The instructors who taught Turkish using the Elementary Turkish textbook evaluated it via the ACTFL standards-based textbook evaluation guide.

The third research question compares the context of the Elementary Turkish textbook with the TGS project. ACTFL standards-based textbook evaluation guide, the students’ comments on the open-ended questions on ACTFL guide and TCE online teacher course evaluations for web-based courses forms, and the students’ reflections in the oral interviews answered this research question. Additionally, I compared the results of the end-of-semester student evaluations on the university TCE teacher-course evaluations surveys about the classes I taught as graphs in order to demonstrate how the students evaluated both.

The fourth research question deals with Web 2.0 technologies used in the TGS project. It investigates the usefulness of the web pages, students’ views on the difficulty of Web 2.0 technologies to master, and how the students’ learning styles are addressed. TCE online teacher course evaluations for web-based courses and the Flashlight questionnaire about the technology used in the TGS are used to investigate this research question.
Methodology

Research setting. As stated previously, the present study was conducted with four, fourth-semester Turkish language classes at a southwestern American university. The study was conducted with these four classes over the period of four years (one class per year).

Until recently, Turkish language programs in the United States often have not followed a uniform curriculum due to the lack of textbooks that could be used as instructional material for these programs. Turkish programs in different colleges and universities across the country created their own materials for teaching Turkish until 2006 when a new textbook, Elementary Turkish, was developed for American students learning Turkish language. The Elementary Turkish textbook has 30 units, with a review unit after every four units. Each unit contains conversations, grammatical points, readings, a listening section, cultural notes, and a vocabulary glossary. This textbook also contains a glossary at the end of each unit and an answer key section for the exercises at the end of the textbook. The dialogues in the textbook are in Turkish with English translations next to them. Detailed grammar points occur several times in each unit and are explained in English. The glossary is in both Turkish and English, with numerous cultural notes in English. The multimedia materials included in the textbook are limited to audio files for the dialogues, which are recorded by the same four native speakers throughout the textbook.

Students usually enroll in the fourth-semester Turkish course after having studied the Elementary Turkish textbook thoroughly in the previous three semesters (10 units per semester). The textbook covers most aspects of Turkish grammar with topics ranging
from shopping to health care. After having studied the Turkish language using the Elementary Turkish textbook for the first three semesters, the TGS is used in the fourth-semester course.

The TGS class, which is only offered in spring semesters, meets three times a week for ninety minutes each. The class is conducted in a language lab twice a week and once a week in a traditional classroom, where students hold building association meetings (simulating similar gatherings that occur in many apartment buildings in Turkey), and for debriefing sessions and/or grammar review sessions. Students view and work on class web pages through the main TGS page (www.doganapartmani.com) in the language lab. Class activities involve technological applications to conduct tasks as part of the TGS project. These technological applications were discussed in the previous chapter.

The pictures below show the language lab in which class meetings occurred.

*Figure 9. Sample picture of the language lab*
Figure 10. Sample picture of the language lab

The following picture shows the residence hall where the association meetings took place.

Figure 11. Sample picture of the association meetings' location
Description of the Research Study

Language program. The present study was conducted with four fourth-semester Turkish language classes (TURK 402) at a major university in the American southwest for which the researcher was the project instructor.

At this university, the Turkish department offers Turkish language classes from the elementary to the superior levels. Students can also continue studying Ottoman Turkish for an additional two years.

First and second year Turkish language classes are offered as five-credit hour courses each. During the four research years, these classes met three times per week. Each class lasted ninety minutes. Third-year and fourth-year Turkish language and culture classes are three-credit hour courses. These classes are offered twice a week for seventy-five minutes each.

As stated previously, the Elementary Turkish textbook is used in the first three semesters of the Turkish language program with each semester covering 10 units of the textbook. The TGS project is used in the fourth-semester Turkish course and is conducted in a well-designed language laboratory. Furthermore, there is no textbook used for the advanced-level Turkish classes. The instructors prepare the materials.

Participants. The study involved a total of eighty-four participants made up of eight instructors and seventy-six students. Thirty-one of these students participated in the TGS project.

In the table below, I present the data collection instruments used in this research study and the number of participants for each.
Table 25.

<table>
<thead>
<tr>
<th>Data Collection Instruments</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students (n)</td>
</tr>
<tr>
<td></td>
<td>TGS</td>
</tr>
<tr>
<td>ACTFL Standards-based Textbook Evaluation Guide</td>
<td>19</td>
</tr>
<tr>
<td>TCE Teacher-Course Evaluations</td>
<td>27</td>
</tr>
<tr>
<td>TCE Online Teacher Course Evaluations for Web-based Courses</td>
<td>13</td>
</tr>
<tr>
<td>Flashlight Questionnaires</td>
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<tr>
<td>Oral Interviews</td>
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<td>Comments on Open-ended Questions</td>
<td>23</td>
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<td>- ACTFL Standards-based Textbook Evaluation Guide</td>
<td>10</td>
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<tr>
<td>- TCE Online Teacher Course Evaluations for Web-based Courses</td>
<td>13</td>
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</tbody>
</table>

Fifty-seven students and eight instructors evaluated the Elementary Turkish textbook using the ACTFL standards-based textbook evaluation guide. Nineteen students used this same evaluation guide adapted for the TGS to evaluate their experience in the TGS course.

Thirty-one students were enrolled in the TGS classes: Of these students, twenty-two participated in the oral interviews and thirteen evaluated the TGS project both via the
TCE online teacher course evaluations for web-based courses and the Flashlight questionnaires. 

A total of sixty-seven students participated in the university’s anonymous TCE teacher-course evaluations: A subset of twenty-seven students evaluated the TGS courses, and forty evaluated the regular Turkish courses. 

There were several open-ended questions on two forms — the ACTFL standards-based textbook evaluation guide and the TCE online teacher course evaluation for web-based courses. Twenty-four participants commented on these questions about the Elementary Turkish textbook, and twenty-three about the TGS class. 

The table below displays demographic information about the study participants: Their academic goals, their gender, their first language, their previous experiences studying Turkish, and previous experiences living in Turkey (See Appendix Q for the questionnaire items about the participants’ academic and demographic information. 

Table 26.

Demographic Information of the Participants Who Evaluated the TGS and the Elementary Turkish Textbook

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<th>n=31</th>
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<td>2</td>
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<td>To fulfill a requirement for my major</td>
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<td>The subject matter looked interesting</td>
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<td>The instructor has a good reputation</td>
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<td>4</td>
<td>1</td>
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<table>
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<tr>
<td></td>
<td>20.3</td>
<td>24.1</td>
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<td>Gender</td>
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<tr>
<td>More</td>
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</table>

*TGS= Turkish Global Simulation
*ET= Elementary Turkish

Three groups of participants completed data collection instruments during the study: students evaluating the course textbook, students evaluating the TGS project, and students evaluating both the course textbook and the TGS project. Each group of participants is described below.

**Experience with the Elementary Turkish textbook only.** For the purpose of this study, the Elementary Turkish textbook was evaluated and compared to the TGS. The Elementary Turkish textbook was adopted by the Turkish language program in 2006 and has been used since that time by myself as well as other instructors in the program. The study does not include demographic information for all students; six students had not
used the Elementary Turkish textbook in their Turkish language studies because they had previously studied Turkish at other institutions.

The table below shows demographic information of the students who evaluated the Elementary Turkish textbook.

Table 27.

*Number of Participants Who Evaluated the Elementary Turkish Textbook*

<table>
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<tr>
<th></th>
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<th>Female Undergrad</th>
<th>Female Graduate</th>
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<td>19</td>
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<td></td>
<td>6</td>
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<td>TGS 2010</td>
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<td></td>
<td>1</td>
<td>5</td>
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<td>1</td>
<td>3</td>
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<td>2009 TURK 101 + TURK 102 (Two semesters)</td>
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</tr>
<tr>
<td>TURK 401 only</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2010 TURK 101 + TURK 102 (Two semesters)</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>2011 TURK 101 + TURK 102 (Two semesters)</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>TURK 101 + TURK 102 + TURK 401 (Three semesters)</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

TURK 101, 102 = Elementary Turkish
TURK 401, 402/TGS = Intermediate Turkish 2

Slightly more than half of the students who evaluated the Elementary Turkish textbook were not enrolled in TURK 402 and thus did not participate in the TGS project. These students were enrolled in lower levels of Turkish (TURK 101, TURK 102, or
TURK 401) at the time they evaluated the textbook. It is interesting to note that 22 of the students evaluating the textbook were graduate students enrolled in a Turkish course in the program; these students enrolled in Turkish courses in order to learn Turkish as part of their graduate research.

**Experience with the Turkish Global Simulation only.** The TGS project was sponsored by CERCLL in 2007. Several faculty members in CERCLL advised me in the development of materials for the TGS project. The multimedia materials and the web pages for the TGS project were developed that same year. The following year, in 2008, the first TGS class was conducted to determine the feasibility of the materials.

The TGS class is a fourth-semester Turkish class (TURK 402) at the university level. In this research study, three of the students who participated in the TGS project had studied Turkish at the high school level. However, they had never studied Turkish at the college level using the Elementary Turkish textbook.

The chart below shows the number of students who participated in the TGS course (TURK 402) during the four years of the research study.

Table 28.

*Number of Enrollments in the TGS*

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad</td>
<td>Graduate</td>
</tr>
<tr>
<td>Participated in pilot TGS</td>
<td>2</td>
</tr>
<tr>
<td>Participated in TGS 2009</td>
<td>3</td>
</tr>
<tr>
<td>Participated in TGS 2010</td>
<td>5</td>
</tr>
<tr>
<td>Participated in TGS 2011</td>
<td>3</td>
</tr>
</tbody>
</table>

Nine students were enrolled in the pilot TGS class in 2008. These students had
previously studied Turkish using the Elementary Turkish textbook. The TGS class met three times a week for ninety minutes each session. The class was conducted twice a week in the language lab and once per week in a community room of the graduate residence building. The community room was selected to simulate the living quarters and the association meetings of the apartment building in Turkey; in these association meetings, students as residents in the apartment building discussed issues related to the community in the apartment building.

During the following three years, the TGS project evolved using students’ input regarding course topics, teaching materials and web pages students used to access materials, tasks, and products of the TGS project. Eight students were enrolled in the fourth-semester Turkish course in both 2009 and 2010 respectively, and six students enrolled in the course in 2011.

*Experience with both Elementary Turkish textbook and the TGS.* Most of the students participating in this study had taken Turkish language classes using the Elementary Turkish textbook throughout their Turkish language learning experience for three semesters, and they moved on to the TGS in the fourth semester. This group of students had various instructors in their previous Turkish language courses; consequently, they learned Turkish from the same textbook, albeit via the varied teaching styles of their different instructors.

**Pilot Study**

Based on a grant I received from CERCLL in 2007, I initially developed materials for TGS under the supervision of several faculty members from CERCLL; these materials then were compiled into a manual published by CERCLL about the TGS. Once these
initial materials had been developed, both I and CERCLL were interested in understanding how these materials could be used in the Turkish language classroom; this was the motivation for the pilot study in 2008. During the pilot study phase, in addition to these initial materials, other TGS materials were developed in response to my needs and students’ needs during the semester.

**Data Collection Methods**

**Instruments.** Data was collected for the three years of the research study through questionnaires, interviews, online course evaluations, and student evaluations of the Elementary Turkish textbook and the TGS course. Each data collection instrument is described below.

**Flashlight questionnaires.** The questionnaires were initially created for the pilot study in 2008. A number of questions on the questionnaires were selected from *Flashlight* (2008). Flashlight was created by the Annenberg/CPB Project in 1992 and is now headquartered at the TLT Group (the Teaching, Learning, and Technology Affiliate of the American Association for Higher Education). Flashlight was supported by the Fund for the Improvement of Postsecondary Education (FIPSE). Development of Flashlight is being carried out by the Western Cooperative for Educational Telecommunications of WICHE and Indiana University-Purdue University Indianapolis (IUPUI). Flashlight contains a pool of 480 survey items and interview questions indexed by technology and educational issues. In the fall semester of 2010, the questionnaire was evaluated by a consultant of the surveys at the OIA at the university where this research was conducted. I selected items for the questionnaire from Flashlight since the university had a site license for that software.
The Flashlight questionnaires consisted of 58 items. Some items were Likert scale while other items were open-ended questions regarding students’ demographic information, the use of technology during the TGS project and students’ overall reactions to the TGS project. The questionnaire included questions about these three categories:

1. Academic and Demographic Items (13 items)
2. Teaching, Learning and Technology (24 items)
3. The Turkish Global Simulation Class (21 items)

Below are several example questions taken from the questionnaires. The entire questionnaires can be found in Appendix Q.

*Figure 12. Sample questions regarding the TGS from the Flashlight questionnaire*
Figure 13. Sample questions regarding teaching, learning and technology from the Flashlight questionnaire

Figure 14. Sample questions regarding course satisfaction from the questionnaire

**Final exam.** The final exam was a written exam given at the end of semester in each course. The goal of the final exam was to assess students’ knowledge of various aspects of Turkish language and culture. The final exam consisted of thirty-one items, including a number of cultural documents in Turkish. Students completed activities related to these documents in either Turkish or English, and I accepted
their answers in either language, as long as the answers to the activities were correct.

Questions on the final exam centered around three categories: the Turkish language, Turkish culture, or both the Turkish language and Turkish culture. The table below shows the distribution of the nature of the questions on the final exam. Some questions on the exam were related to both language and culture, so the combined number of questions in the chart below is larger than the number of questions on the exam.

Table 29.

*The Distribution of Questions in the Final Exam*

<table>
<thead>
<tr>
<th>Number of Questions</th>
<th>Culture</th>
<th>Language</th>
<th>Culture &amp; Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>23</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>

Below are example questions from the final exam. The complete final exam is found in Appendix R.

1. Describe the following seven landmarks in Istanbul.
2. The following text has been typed using an English keyboard. Correct the spelling mistakes in the text.

3. Match the singers listed below with the type of music she/he sings and the historical era in which she/he was famous.
4. Identify demographic information of each person in the dialogue below.

5. Describe religious practices in Turkey and how these practices compare and contrast with religious practices in the United States.

6. Describe the jobless rates in Turkey and the United States in the newspaper article below.
7. Identify important cities in Turkey on the map below. Also, compare and contrast the weather conditions of these cities with the weather conditions in Tucson.
ACTFL standards-based textbook evaluation guide. At the end of each course, students completed two evaluation forms: one form to evaluate the Elementary Turkish textbook, and another form to evaluate the TGS project. The goal of these forms was to better understand students’ perceptions of both the course textbook and the TGS project. The same form was used to evaluate both the textbook and the TGS project. The Elementary Turkish textbook and the TGS course were evaluated according to the Standards-Based Textbook Evaluation Guide from the Indiana Department of Education. The survey consists of sixty-eight items divided into the five categories of the Standards for Foreign Language Learning (1996): Communication, Cultures, Connections, Comparisons, and Communities. Substandards from each standard were included in the evaluation form. For the pilot study in 2008, students completed their evaluations of the textbook and the TGS course on print forms; in subsequent years, students completed their evaluations via Google Docs.

The table below shows which standards from ACTFL Standards for Foreign Language Learning were included in the evaluation form.

<table>
<thead>
<tr>
<th>Table 30. Aspects of the ACTFL Standards for Foreign Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</td>
</tr>
<tr>
<td>Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)</td>
</tr>
<tr>
<td>Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</td>
</tr>
<tr>
<td><strong>Cultures</strong></td>
</tr>
</tbody>
</table>


Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

Connections
Standard 5: Learners use the target language to expand their knowledge of and make connections among multiple content areas.
Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

Comparisons
Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

Communities
Standard 8: Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

Below are sample questions from the form students used to assess the course textbook and the TGS project related to the Cultures standard. The complete evaluation form can be found in Appendix S.

Table 31.
Sample Questions of the ACTFL Standards Pertaining to Cultures

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the visual images and cultural information current and pertinent?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Are the visual images and cultural information authentic?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Does the text reflect diversity within the target cultures?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Are the accents and/or dialects used within the book varied across cultural groups within the target cultures?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Are a variety of regions/countries where the target language is spoken represented?</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Is cultural information presented in the target language whenever possible and/or appropriate?
Are the connections between culture and language emphasized?
Is the culture embedded in communicative activities and prompts, as well as in sections pertaining to grammar?
Do the text activities associated with cultural images and information invite learner observation, identification, discussion, or analysis of cultural practices, products, and perspectives?
Do learners have opportunities to participate in entertainment representative of the target cultures (ex. games, storytelling, songs, etc.)?
Are learners asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the target cultures?
Do the images depict different people/cultures who use the target language for communication?

In addition to questions related to the ACTFL Standards, additional questions asked students to evaluate other aspects of the course textbook and the TGS project.

These questions are shown below.

Table 32.

ACTFL Standards General Elements

<table>
<thead>
<tr>
<th>General Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the language skills (reading, writing, listening and speaking) balanced and integrated within each lesson?</td>
</tr>
<tr>
<td>Are there opportunities for differentiation and individual goal-setting?</td>
</tr>
<tr>
<td>Does the level of the language remain consistent, developing at an appropriate pace, throughout the text and ancillary materials?</td>
</tr>
<tr>
<td>Are the activities plentiful, as well as useful both to teacher and learner?</td>
</tr>
<tr>
<td>Is the vocabulary presented in functional and/or cultural contexts or clusters?</td>
</tr>
<tr>
<td>Are sections pertaining to grammar contextually embedded within the text?</td>
</tr>
</tbody>
</table>
Do the activities appeal to learners’ interests?
Are critical thinking skills promoted or embedded in activities?
Is the organization and layout of the text easy to follow?
Does the visual layout of the text appeal to learners and support instruction?

**Oral interviews.** Interviews were conducted with the students on an individual basis, three times throughout each semester: twice during the semester and once at the end of the semester. I conducted the interviews during the semester, and the interviews at the end of the semester were conducted by a co-investigator in order to conform to IRB guidelines. The mid-semester interviews helped me gain a better understanding of students’ experiences during the TGS project and make changes to the project in that same semester. The end-of-semester interviews were conducted so that students could evaluate the TGS project as a whole after having completed the course. During the pilot study phase, interviews were conducted with students approximately one year after the course had been completed. The interviews were semi-structured in nature to allow students to respond to the research questions while simultaneously giving them the opportunity to share any thoughts, feelings, or impressions they deemed relevant and important about the TGS class. Each interview lasted approximately thirty minutes. The mid-semester interviews were audio-recorded, and the end-of-semester interviews were video-recorded. All interviews were subsequently transcribed verbatim.

The questions asked during the mid-semester interviews were essentially the same as the questions asked during the end-of-semester interviews. During the interviews, students were asked about their experiences in previous language courses (including Turkish), their evaluation of the Elementary Turkish textbook and the TGS materials,
their exposure to varieties of the Turkish language and Turkish culture, and their level of preparation to study abroad in Turkey. The interview questions were initially created by the researcher and then reviewed by the consultant at the OIA department at the university where the study was conducted to ensure no questions were leading or biased.

**Interview**

1. What is your overall opinion of the Turkish Global Simulation class?
2. What is the most important outcome of this class for you (e.g., something you learned or a way in which it changed your direction)? Can you summarize how or why that happened? Perhaps a story about something that happened to you would help us understand what you mean.
3. What is the most frustrating or wasteful consequence of Turkish Global Simulation class for you? Can you summarize how or why that happened? Perhaps a story about something that happened to you would help us understand what you mean.
4. Google documents (Google docs.) is a technology you have used in this Turkish Global Simulation course in order to do writing tasks, and assignments as well as share them with the instructor, peers. We'd like your help in understanding the strengths and weaknesses of using this technology.

**Figure 15. Sample oral interview questions**

Below are sample questions taken from the end-of-semester interviews. The complete set of questions for the end-of-semester interviews can be found in Appendix T.

1. What aspects of this course did you like most?
2. Can you also think of some aspects of this course that could have been done in a better way? How would you improve the course?
3. How would you describe the interaction between teacher and students, and the students with one another?
4. Did you like having authentic materials? How do you think this course was successful in this regard?
5. How did the use of digital materials contribute to your Turkish language learning experience?
6. In the TGS there is emphasis on the practical use of language. Can you say the TGS was successful teaching language, and which aspect of the TGS worked
best for you—the way vocabulary was presented or the way grammar was presented?

7. What aspects of Turkish culture presented in the TGS interested you most?
8. What would you say to prospective students about the TGS?

The table below shows the distribution of participants interviewed during the four years of the research project. Additionally, three participants were interviewed post-TGS.

Table 33.

*Distribution of the Participants Interviewed*

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergrad</td>
<td>Graduate</td>
</tr>
<tr>
<td>Interviewed in 2008</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interviewed in 2009</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Interviewed in 2010</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Interviewed in 2011</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**TCE online teacher course evaluations for web-based courses.** Additionally, at the end of the semester in each course, students completed online evaluations of both the TURK 402 course and on me, as the instructor. The online teacher course evaluations for web-based courses form used in this study was an adaptation of the form used for the university’s web-based courses and consisted of thirty-five items. The above-mentioned form asked students to evaluate their perceptions of their use of the web-based materials in the course.

Below are sample questions taken from the TCE online teacher course evaluations for web-based courses. The complete form is found in Appendix U.
I was able to access the course website when I needed to.

- almost always
- usually
- sometimes
- seldom
- almost never

How much do you feel you have learned in this course?

- an exceptional amount
- more than usual
- about as much as usual
- less than usual
- almost nothing

Data Analysis

The present study was designed as a concurrent triangulated mixed methods (Creswell, 2009) classroom-based study. This design was chosen for the present study because of the nature of the study’s research questions. The study utilized quantitative research methods (descriptive statistics) to calculate percentages in order to be able to compare and contrast student responses on the Likert scale items on the Flashlight questionnaires, the teacher-course evaluation for web-based course, and the textbook and the TGS class evaluation via the ACTFL standards-based textbook evaluation guide. The study also employed qualitative research methods since these methods allowed me to document and analyze the students’ comments on open-ended questions on the TCE online teacher course evaluation for web-based courses, interviews and evaluations of the textbook and the TGS course via ACTFL standards-based textbook evaluation guide.

For each Likert scale item on the Flashlight questionnaire, the TCE online teacher course evaluations for web-based courses, and the ACTFL standards-based textbook
evaluations guide used for both the Elementary Turkish textbook and for the TGS project, the number of responses for each number on the Likert scale were tallied; then the mean for the number of responses for each question on the Likert scale was calculated.

Students’ responses on open-ended questions on the TCE online teacher course evaluations for web-based courses, the ACTFL standards-based textbook evaluation guide and the oral interviews were analyzed according to recurring content categories mentioned on these data collection instruments. Over the course of three years, the students who participated in the TGS project were interviewed at the end of each semester. These oral interviews ranged from approximately 20 to 50 minutes. The oral interviews contained open-ended questions and were recorded on audio and video. Student responses were then transcribed from the audio/video files verbatim. This provided me with candid, if informal worded responses. The software Transcriva was used to transcribe the oral interviews. Twenty-two students in total were interviewed and the transcriptions totaled over two hundred pages. The data was then analyzed qualitatively (Huberman and Miles, 1994) through three connected subprocesses: first the process of “data reduction,” then “data display,” and finally, “conclusion drawing/verifying.” In reading the raw data on these Word files several times, I concluded that five content categories emerged. During the data reduction process student comments were meaningfully selected and reduced under the five main categories. At the data display stage, the second phase in the Miles and Huberman’s Qualitative Data Analysis, the data subcategories emerged in addition to the initial categories. In the instances where the reduced data seemed to lose its meaning, or was not clear or comprehensible, the researcher made minor changes to the displayed data and marked
The five categories that emerged in the interviews are as follows:

1. Cultural Competence
   - Awareness
   - Usefulness of Activities
   - Information

2. Language
   - Language Use (Pragmatics)
     - Awareness
     - Meaningfulness
     - Usefulness
   - Core Language Knowledge & Use
     - Skills (Writing, Speaking, Reading, Listening)
     - Vocabulary
     - Grammar

3. Turkish Global Simulation Course Format & Components
   - Multimedia Materials
   - Assignments
   - Technology
     - Doganapartmani.com
     - Blogger
     - Chat/Messenger
     - Google Docs
     - Email
     - Facebook
     - Skype
     - YouTube
   - Software Knowledge
   - Instructor/Facilitator

4. Learner Attributes
Learning Styles
Motivation
Previous Language Experience
After Effects
Extended Community

5. Reflections/Evaluations
Turkish Global Simulation
  Positive Reflections
  Negative Reflections
  Improvements
Textbook
  Positive Reflections
  Negative Reflections
Multimedia Materials, Web, Tasks, Assignments
  Positive Reflections
  Negative Reflections
  Improvements

Conclusion
The present study examined the effectiveness of the TGS project as a context for learning Turkish, web technologies used in the project, as well as the contribution of the TGS project to students’ cultural competence. This chapter began with an enumeration of the research questions guiding the study. The chapter provided the context for the study and background information on the participants in the study. The chapter then outlined each of the data collection instruments and how the instruments were used to collect data about the TGS project. The chapter ended with a description of the procedures for collecting and analyzing the study’s data. In the next chapter, I will examine the results of the quantitative and qualitative data analyzed for the study.
CHAPTER 6:
RESULTS AND DISCUSSION

As with many studies, the research questions and the study findings were iterative, evolving as the TGS was refined to meet students' needs, and more data was gathered. The final iteration of research questions which directed the study are as follows:

1. How does the TGS project affect students’ cultural competence?
   How does it affect their
   a) accurate use of language expressions according to context?
   b) awareness of language varieties in Turkish?
   c) awareness of the use of cultural references in Turkish music and cinema?
   d) development of cultural competence primarily via activities?

2. How effective is the TGS project as a context for language learning? How do students evaluate the content of the TGS?

3. How do students compare the TGS with more traditional learning contexts (textbooks and classrooms)?
   a) How do students evaluate the Elementary Turkish textbook?
   b) How do the teachers using the Elementary Turkish textbook evaluate it?

4. How effective is Internet technology in the TGS project?
   a) How useful is the web content for students?
   b) How does the TGS address students’ learning styles?
   c) How difficult is Internet technology for students to use in the TGS?

Relation of Data Sources to Research Questions

The table below shows which data source is related to which research questions.
### Table 34.

**Relation of Data Sources to Research Questions**

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does the TGS project affect students’ cultural competence?</td>
<td>• ACTFL standards-based textbook evaluation guide: Cultures, Connections, Comparisons</td>
</tr>
<tr>
<td>2. How effective is the TGS project as a context for language learning? How do students evaluate the content of the TGS?</td>
<td>• Oral interviews.</td>
</tr>
<tr>
<td></td>
<td>• Flashlight questionnaire about the Turkish Global Simulation class.</td>
</tr>
<tr>
<td>3. How do students compare the TGS with more traditional learning contexts (textbooks and classrooms)?</td>
<td>• ACTFL standards-based textbook evaluation guide: Communication, Cultures, Connections, Comparisons, Communities, and General Elements.</td>
</tr>
<tr>
<td></td>
<td>• Teacher-course evaluations (TCE) for regular Turkish classes vs. Turkish Global Simulation classes.</td>
</tr>
<tr>
<td></td>
<td>• Student comments, and reflections: Flashlight questionnaires, TCE online teacher course evaluations for web-based courses.</td>
</tr>
<tr>
<td>4. How effective is Internet technology in the TGS project?</td>
<td>• TCE online teacher course evaluations for web-based courses.</td>
</tr>
<tr>
<td></td>
<td>• Flashlight questionnaire for teaching, learning and technology.</td>
</tr>
</tbody>
</table>
The First Research Question: Cultural Competence

How does the TGS project affect students’ cultural competence?

How does it affect their

a) accurate use of language expressions according to context?

b) awareness of language varieties in Turkish?

c) awareness of the use of cultural references in Turkish music and cinema?

d) development of cultural competence primarily via activities?

Results of the first research question. Results of the first research questions will be presented first and the analyses of the data will follow. The student results came from the selected items on the ACTFL standards-based textbook evaluation guide pertaining to Cultures, Connections, and Comparisons standards.

Table 35.

Student Results about the TGS Pertaining to ACTFL Standard 4

<table>
<thead>
<tr>
<th>Cultures</th>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
<th>(n=19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the visual images and cultural information current and pertinent?</td>
<td>3.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the visual images and cultural information authentic?</td>
<td>4.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the text reflect diversity within the target cultures?</td>
<td>3.85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the accents and/or dialects used within the book varied across cultural groups within the target cultures?</td>
<td>3.39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are a variety of regions/countries where the target language is spoken represented?</td>
<td>3.46</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Is cultural information presented in the target language whenever possible and/or appropriate? 3.84
Are the connections between culture and language emphasized? 4.00
Is the culture embedded in communicative activities and prompts, as well as in sections pertaining to grammar? 3.58
Do the text activities associated with cultural images and information invite learner observation, identification, discussion, or analysis of cultural practices, products, and perspectives? 3.77
Do learners have opportunities to participate in entertainment representative of the target cultures (ex. games, storytelling, songs, etc.)? 3.79
Are learners asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the target cultures? 4.00
Do the images depict different people/cultures who use the target language for communication? 3.57

Table 36.
Student Results about the TGS Pertaining to ACTFL Standards 5 & 6

<table>
<thead>
<tr>
<th>Connections</th>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
<th>(n=19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 5: Learners use the target language to expand their knowledge of and make connections among multiple content areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do learners have opportunities to discuss or discover more about concepts and topics studied in other content areas?</td>
<td></td>
<td></td>
<td></td>
<td>3.59</td>
</tr>
<tr>
<td>Are there opportunities for learners to build upon prior personal experiences and existing background knowledge?</td>
<td></td>
<td></td>
<td></td>
<td>3.90</td>
</tr>
</tbody>
</table>
Are concepts, themes, and information from other content areas embedded in or connected with activities? 3.63

Are there sufficient activities and opportunities allowing the integration of technology? 4.00

Are learners given opportunities to participate in projects in which they acquire information through technology, personal interviews, print media, visual media, or print references? 3.83

Does the text provide sources written for native speakers of the target language? 3.78

Are activities enhanced by the inclusion of authentic materials? 3.82

Is technology utilized in appropriate ways to enhance instruction? 3.62

Are the activities and lessons centered on real-world tasks and examples? 3.92

Table 37.

*Student Results about the TGS Pertaining to ACTFL Standard 7*

<table>
<thead>
<tr>
<th>Comparisons</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are similarities and differences presented between the cultures of speakers of the target language and the learners’ own culture?</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the learners’ native language and the target language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the text offer opportunities for learners to demonstrate understanding of the similarities and differences between their native language and the target language studied?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(\(n=19\))
Discussion of the first research question results. The first research question examined how the TGS affects students’ cultural competence by way of using accurate language expressions according to context, raising awareness of Turkish language varieties and use of cultural references in Turkish music and cinema, and activities as well.

The highest mean of students’ results (M = 4.00) belongs to the question items concerning the authenticity of cultural information and images, the emphasis of the connections between culture and language, and existence of sufficient activities and opportunities allowing integration of technology. Students also attested they were asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, food, etc.) and expressive (artwork, songs, literature, etc.) products of the target language.

Students found the text provided sources for native speakers (M = 3.78). The visual images and cultural information were current (M = 3.92), presented appropriately (M = 3.84), and depicted different cultures and people (M = 3.57).

Students also attested the materials reflected the diversity in cultures (M = 3.85), accents, dialects (M = 3.39) and regions/countries where Turkish is spoken (M = 3.46).

As per activities and lessons, students believed that these were centered on real-world tasks and examples (M = 3.92). Students also affirmed that the activities were enhanced by the inclusion of authentic materials (M = 3.82) and technology (M = 3.62).

Students’ believed that culture was embedded in communicative activities (M = 3.58). They also confirmed that the text activities with cultural images and information allowed them to observe, identify, discuss, or analyze cultural practices, products and
perspectives (M = 3.77). They had opportunities to participate in entertainment (songs, storytelling) representative of the target cultures (M = 3.79).

Surprising results came from the students’ agreement of the items whether in the TGS materials, accents, dialects varied across cultural groups (M = 3.39) and Turkish speaking regions/countries were represented (M = 3.46). I assume the wording of the question is problematic; “Are the accents and/or dialects used within the textbook varied across cultural groups within the target cultures.” Students used the same survey for both the textbook and the TGS, so I did not change the wording of the surveys, even though the TGS did not use a textbook. The question may have misled the students. The Turkish movie we watched during the TGS project, Muhsin Bey focuses especially on the people who either had been living in the apartment building for decades, or migrated to Istanbul to live in the Apartment Building from different regions in Turkey who belonged to different cultures. The main theme song of the movie reflects life in an eastern city. On the other hand, students also commented in the oral interviews that they sometimes had difficulty understanding some of the dialogues between certain characters in the movie due to the accents: a nightclub owner from the Black Sea region had several discussions with the main character, a musician who is from the Eastern region; the landlady of the apartment building is of Greek origin with a strong accent. In the documentary Yaşayan Mekanlar, we watched an actual German resident speak in Turkish about neighbors.

In summary, students’ high mean ratings for the TGS regarding the cultures standard clearly testifies that the TGS class positively affect their cultural competence. The third research question results will compare in details the TGS with the Elementary Turkish textbook. The next part is devoted to the second research question.
The Second Research Question: Turkish Global Simulation

The second research question is: How effective is the TGS project as a context for language learning? How do students evaluate the content of the TGS?

**Results of the Flashlight questionnaire: the TGS project.** The results for the second research question came from the Flashlight questionnaire pertaining to the TGS class, and from the oral interviews. The first part will be devoted to the questionnaire results, then, the analysis of the data.

Table 38.
*The Results of the Flashlight Questionnaire Regarding the TGS.*

<table>
<thead>
<tr>
<th>Almost Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Almost never</th>
<th>(n=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>M</td>
</tr>
</tbody>
</table>

Includes a thorough cultural component in the curriculum.  
5.00

Encourages risk-taking and allows mistakes as a natural part of language learning.  
4.86

Real-life tasks make learning for me more stimulating and enjoyable than textbook teaching.  
4.79

Raises the learners’ general awareness about different ways languages are learned and the number of factors that can contribute to success.  
4.77

Provides me with multiple opportunities for success in learning the language.  
4.71

Creates a pleasant learning atmosphere for me.  
4.71

Promotes cooperation among the students instead of competition.  
4.64

Helps to create realistic learner beliefs.  
4.62

Relates the subject matter to my everyday experiences and background.  
4.61

In-class activities are useful in helping me learn.  
4.55

Instructor adopts the position of the facilitator rather than the teacher.  
4.55

Materials used in the curriculum (texts, readings, websites, audio, video files etc.) are relevant to my needs, goals and interests.  
4.49
Provides grading in a motivating manner through several steps. 4.47
Encourages me to apply my language proficiency in real-life situations. 4.45
Allows the difficulty level of tasks to vary according to my abilities. 4.42
Increases student motivation by actively promoting learner autonomy. 4.40
Is conducted in a way that diminishes classroom anxiety in the learning environment. 4.38
Encourages self-assessment by providing various self-evaluation tools. 4.33
Outside assignments are useful in helping me learn. 4.31
Tests/pop-quizzes/exams focus on what I can rather than cannot do. 4.48
Gives an even-paced experience of learning success. 4.25

**Discussion of the Flashlight questionnaire results.** The second research question dealt with the students’ results on the effectiveness of the TGS as a context for language learning. The Flashlight questionnaire regarding the TGS class was used to answer this research question in addition to the oral interviews. Students’ agreement to statements rated on a Likert scale, 1 (almost never) through 5 (almost always) are displayed in order from highest to lowest in Table 37.

The students’ highest mean result referred to the culture component of the TGS (M = 5.00).

The TGS encouraged students to take risks and allowed for mistakes as a part of language learning (M = 4.86). Students agreed the TGS class was conducted in a way that the instructor adopted the role of the facilitator (M = 4.55), atmosphere was pleasant (M = 4.71), promoted cooperation among students (M = 4.64), and diminished the classroom anxiety (M = 4.38).

Students believed the curriculum materials in the TGS were relevant to their needs, goals and interests (M = 4.49). Real-life tasks made learning fun (M = 4.79), in-
class activities (M = 4.55) and the outside assignments were useful (M = 4.31).

The students confirmed that the TGS raised their awareness as to how languages are learned (M = 4.77), and helped to create realistic learner beliefs (M = 4.62).

Students agreed that by promoting learner autonomy, the TGS increased student motivation (M = 4.40).

The lowest mean (M = 4.14) on students’ responses on the Flashlight questionnaire was about the statement “tests, pop-quizzes, exams focus on what I can rather than cannot do.” During the TGS project several pop-quizzes and a final exam at the semester end were given to the students. Since all the students were given the same pop-quizzes and final exam, this question may require refinement to be less vague, as each student’s proficiency level varied.

The students’ results on the Flashlight questionnaire showed that the TGS is an effective context for language learning. Students’ ratings on most of the statements clearly showed that the TGS almost always increased student motivation by promoting learner autonomy, encouraging students to apply their language proficiency in real-life situations, and made learning more stimulating and enjoyable than the textbook. The TGS included a through cultural component in the curriculum and the materials were relevant to their needs, goals, and interests.

Next, I will present oral interview results of the twenty-two participants regarding the second research question.

**Results of the oral interviews.** The five categories that emerged in the oral interviews are as follows:

1. Cultural Competence
   Awareness
Usefulness of Activities
Information

2. Language
   Language Use (Pragmatics)
      Awareness
      Meaningfulness
      Usefulness
   Core Language Knowledge & Use
      Skills (Writing, Speaking, Reading, Listening)
      Vocabulary
      Grammar

3. Turkish Global Simulation Course Format & Components
   Multimedia Materials
   Assignments
   Technology
      Doganapartmani.com
      Blogger
      Chat/Messenger
      Google Docs
      Email
      Facebook
      Skype
      YouTube
   Software Knowledge
   Instructor/Facilitator

4. Learner Attributes
   Learning Styles
   Motivation
   Previous Language Experience
5. Reflections/Evaluations

Turkish Global Simulation
- Positive Reflections
- Negative Reflections
- Improvements

Textbook
- Positive Reflections
- Negative Reflections

Multimedia Materials, Web, Tasks, Assignments
- Positive Reflections
- Negative Reflections
- Improvements

A summary of the prevailing ideas is presented for each category below, followed by quoted examples. A unique code is inserted at the end of each quote, representing the source. Additional extracts from the oral interview transcription can be found in Appendix V.

Cultural competence. Three major subcategories emerged under the cultural competence: Awareness, usefulness of activities, and information.

Awareness. During the oral interviews, students mentioned instances of how the TGS project day-to-day activities in the city made them aware of the cultural aspects of life in Turkey.

“Overall I liked it a lot. The reason is his basis of approach that if you were to move to Istanbul tomorrow, you would now know a great amount of information. Not just for vocabulary, to perform certain tasks, and finding functions that you would need to
perform such as finding an apartment, decorating an apartment, finding public transportation, asking how to get around, shopping, etc. Also, the cultural aspects of movies, music, history, politics, social tension, and conflicts as well as what to expect of your neighbors, what you can and cannot ask from your neighbors, etiquette, things like that. I really think that this was accomplished as far as providing the students with as much information from a variety of different sources that you could possibly find to help students to be able to function and operate successfully.” DO3

Usefulness of activities. During the TGS project, students accomplished in-class tasks and assignments individually or in pairs. These assignments were covered in Chapter 4 in detail. Daily activities and interactions with other neighbors or shop owners were covered in various stages in the global simulation. The student comments were all positive about these activities and they also remembered the topics quite clearly after some time. One common comment from the students was striking. They did not remember any activity in the textbook units; however, they could recite in detail all the activities we covered in the TGS.

“Shopping stage. Because you are going to make a meal. You are going to the market. What is the vocabulary for the different foods, the different ingredients? So, it was refreshing to be back in a language class where we are actually learning how to operate in the place itself. That is why I like the shopping simulation a lot. Again, the gossiping section was fun. I also liked again just for the sense of putting the students in this neighborhood in Istanbul. I like the sights, sounds, smells, what do you see, hear and smell just to give the students something tangible. To understand what it is to be there.” DO3
“I think it definitely keeps you from totally being overwhelmed by culture shock.”

DT4

“It was very interesting. It's a very good perspective of the cultural norms of Turkey. The arabesque conflict with the more traditional music. Like the apartment that it was based off of, we saw it, Muhsin Bey was living in it. So, it's good to have that connection to the class. And also, it’s a different time period, so it's interesting to see how Turkey has advanced and changing through the times.”

BC3

Information. The TGS project covered many cultural aspects in Turkey. The tasks, activities, and assignments during the simulation helped students obtain information about the cultures in the country. For example, the music genres in Turkey and what income group of people listen to which genre is included in the information I provide to students.

“I can definitely say that I now have a better understanding of Turkish people and culture. You see the whole spectrum, what Turkish culture is from Istanbul to Van, I have a greater appreciation for the variety and the generosity. I really want to go to Turkey now. I cannot say I really wanted to go before. After this class I really want to go and I want to see Istanbul. I want to go to all these different places we learned about and just see it with my own eyes.”

DA1

“I think that a lot of the vocabulary and the roles in Turkish family life are definitely significantly different from American life. There is a lot of family names, dynamics, things like that that just are not there. Even when I was in Turkey in the summer I was not exposed to that at all.”

DT4
“Expressions, idioms. What you typically do not find in a textbook, if you do, [it is] just a footnote.” NN4

“Every region differs from each other like through this movies, songs and stuff. It was kind of interesting for me to see how Turkish language is different in Turkey itself.” NO7

“I think it was good to have a viewpoint of how Turks viewed arabesque singers at the time. And how different types of people interact. There was a bunch of different people, different types of people that lived in the Doğan Apartmanı building at the time. And so, the way that [the protagonist] he interacted with all of his neighbors and things like that.” BT2

“It was nice to see all of Turkey, instead of just a tourist, consumer package. Like, hey come to Izmir, look at all our beautiful beaches. Or, look at all the beautiful mosques in Istanbul. Yeah, that's there, but you also have widespread poverty, you have discrimination and whatnot. So, it's nice to have all of that put into the class, instead of just happy whatnot.” BC4

Language. One of the five categories from the prevailing topics in the oral interviews is language. The subcategories are pragmatics (awareness, meaningfulness, and usefulness) and core language knowledge (skills, vocabulary, and grammar).

Language use (pragmatics). The TGS used the movie Muhsin Bey in small clips, each lasting a few minutes, to help students gain awareness about Turkish pragmatics. The movie provided many useful examples the students experienced in the TGS omitted in the textbook.
“Yeah. I did not know what to say when you are trying to console someone when someone dies, now I do. I learned that. That was one of the main things that stood out, what to say.”

Awareness. The movie had many scenes where the actors swore to each other. Furthermore, the residents and the owner of the apartment building in the movie, and the people working in stores all had dialects from different regions of the country.

“One of the last things we learned in the class was how to insult. Those are always fun. Those are some things you do not usually learn in the other classes. What it means to call somebody donkey.” DS1

“It was such a good movie! It was a little challenging because there's different dialects presented in there, which I think is a good thing.” BO6

Meaningfulness. Most students commented that writing a biography of a pen-pal was a very meaningful activity that they used their pragmatics knowledge for.

“For example, the biography exercise with Serap [a Turkish guest speaker from the community]. So actually, getting somebody to write about their life and then sit there and study it, dissect it, learn the vocabulary from it, learn their writing style that was one of the best examples for me using real-life text and sources.” DO3

“And I'm able to write about what I want. When I'm asked to write about Turkish music, I'm able to write about the Turkish music, that I want to write about what I think about it. Not, here's topic about someone's mom who bought some flowers, and how do you form that sentence properly. I mean, how does that relate to me personally, and why do I really care?” BO6
*Usefulness.* The activities in the TGS helped students learn new vocabulary and retain the words easily.

“So, if I say a particular word, what are the cultural implications for using this word, versus another word that would seem to be a synonym, and what would be more correct. And I guess that would change my answer and make me say that although the strategies for learning vocabulary were different in each of these classrooms, perhaps the Turkish one, the way so much of my Turkish vocabulary has been acquired was more successful, and much more relevant to me.” BO6

*Core language knowledge & use.* At every stage of the TGS, students are provided with opportunities to use four skills in their language use. In order to accomplish the homework assignments and classroom tasks for the TGS project, students wrote in varying lengths, anywhere from short descriptions to short stories. They read newspaper articles, listened to music, and spoke about life in the Apartment Building. Anything students mentioned during the oral interviews regarding these skills are coded under the language knowledge and use category.

*Skills (writing, speaking, reading, listening).* Some assignments required students to use one skill while others required all four skills. During one assignment, they listened to a song, translated it into English, and sang it in class, so they used all skills. The benefit of using the Google Docs was that students and I could edit their writings during the process of the assignment. Students commented that they were able to use all four skills during the TGS project.

“Translate a document from English to Turkish from Turkish to English and before this class I had the hardest time writing. Reading was OK, but writing... maybe
once or twice. That was because before this, I never wrote, just copy from text glossary. But the first one took me a long time. As he assigning them, you kind of learn the word flow. I learned at least how to. I became a lot better at spelling. I can read faster now. Yeah. It was rough, it was difficult. It was definitely a step forward. No pain no gain, right?” NC3

*Vocabulary.* The most frequent Turkish vocabulary was presented to the students at the start of the semester. During each stage of the TGS project, vocabulary pertinent to that particular stage was also presented to the students to use when interacting with the other students during their conversations. The vocabulary list from the textbook was also provided to the students; however, the TGS focused on the most frequently spoken Turkish vocabulary.

“The fact that the instructor is constantly giving assignments. One day you do a biography, not just in Turkey. I did Nelson Mandela from South Africa. Just reading the Turkish websites increase your vocabulary. You see words that you would not see elsewhere. Words like South Africa, Congo, anything like that. Without going to places like that. It is interesting because I mean as much as I learned last semester, it is not compared to. I learned political, scientific, geographical words.” NC3

“Emphasis the vocabulary acquisition. He laid down the grammar fundamentals one needs to know in order to function. I think that the amount of vocabulary in this is intense but it is essential. I think you learn more vocabulary than you realize. Because you are coming up against a lot of vocabulary through the different video clips or writing assignments you are really integrating, incorporating and internalizing the vocabulary.” DO3
Grammar. The TGS presented grammar in a more authentic and integrated way so that the students often said they learned more in the TGS than when they used the textbook. When necessary, grammar was briefly explained with references to the textbook. The students had access to the previous semesters’ materials online with the class websites. However, during the TGS pilot project, several times students gathered in a traditional classroom and grammar was taught by another Turkish language instructor.

“Because of the foundational of grammar that we got before coming to Global Simulation class, you are seeing in real-life context the grammar being used. So, if you are sitting there reading something or if you hear somebody say “yapabilirsin” you know they are using the abilitative. Even subconsciously your brain is registering that and confirming the grammar that you are learning. In the TGS maybe we are not learning new grammar but the old grammar we already have is being reinforced very strongly.” DO3

“My interest in this course was just sheer fascination, pure interest. Just by interacting with these texts, just by talking with different people, by coming in here and speaking and seeing what's on the website, translating different articles, etc., my grammar improved immensely.” BO6

TGS course format & components. This category covers multimedia materials, assignments, technology, software knowledge, and the instructor.

Multimedia materials. Students appreciated the abundance of multimedia materials in the TGS. Students did not have a shortage of language learning materials. The list of the materials used in the TGS is in Appendix O.

“We watch videos, listen to songs, it is very useful I would say to learn culture-wise about that country.” NO7
“What are really popular books in Turkey that we can try to read. What are some of the newspapers that are in Turkey that we can look up these articles and also continue to engage with.” BO6

Assignments. The TGS project assignments were given to the students as a print-out as well as provided on the class website. Each project assignment explains what the requirements were and where to post the assignments. Even though the students were required to post certain assignments on the blog, the bulk of these assignments were created and shared with the instructor via Google Docs. Therefore, the students’ mention of use of Google Docs for the project went hand in hand with the assignments. The assignments were varied and the students were required to do research online, fill out forms, read documents, listen to or watch video clips, and comment on them. There were over 65 assignments were spread over 12 weeks.

“Like online Turkish newspapers, find out whichever current world headline is interesting for you, we bring in class and kind of start discussing it. Yeah, I would say it is very useful to follow what is going on in world. Since you have access to everything.” NO7

“But here, if we're learning about something, let's say we're learning about politics and then we're talking about Turkish political groups and things, and then if one of us gets interested, we can start a side topic. And then we can go into more detail about it and it's a lot more flexible. You can direct how you, direct gears toward what you want to learn about.” BT2

Technology. As a subcategory to the TGS class format and components, student made comments regarding Web 2.0 tools. The CALL environment, multimedia materials,
class website doganapartmani.com, email accounts, closed-Facebook group, the class blog, as well as Google Docs, come under the subcategory of Technology. The research questions “How effective is Internet technology in the TGS?” “How difficult is Internet technology for students to use in the TGS?” “How useful is the web content for students?” will be evaluated next.

_Doganapatmani.com._ This subcategory is assigned for comments regarding the class website. There were two ways to access the class materials. This web address in particular is a Google portal service called iGoogle, which is a portal where you can access other links, such as Gmail account, Google Docs, Blogger, the weather, Google News, YouTube etc. This unique web address was the starting point for the students to connect to all the materials needed for the class.

“You can go to the little web page doganapartmani.com. I have got all these links to go anywhere I want. I will continue doing it. Learn it whatever pace I like it. You learn where the newspapers are. Now I go and try to read articles on _Hurriyet Newspaper._”

DS1

“As we get through the semester you find you really live in Turkey. We did everything like from how to and what to talk to the neighbors, how many rooms you have, who are your neighbors. I really liked it.” NF1

“…we were living in a virtual apartment complex, so we were supposed to create what did the neighbors say at the board meeting, what problems do you have with the other neighbors. It's really abstract.” BH5

_Blog._ A blog was created on the Blogger for the class use during the TGS. One goal of the class was to enable students to become digitally literate, and also enable them
to share their assignments online for the others to view and comment, creating a language community. Student comments regarding the blog were coded under this subcategory.

“The blog I would use mostly for submitting assignments. I think maybe if we used it more as a blog actually, would be a nice addition as well. If we were encouraged to comment on other people’s posts and things like that.” NC8

Chat/Messenger. Google Chat or Messenger applications were used mainly to introduce the students to Internet Turkish, where they have to type or read text messages without requiring proper spelling, how to address each other while texting, and how to say farewells were emphasized. These applications were used mostly during an assignment to write a biography about a pen pal. During such messaging exchanges, students encounter the Turkish language the way it is written by native speakers.

Google Docs. The students delivered their own, as well as group assignments, via Google Docs. The students shared their homework assignments with the instructor and their classmates when required. There was no exchange of assignment papers in the class or mention of any homework assignments as we were acting as neighbors in the Apartment Building.

“Google Docs was just the key player. You never have to print out. You get notifications. You can write something and share it whomever you want.” NC3

“We use Google Docs for all sorts of things in the class. You might do a composition for your homework on Google Docs and just share it with everyone. We might just take notes, we might summarize an article or translate an article, create a table of vocabulary or words or something like that. It's useful because it's very easy to collaborate with everyone else.” NC8
Email (studentname@doganapartmani.com). Each student received their own email address from the instructor that incorporated their assigned Turkish names. Instead of using the university email account, the students were able to use this email account to communicate between the classmates as well as with the instructor. The real benefit of these email accounts was that the students could access their class projects, Google Docs, emails and Google Voice activities under one designated account for the TGS project.

“And I really liked we did a section with emails. Learning how to read emails in Turkish because you write kind of with the English keyboard, you do not have any dots. I always had a Turkish keyboard and typed in Turkish.” DS1

Facebook. The TGS class has a closed-Facebook group where only enrolled students have access to the materials posted or shared by others in the class or by me. Facebook has authentic materials not only regarding life in Istanbul, Turkey but also the Doğan Apartmani building. There are actual Facebook groups made up of the people living in the apartment building, so we were able to access the materials posted by them as well. The benefit of the student Facebook group is many-fold. It is very easy to find materials pertaining to the particular class period, and post them instantly on our closed-group page. When the students review the materials on this group page, they actually go over the topics covered in the class. Although the members of this group change each year, the materials posted increased in volume. Sometimes all I had to do was repost a previous document or pin it so that the students saw it as part of the most recent topic.

On Facebook, students can see my Facebook friends. I encouraged them to contact any one of my Facebook friends as long as the person speaks Turkish. This way, students were able to obtain information about a potential Facebook friend before they
began writing a biography about him or her. The Facebook experience brought together many collaborators from various cities in Turkey and Germany.

“Learning how to communicate we paired up with people on Facebook. Now I am friends with this girl in Antalya. We talk on Facebook. She practices her English; I practice my Turkish. We get interactions. When she speaks to me she does not speak like a book. She speaks, what we speak, like we speak in English. That is the kind of language that you learn.” DS1

Skype. Due to the time difference between Turkey and the United States, the use of Skype was limited. Regardless, we were able to contact establishments and companies which are open late at night or have a call center open 24/7. For example, we called the Turkish Airlines call center and reserved a flight. We called a pharmacist and talked about the prescribed drugs. Another example are the calls we make to hotels in remote parts of the country. This is another way to experience the dialect of these region.

“Skype, there was the real experience to speak with the person whom you don’t know, just ask general questions.” NJ5 [Editor's comment—This comment was from a foreign exchange student. The transcriber may have made minor errors. The gist of his answer, however, is clearly how much using Skype as a language learning tool excited him.]

YouTube. The student-viewed video clips for the TGS came mainly from YouTube. Copyright issues, both in Turkey and the United States, as well as YouTube being a constant political target for the Turkish regime made it very difficult to be certain that individual items on YouTube would always be accessible. Because of these issues, the instructor made every effort to download the clips and embed them in the syllabus of
the class websites. The students generally did not mention YouTube in their comments because the clips were not a link directly to YouTube.

“I had no idea there were so much material on YouTube until we started this class.” DS1

*Software knowledge.* During the course of a semester, students were introduced to several software programs they could use to accomplish their homework assignments — programs such as Google Voice, creating and uploading videos on YouTube, using Evite to create invitations, Geni.com to create a family tree, as well as Microsoft Office programs.

“…you learn how to type and use the keyboard, and so you can get by without using the [accents], but you learn how to do that.” BT2

“But in the end, you're learning both Turkish and how to use technology.” BT1

*Instructor/facilitator.* The research does not include any questions regarding the instructor. However, during the coding phase, it was obvious how the students viewed the instructor primarily as a facilitator. Having the instructor act as facilitator is a main component for the success of the TGS.

“He was more like a facilitator than instructor. He kind of was our guide and let us explore things that interested us more. So, we had a choice of what we were going to do, when, how we were going to do that; he was always there to keep us in the right path. We could not because you know we go off he would be there to push us in line again. He was a facilitator; it is a good word.” DS2

*Learner attributes.* How does the TGS address students’ learning styles? This category refers to any mention of students’ learning styles if they were motivated, if
after the project they were considering the idea of study abroad, if they have met Turkish language speakers and made friends with these people for the project, as well as the students’ previous language learning experience. While some students said they only studied languages at the college level, others mentioned their language learning experience in high school, as well. The most shared feeling was that they did not like the previous language classes in comparison to the TGS. When the students were asked about their Turkish language learning experience in the semesters up to the fourth semester, the TGS, most were not happy with the textbook, though otherwise, they had fun learning Turkish.

The research question “How does the TGS address students’ learning styles?” and the results from the oral interviews will be reviewed next.

*Learner styles.* The TGS project makes it possible for students with distinct learning styles to experience the joy of learning a language even with the limitations presented by the only textbook available. The text is dated, the dialogs are not authentic, and there are no audio/video clips regarding the Turkish culture. The TGS compensates for these issues by offering authentic text materials for students to read as well as the audio files of these materials. Additionally, the grammar points that students needed extra help with were indexed to the advanced grammar modules distributed by AATT.

“I'm bad at reading. There was a lot of reading. Everyone else seemed to be very natural at reading.” BB1

“But it was very difficult and frustrating for me because I feel like I needed a very structured presentation of what grammatical sentence structure, syntax, etc. should be.” BO6
“What my issue with this was that I'm so used to one way of language learning, when I'm presented with another I thought there was an issue because it wasn't the same. So, my frustration with it was simply my familiarity with one and the newness of another.” BO6

Motivation. During the TGS project I took field notes almost every class period. I was pleasantly surprised by the students’ reaction when I asked them to log on to their Facebook page and friend others in the class. They were very happy to have a Facebook page open during the class period solely for the purpose of learning Turkish. The students are also allowed to use their cell phones during the class to text each other. Since they own their own language learning experience, it is very rare for students to miss a class. If on a day a student cannot attend the class due to illness, we connect via Skype and they still were able to observe and contribute to the class activities. Since I am not the instructor but one of the ‘tenants’ in the apartment building simulation, my role as a teacher in the TGS was different than in a regular class. In the rare case where I had to miss class, students were able to carry on with their tasks without me being present.

There are many assignments in which students work as a pair. This created an atmosphere of camaraderie both inside and outside of class as they worked on projects in a variety of locales. The learners enjoyed the flexibility and variety, and this served to keep motivation high.

“When you can just go to your computer and hop a website and it is all there. Yeah it definitely facilitates. Makes me more motivated.” DA1

“But once I see something that is really interesting, I want to be the one to talk about it in class, so I will go into it really detailed, and I will read about it. Plus, once
we're in class, then you do learn because, like I said, whoever has the most interest in it will start talking about it. Back and forward and everyone will get involved to it. You don't feel like you're forced, because when your classmates talk, you pay more attention than when your teacher talks, I think. I notice that pattern. Because you always feel like challenging them. Everyone is a little bit competitive in a way, especially if you know someone else is really good at Turkish. So, you pay attention to what they have to say.”

**BB1**

*Previous language experience.* Unlike most studied European languages, students almost never study Turkish in high school. However, some come to the TGS class with high school experience or university experience in other languages.

Students were surprised at how much they spoke in class and how much input they had in choosing topics of interest from online newspapers. For example, the U.S. president visited the university during the TGS project. This was news in the U.S. as well as in Turkey, and provided fresh, current discussion points that were more relevant to the students than what would have been included in at a textbook. The comments from the students I received were “this topic would never make it to the textbook in our lifetime.’

“In my experience with other languages, unless you take an additional conversational course you oftentimes get a more literary, media oriented, watching the news. You do not get a lot of times I find you are not acquiring the practical tools you need which you can use to succeed and thrive in a new place where the language is being spoken.”** DO3

“Two years of Spanish in high school. That's pretty basic type stuff, nothing too serious. Basically, just we'd go through the book. A lot of it was based on a list of
vocabulary and a quiz on the vocabulary. You're taught structures of grammar and you have a test on that. Very ordered, very structured and everything was tested on, pretty much.” BC3

“When I was in the elementary Turkish courses, and also when I was in German, there was a huge focus on the understanding of grammar. And it was presented in a clear way, you know, today we're going to learn about this tense, or we're going to learn about past or present, etc. And I think that because I had been exposed to that so much, it was almost a comfort for me to experience that.” BO6

*After effects.* Students enjoyed the class web pages and the activities and told their friends. As a result, we have been able to attract more students in our beginner’s classes each year. Additionally, the students who finish the TGS class express more interest to go to Turkey to further study the Turkish language or to visit, and some students started living in the country, as well.

The TGS also inspired some graduate students to develop their own web pages and teach their respective languages in their own curriculum.

“It makes more people interested in it, because it's a very interactive website where I say, oh look, there's this really great Turkish song and I can have someone else listen to this. Or, oh, look at this clip, and even if it's in Turkish and they don't understand it, then I can translate it for them, and they go, oh that's so funny. It's not only that, I like clicking all these links and seeing what he's put on there, but then I'm provided with a tool that I can share because I'm interested in it, other people will be interested in it and want to explore the language more.” B06
“So, even though next year I'm graduating, I'm not sure when I'm going to be able to take a Turkish class again, I'm still going to be able to continue my Turkish language learning. Because there are so many people that I know now who know Turkish and that I can continue to interact with. And I think that's the most important thing. Language learning should not stop at the end of a page.” BO6

Extended community. The university campus has opportunities for students to discover faculty in different departments who speak Turkish. We turned these opportunities into positive encounters and made them part of our curriculum. In one example, one of the students interacted with a world-famous Turkish scientist who is a faculty member. The student not only wrote her biography and presented it to class, but also invited her to class as a guest speaker. We devoted an entire class period to get to know this Turkish scientist beyond what we learned from the student’s biography of her.

“We were supposed to have them write to us in Turkish, in the first person, and then translate that into a third person biography. But right around the same time, I had gone to a lecture, an astronomy lecture on black holes by a professor here, and I found out that she was Turkish. I love astronomy and I found out she was Turkish, so it really peaked my interest. And I came to the instructor, and said, hey, instead of writing my biography on one of your Facebook friends, can I schedule an interview with this woman, and write my biography on her? And he was like, yeah that's great, if that's something that you really want to do then go for it. And I did, and it was a great experience. She's amazing and I got to meet her and interview her, and I wrote my biography and the instructor ended up reading my biography and decided that he needed to be friends with this woman, and she actually came to our class yesterday and hung out with us and
talked. She's an amazingly prestigious professor here, and we made that connection just because he allowed me that freedom to pursue my own interest. But I still, I wrote a better biography than I would have, had I done the assignment the way he assigned it, and I think he knew that. And he's so good at understanding people and giving them that sort of freedom.” BH5

**Reflections/Evaluations.** This category refers to student comments during the oral interviews at the end of the semester during which the interviewer asked questions regarding how the students liked the TGS project experience, and whether they would recommend this class to other students, as well as what aspects of the TGS they liked most and least and what they felt were the strongest and weakest points of the TGS. Finally, students were asked for suggestions in order to improve the project. The purpose of these questions was to elicit how effective the TGS project is as a context for language learning and how the students evaluate the content of the TGS.

Reflections/Evaluations is subcategorized into three parts: Turkish Global Simulation, Elementary Turkish Textbook, and Multimedia materials, web, tasks, assignments. Then, each subcategory deals with the positive reflections, negative reflections and suggestions for improvements.

*Turkish Global Simulation.* Student reflections about the TGS project are almost always positive, though with ideas for improvement. The general agreement is that they wished the TGS started at earlier stages of their language learning process, preferably starting from the third semester.

*Positive reflections on the TGS.* One goal of the end-of-semester interviews was to see how the project was evaluated by the students and if there are areas that need
improvement. The most astonishing experience for me was how much students could remember from the semester happenings, events, and topics. Because the TGS content is so colorful and engaging, students’ impressions of it are overwhelmingly positive.

“I really liked this course a lot because I started learning Turkish by myself and I did it sort of through the same means like this course so it felt comfortable for me. I really enjoyed it. It is the best language course I have taken so far. My favorite aspects were that [the instructor] used real-world materials rather than things invented for textbook. It was all real, the instructor used real video clips, real newspaper he used, he did not make it up specifically for students. I really liked that it focused on culture, then you learned the language through the culture, it gave you context for being able to remember things. He gave different students different homework assignments according to their abilities, or what we needed to get done then. I think we learned out of each other more; if I am translating something somebody else translate something else we got twice as much done, we could look at each other's work afterwards. [Global Simulation] really tried to put Turkish into our daily lives the things we actually do, rather than keeping it in a book, it encourages it to getting everywhere. That really is the easiest way to learn languages if you apply as many aspects of your life as possible. I definitely recommend it because it is a really fun language learning experience. I think it is better than using a textbook. I think you learn a lot more. You get adjusted to the language a lot quicker, so I would definitely recommend it.” DA1

“I wish I had Global Simulation in all other languages I studied.” DS2

“I liked it a lot. It was really, you know, unique and enjoyable. I've always kind of resistant to online courses as well, and this was totally different for me.” NC8
“Well I think that when you can learn about something and then click on a link and hear people talk about it, you can read about a current event, but then you can watch a Turkish news clip or something. Or you can read about a singer and then hear one of his songs.” BT2

“The strongest part is that you really learn a lot about the Turkish culture.” NF1

“Learning the language in a culturally relevant setting. So, we're not trying to learn Turkish while we're here in the US, but the basis for learning Turkish is through this Global Simulation which is in an apartment complex that is in Istanbul in Turkey. And so, it's basically a virtual simulation of you being in that culture, surrounded by that culture. We're presented through the website with authentic text, really popular, famous Turkish singers, learning really famous Turkish poems, and all of these other very cultural things.” BO6

“You're able to learn at your own pace. And the way in which this website is developed, again, you're not being compared to your peers. The answers are very individualized. The text that is presented, you have a bunch of different texts and different people will be able to understand levels of the text. But again, my peers will never know that maybe they read something more advanced than me, or maybe I read something more advanced to them. That might create hesitation in language learning in the classroom.” BO6

“Before taking this class I really would never want to speak in Turkish, or even want to try. I would never have the confidence to speak to someone who was fluent in Turkish because of the fear of saying something wrong. And not being graded compared to everyone else, but because of how I was doing individually, alleviated a lot of those
fears and a lot of those hesitations. And I think that was really important. It was really important for me to gain that security and confidence.” BO6

“This was a revolutionary, completely different sort of [class], yeah. Which I think he's going for, which is good.” BH5

*Negative reflections on the TGS.* Students expressed some concerns about the amount of materials in the TGS. Being in front of a computer and having access to the Internet opens doors for students, but some were overwhelmed by it.

“...losing track that is easy. That is the weakest thing about this class. Because you kind of forget about conventional classes homework. hard to keep on track unless someone tells you this and this maybe more notices being sent... So, you have to have some sort of structure that encourages you to take ownership and participate as much as you can.” NY6

“Just like I was saying before, being overwhelmed by the wealth of information. Just because it affords so many more opportunities to learn current information and to learn aspects of culture, and to learn the ambiguities and inconsistencies.” BH5

*Improvements suggested for the TGS.* Thanks to student input, I redesigned a simplified class web page with a clear layout. I created detailed, step by step instructions for students in order to make working on assignments manageable. During the briefing sessions, I went over the materials of each particular stage, informed students of the goal, and how the materials are designed to help them achieve those goals.

“More clear instruction will be a lot easier like to figure out what is going on, because sometimes you read the assignments and it does not tell you the whole thing.” NY6
“Maybe not having a schedule, plus the homework assignments, plus the chapter in the book. Perhaps some way to integrate all of those three into a web page. I feel like even if those links were just in one place, where I didn't have to keep clicking between the three to just find different stuff. That would make it easier and less stressful for me.” BO6

“... I'm suggesting more grammar review and structure.” BH5

*Elementary Turkish Textbook.* Most of the students who participated in the TGS project studied Turkish at the college level, using the only textbook available in the United States for three semesters. The textbook has 30 units and students finished all the units before the TGS project class. The textbook has remained in its original format for many years until being updated first in 2009 then, in 2015 (Öztopçu, 2015). These updates contain minor changes to the content and a change of packaging. The textbook was divided from one volume of 752 pages into two volumes, 344 and 398 pages respectively.

The comments students made in regards to the textbook are coded here. Students were not asked for their suggestions for improvement of the textbook.

*Positive reflections on the Elementary Turkish textbook.* During the oral interviews, students did not mention many positive impressions of the textbook, though students evaluated the textbook via ACTFL standards-based textbook evaluation guide and mentioned the organization and the layout of the textbook were easy to follow.

*Negative reflections on the Elementary Turkish textbook.* The Elementary Turkish textbook is produced in the U.S. and printed in Turkey. Because of the low production numbers, the author cannot expend time or resources to update or improve the textbook.
as often as would be desirable; it is cost-prohibitive. Furthermore, the textbook is grammar-based. There is no authentic incentive for students to have a conversation or tasks to accomplish.

“It was just so outdated, and the language examples that were in there, it was using the formal version of Turkish, which I feel like in a day-to-day, more colloquial setting you wouldn't have used. As far as learning Turkish in a contextual setting, and a day-to-day setting, if I were to go to Turkey and speak to other Turks, that sort of thing. These sorts of realistic conversations were not well translated into the textbook. And I very much felt as though I were sitting in a linguistic class and this was not what I felt a language learning class should be.” BO6

“And the other thing too is because you through writing assignments and discussions in class you are utilizing that material whereas in a more traditional language course look at the textbook, reading the vocabulary writing about somebody else not yourself or your imaginary Turkish character.” DO3

“Building our own background and biography and studying our own city. That was really cool. In a traditional textbook, you are looking John and Maria doing something, not you doing something so that is another aspect I think is cool.” DO3

*Multimedia materials, web, tasks, assignments.* Student comments in reference to these topics are coded under this category. Focus was particularly aimed at the way students navigated through the web pages and how they engaged with the materials. A common concern shared by most students was the sheer number of multimedia materials and several Web 2.0 accounts to log-on to.
Positive reflections on multimedia materials, web, tasks, assignments. In comparison to the Elementary Turkish textbook, the TGS contains authentic audio, video, image, and online materials that are easily accessible, anywhere and anytime. These materials are current, engaging, and authentic tasks are embedded around them. Students can accomplish these tasks on their own or in tandem with other students, using Web 2.0 technologies. They can use the four skills (writing, speaking, reading, listening) to finish the tasks, or assignments. One of the best benefits on the students’ behalf is the speed of feedback on these assignments. The student work is online on Google Docs. I made corrections if necessary, and students were able to review those corrections immediately. Students did not have to wait for the next class period to turn in the handwritten assignments on paper and then receive it back, corrected by the instructor the next week.

“I think we students learned out of each other more: if I am translating something somebody else translates something else, we got twice as much done, we could look at each other's work afterwards. I definitely liked the use of authentic materials. It really teaches you to deal with things that you have not explicitly been taught in courses that use inauthentic materials. You feel like you understand more when you get into the real-word trying to do something with it you learn that you have not adjusted to seeing things you do not understand I feel I am better making guesses about things that I do not understand might be and then it scared me as much. Definitely I like authentic materials. During the course he showed websites, I mean newspaper websites, things like that. It was nice to be online. You could turn your homework online. And he would send it back with corrections, sometimes within one hour. It is very quick feedback. Very nice feedback. You could definitely see the changes, you could edit it you could ask him about
it right away. My favorite one he showed was commercials. The kind people are watching in Turkey, from the TV show *Olacak O Kadar*, it was really funny for me. It was about you bring so many coupons we give you ‘Araba’. Instead of giving a car… it was really funny. Clips from TV shows, movies I liked those a lot. It is sometimes hard to find materials outside Internet, even with Internet if you do not know what you are looking for it is hard to find exactly good materials. I definitely think it is very successful bringing together a wide variety of songs, materials, news articles, written works, poems; the collection makes it easy for you to browse together.” DA1

“Instructor's website is really grand. It's incredibly extensive in addition to having, you know, just the resources for our class and you know, what's necessary for your own work and the course schedule and things like that, there are whole other websites and it's full of resources and other information to consider and to look at. That's very useful as a reference as long as you can kind of navigate it. It can be a little jumbled I guess sometimes, but that's, in a way that's enjoyable because you can move from link to link, and page to page.” NC8

“One big advantage to using the web is it tends to be totally up to date, so if you're reading a newspaper article, or if you need to find information on something, for example, you can find it right away and it will be current. You're not learning words or vocabulary or grammatical structures that are archaic or that nobody uses anymore. As well as it's useful to learn sort of how to interact on the Internet as well. You know, there's a special kind of Internet grammar and Internet vocabulary.” NC8

“I guess just with the technology part, you can edit it a lot, and it's much more interactive. The instructor can just, middle of the night he can log onto it and edit it and I
can see what he changed. And I can compare the previous one to the current one and see
what I was doing wrong and what concepts I didn't have right.” BC3

“Whereas with the prompts that you have through the Global Simulation, which
we answer through Google Docs, there's a much greater flexibility in your responses.
You can respond the way you want to, it's not about what a textbook wants you to write.
It gives you the ability to develop your own personal writing skills.” BO6

Negative reflections on multimedia materials. Student comments about the TGS
web pages, materials, and technology used were almost always positive. Most of the
negative feedback about the TGS is short-lived. Due to the nature and the content of the
TGS being online, the modification of the web pages, materials and the tasks were easily
and quickly carried out. As a result, the students were content with the speed of the
updates from their initial request to the actual change.

“Some of the homework assignments they were not clear enough. We had to
personally make sure and confirm with the instructor what the homework was. It is not
hard to communicate with the instructor. He is always pretty good answering the emails.
Detailed homework assignments will be easier.” NF1

“Like at times was kind of overwhelming, and at times confusing.” BC4

“But in the end, you're learning both Turkish and how to use technology, which
can be over-burdening for some people.” BT1

Improvements suggested for multimedia materials, web, tasks, assignments. The
input from the students regarding the multimedia materials, web, tasks, and assignments
were taken into consideration. The alterations were made in the same semester. Some
changes were postponed until the following semester. Most students in our department
study Turkish using the Elementary Turkish textbook for three semesters, and come to the TGS in the fourth semester. Few transferring students started taking Turkish class in the fourth semester without taking previously any classes with me. These students found it overwhelming to follow the schedule and the materials.

As a result, a ‘how to’ video clip as to how best to navigate the TGS web pages and how to prepare for the class was created by one of the TGS students. Students are directed often to this video clip to assist them.

“I had trouble focusing on what the instructor thought was important for any given week. We had a general theme. We had 15-20 things to look at. I did not choose the right one. And in class in terms of speaking opportunities, I would have appreciated more either structured guided speaking opportunities. You do not have the vocabulary to talk about all about these things. What if there were the list of words related to the topic.” NN4

“I wish we would have started Global Simulation in the third semester, because it was a little overwhelming. So, you sort of feel like, if the instructor was to use this in the future, then you feel like it should probably be spread out over two semesters to help students to feel comfortable.” BB1

In the next section I will discuss the second research question results collected from the oral interviews.

**Discussion of the oral interview results.** The results for the research question “How effective is the TGS as a context for language learning?” mainly came from the oral interviews. Semi-structured interviews gave students the opportunity to express their views regarding the TGS class they participated in.
The interviews lasted between 20 to a maximum of 50 minutes and were transcribed verbatim. The main themes from the transcriptions were divided into five categories: Cultural Competence, Language, TGS Course Format and Components, Learner Attributes, and Reflections/Evaluations.

The first category, cultural competence, encompassed awareness, usefulness of activities, and information. Students agreed that the TGS provided sources to help students attain cultural competence by way of movies, music, Turkish history, politics, social tension and etiquette. As one student (DO3) commented the TGS was successful in helping students attain cultural competence: “I really think that this was accomplished as far as providing the students with as much information from a variety of different sources that you could possibly find to help students to be able to function and operate successfully.”

Students commented on the usefulness of activities during various stages in the TGS. For one assignment, students had to shop for food in order to cook a meal and for another assignment they had to shop and decorate their apartment units. All of the students were very content with these real-life activities in the TGS.

As for cultural information, students attested that the TGS covered various cultures in the country. As one student (DA1) declared “You see the whole spectrum, what Turkish culture is from Istanbul to Van, I have a greater appreciation for the variety and the generosity.”

The second category is language. Students agreed that the TGS covered Turkish pragmatics, and activities were meaningful and useful. Students were able to use the four language skills (writing, speaking, reading, and listening). A great emphasis was given to
vocabulary acquisition. As one student (DO3) commented about the TGS, “You learn more vocabulary than you realize.” Students attested that the grammar they learned in previous semesters was reinforced, along with the additional grammar learned during the TGS process. Students were also surprised at how much their grammar improved with all the activities in the class, even though there was no particular emphasis on it.

The third category is the TGS course format and components. Students’ comments were all positive. They even questioned why we did not start the TGS at earlier semesters of their Turkish language instruction. The only negative comment was about the Blog. Since we did not employ it much for assignments, some students preferred that we would have used it more often.

The fourth category is learner attributes. Students commented frequently on how the TGS highly motivated them. They attributed this fact to the TGS’ uniqueness in effectively teaching language and culture by taking into account each student’s learning style. The students’ reaction to the TGS project was so overwhelmingly positive, they claimed they now would like to visit the country and continue learning Turkish after they graduate.

The fifth and last category covers student reflections/evaluations of the Elementary Turkish textbook, the TGS, and the TGS multimedia materials, web, tasks, and assignments. Students’ comments were almost always positive regarding the TGS. They suggested certain improvements on the navigation between various web pages in the TGS. Using their recommendations, I updated the online products accordingly. The students’ comments regarding the Elementary Turkish textbook was very positive only in
areas such as the grammar, layout, and how the textbook would serve as a reference book.

The language teaching materials in the TGS—the curriculum, the tasks, the technology used in the classroom, student interactions, student motivation, and students desire to learn more after formal education ended—reflect how successful the TGS is in delivering what it promises to learners: attain cultural competence in a short period of time, and become lifelong language learners connected to the target culture and language. A very surprising outcome of the TGS was that sixteen of the students who took the TGS class during this study ended up traveling to Turkey.

The Third Research Question: TGS vs. Elementary Turkish Textbook

How do students compare the TGS with more traditional learning contexts (textbooks and classrooms)?

a) How do students evaluate the Elementary Turkish textbook?

b) How do the teachers using the Elementary Turkish textbook evaluate it?

In order to compare the TGS with the Elementary Turkish textbook, first, I will present the percent differences between the means of the students’ evaluation results of the Turkish Elementary textbook and the TGS. Then, I will review the results of the students’ TCE evaluations of the TGS vs. Turkish classes. After that, I will review the results of the students’ comments on open-ended questions regarding the TGS and traditional learning contexts. Finally, I will review the results of the students’ and teachers’ evaluation of the Elementary Turkish textbook.
**Results of the students’ comparison of the TGS with the Elementary Turkish textbook.** Students compared the Elementary Turkish textbook and the TGS using the ACTFL standards-based textbook evaluation guide.

Table 39.

*The Results of the Comparison of the TGS and the Elementary Turkish Textbook Pertaining to ACTFL Standards*

<table>
<thead>
<tr>
<th>Favorability % Increase/Decrease of the TGS over the Textbook</th>
<th>(N=84)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the organization and layout of the text easy to follow?</td>
<td>-1.92</td>
</tr>
<tr>
<td>Is the layout logical and clear?</td>
<td>4.01</td>
</tr>
<tr>
<td>Are the activities developmentally appropriate?</td>
<td>9.42</td>
</tr>
<tr>
<td>Can learners navigate the materials with ease?</td>
<td>11.47</td>
</tr>
<tr>
<td>Are the language skills (reading, writing, listening and speaking) balanced and integrated within each lesson?</td>
<td>16.04</td>
</tr>
<tr>
<td>Are the activities and lessons aligned and linked to national and/or state standards?</td>
<td>16.38</td>
</tr>
<tr>
<td>Are sections pertaining to grammar contextually embedded within the text?</td>
<td>17.79</td>
</tr>
<tr>
<td>Does the level of the language remain consistent, developing at an appropriate pace, throughout the text and ancillary materials?</td>
<td>19.75</td>
</tr>
<tr>
<td>Are the opportunities for learners to practice presentational writing and speaking balanced throughout the text?</td>
<td>30.06</td>
</tr>
<tr>
<td>Are assessments sufficiently rigorous, yet aligned to the capabilities of learners?</td>
<td>31.02</td>
</tr>
<tr>
<td>Is the vocabulary presented in functional and/or cultural contexts or clusters?</td>
<td>32.35</td>
</tr>
<tr>
<td>Are the materials both age- and developmentally appropriate?</td>
<td>32.48</td>
</tr>
<tr>
<td>Are the opportunities for learners to practice interpersonal writing and speaking balanced throughout the text?</td>
<td>32.69</td>
</tr>
<tr>
<td>Do the text and supplemental materials identify and encourage learners to use strategies that facilitate communication and comprehension?</td>
<td>33.63</td>
</tr>
</tbody>
</table>
Are sources of information properly cited and identified? 38.84
Do the activities allow learners to demonstrate or showcase their knowledge of and/or skill in using the target language? 39.62
Are the communicative activities set in a real-world context or represent a real-world task? 39.82
Do the products provide feedback to learners throughout the activities? 40.09
Do the activities allow learners to provide their own form and structure (grammar formation)? 40.43
Do the activities include language that is authentic, accurate, and current? 41.16
Does the content build upon prior knowledge and provide opportunities for learners to expand knowledge by emphasizing critical thinking skills? 41.26
Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the learners’ native language and the target language? 41.73
Is the culture embedded in communicative activities and prompts, as well as in sections pertaining to grammar? 41.85
Are concepts, themes, and information from other content areas embedded in or connected with activities? 44.90
Are there opportunities for learners to communicate with each other, a native speaker, or the teacher in the target language in meaningful and authentic situations? 45.74
Do the materials provide easy access to technical support and troubleshooting? 46.06
Are the activities plentiful, as well as useful both to teacher and learner? 46.51
Does the visual layout of the text appeal to learners and support instruction? 47.07
Does the content engage learners? 47.14
Does the text offer opportunities for learners to demonstrate understanding of the similarities and differences between their native language and the target language studied? 47.66
Does the text provide suggestions or activities that allow learners to become active participants in bettering their communities? 47.72
Is cultural information presented in the target language whenever possible and/or appropriate? 49.06
Do the activities allow learners to personalize their responses or provide their own meaning? 49.09
Are the activities and lessons centered on real-world tasks and examples? 49.87
Do learners have opportunities to discuss or discover more about concepts and topics studied in other content areas? 50.04
Are there expanded opportunities for learners to practice listening comprehension? 50.79
Does the text identify professions, careers, or everyday situations which require or are enhanced by proficiency in the target language? 50.87
Are there opportunities for learners to build upon prior personal experiences and existing background knowledge? 51.06
Can the activities be adapted for both individual practice and whole group instruction? 51.70
Do the activities appeal to learners’ interests? 52.77
Are the visual images and cultural information current and pertinent? 52.98
Is the information current and accurate? 53.01
Are critical thinking skills promoted or embedded in activities? 53.08
Are the visual images and cultural information authentic? 53.56
Are the connections between culture and language emphasized? 54.50
Are similarities and differences presented between the cultures of speakers of the target language and the learners’ own culture? 55.37
Does the text stress the importance of social justice, equity, and global citizenry? 57.81
Are learners encouraged or given opportunities to use the language for leisure activities? 58.05
Does the text place emphasis on lifelong learning by suggesting uses of the target language for personal enrichment and enjoyment? 59.38
Do the text activities associated with cultural images and information invite learner observation, identification, discussion, or analysis of cultural practices, products, and perspectives?  

Do the images depict different people/cultures who use the target language for communication?  

Are there opportunities for differentiation and individual goal-setting?  

Do learners have opportunities to participate in entertainment representative of the target cultures (ex. games, storytelling, songs, etc.)?  

Is technology utilized in appropriate ways to enhance instruction?  

Are a variety of regions/countries where the target language is spoken represented?  

Are the accents and/or dialects used within the book varied across cultural groups within the target cultures?  

Are learners asked and/or encouraged to communicate with speakers of the target language, either face-to-face or facilitated by technology, outside of their own classroom (in conversation, writing, performances, or presentations)?  

Are activities enhanced by the inclusion of authentic materials?  

Does the text reflect diversity within the target cultures?  

Are learners asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the target cultures?  

Do the text and ancillary materials provide additional resources for learners to expand their knowledge (i.e. resource Websites)?  

Does the text present target language/culture projects that involve interacting with members of the local community or using community resources?  

Does the text provide sources written for native speakers of the target language?  

Are learners given opportunities to participate in projects in which they acquire information through technology, personal interviews, print media, visual media, or print references?
Are learners able to save data and leave and return to the materials at a later time? 74.51
Are updates readily available throughout the life of the adoption? 75.09
Are there sufficient activities and opportunities allowing the integration of technology? 75.75

The percent differences between the means of the students’ evaluation results of the Turkish Elementary textbook and the TGS clearly were favorable to the TGS for all the items in this guide, except one (Is the organization and layout of the text easy to follow?).

The percent difference in favor of the TGS on the question items were highest (75.75%; 75.09%; 74.51%; 72.10% respectively) regarding the activities and opportunities for integration of technology, readily available updates, learners’ ability to save data and leave and return to the materials at a later time, and the text providing sources written for native speakers of the target language.

Next, I will review the results of the teacher-course evaluation results for the TGS vs. regular Turkish language classes I taught.

**Results of the students’ TCE teacher-course evaluations of the TGS vs. Turkish classes.** The university department OIA where the research took place provided the instructors with either a paper or online version of the TCE teacher-course evaluation survey forms at semester end. The OIA develops and updates these anonymous surveys regularly.

As part of this dissertation, I compared student evaluations of four regular Turkish language classes (2007 TURK 101 vs. 2008 TGS Pilot Study; 2008 TURK 401 vs. 2009 TGS; 2010 TURK 401 vs. 2011 TGS; 2014 TURK 102 vs. 2014 TGS) to that of the TGS
classes. These classes represented the first three semesters of Turkish classes prior to the TGS class. The total number of students in these regular Turkish language classes who participated in the teacher-course evaluation survey were 40, while a total of 27 students participated in the TGS classes. OIA changed the number of teacher-course evaluation survey items and the question categories in the course of this research study. In order to compare the results of student ratings, I selected nine survey categories that were identical on both versions of the survey. These survey question categories are presented below:

<table>
<thead>
<tr>
<th>TCE Question Category (N=67)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1  Amount learned</td>
</tr>
<tr>
<td>Q2  Difficulty level of the course</td>
</tr>
<tr>
<td>Q3  Overall instructor comparison</td>
</tr>
<tr>
<td>Q4  Overall rating of teaching effectiveness</td>
</tr>
<tr>
<td>Q5  Overall rating of the course</td>
</tr>
</tbody>
</table>

The first comparison was the 2008 TGS Pilot Study vs. the previously taught 2007 TURK 101 beginning class.

Figure 16. Student teacher-course evaluations of the pilot TGS with TURK 101
The student ratings for the pilot TGS were almost the same as the regular TURK101 class in 2007 on most question items except on question items Q7 (usefulness of the in-class activities), Q8 (usefulness of the outside assignments), and Q9 (value of time spent on course). The question category Q1 (amount learned) was rated higher during the TGS pilot study (M = 4.2 vs. M = 4.0). Response rates were 100% and 87.5% respectively.

The second comparison was the 2009 TGS class vs. the previous year 2008 TURK 401 class.

![Figure 17. Student teacher-course evaluations of the first TGS with TURK 401](image)

Students rated the first TGS project after the pilot year higher than the regular TURK 401 class in nine question categories. The percentage of respondents was 85.71% in the TGS, and 87.5% in TURK 401 class. The highest rating in the comparison was for Q7, usefulness of the in-class activities (M = 4.83 vs. M = 4.29).

The third comparison, similar to previous one, was the 2011 TGS class vs. the 2010 TURK 401 class. The response rate both in the 2011 TGS class and the TURK 401 class was 100%.
Figure 18. Student teacher-course evaluations of the third TGS with TURK 401

Students’ ratings in question categories Q1, Q3, Q4, and Q5 were almost equal for the regular TURK 401 class and the TGS. The mean for Q1, the amount learned, increased to (M = 4.83) on the 2011 TGS class, from (M = 4.20) in the pilot TGS.

The final comparison was the 2014 TGS class vs. the 2014 TURK 102 class. I updated the TGS project with constant input from students. Thus, the comparison of this last TGS project with a regular class shows the dramatic change in students’ ratings.

Figure 19. Student 2014 teacher-course evaluations of the TGS with TURK 102

On every question category Q1 through Q9, the TGS was rated higher than the TURK 102 class. Response rate for the TGS was 100%, while it was 87.5% for the TURK 102. The rating for the Q1 (amount learned) was (M = 4.80) for the TGS. The
overall rating for the course was higher for the TGS (M = 5.00) than the regular Turkish class (M = 4.71).

Consistently, the means for the students’ ratings of the difficulty level for four regular Turkish and four TGS classes were around (M = 3.00, and M = 3.50) respectively. In order to help students choose a course by using its past TCE rating reports, the TCE guideline clarifies to students what the significance of Q2 is, difficulty level of a course: “Difficulty ratings of a course do not in themselves signify quality…difficulty can signal a well-taught course with valuable intellectual challenge or difficulty associated with instructional problems.”

Next, I will review the results of the student evaluation comments regarding the TGS, the Elementary Turkish textbook, and student roles in the TGS and traditional classroom environments.

**Results of the students’ comments on open-ended questions.** At the end of each semester, I distributed the University developed TCE online teacher course evaluations for web-based courses, and the ACTFL standards-based textbook evaluation guide. These two forms contained the Likert scale response options as well as open-ended comment sections. The following verbatim quotes regarding the TGS and the Elementary Turkish textbook, classrooms, and student roles came from these surveys. A unique source code representing each student is inserted at the end of each comment.

Two major components of the TGS project are the briefing and debriefing sessions. At the start of each stage of the TGS a briefing was given to the students regarding the expected learning outcomes. At the end of each stage, a debriefing was given to obtain useful information from the students about their experience. A final
A debriefing session was held at the end of each semester concerning the TGS project vs. the Elementary Turkish textbook. In some cases, students in the class collectively contributed to these comments during the final debrief. Therefore, there is no code for the source of some quotations. Next, I present excerpts from forty-seven participants’ comments on open-ended questions.

**Positive reflections on the TGS.**

- Student-to-student interactions, and student-teacher interactions.
- Different levels were recognized, work was assigned accordingly.
- We did not have to be students every day.
- It was mock immersion.
- Culture incorporated in class.
- Technology was utilized in different ways than many other language classes we ever had.
- Students focused on communication instead of grammar.
- Collaboration, discussing current world issues/headlines.
- This class gives students the freedom to think and write about subjects they really care about.
- Turkish Global Simulation connects students to Turkey more. [Students] can become a part of the people. Read more authentic and current material that makes sense with what is happening at the moment. Connections to Turkey make students feel like they’re a lifelong learner.
Positive reflections on the Elementary Turkish textbook.

- Very well laid out book. SR5

- Learned much grammar as it is focused more on it. NO7

- Elementary Turkish textbook is a very practical, functional book for getting a grasp on Turkish grammar with some communicative exercises as well as a CD for some listening practice. The main strength of the book is that there is a decent logical progression of vocabulary and grammar concepts and it is easy to find them when needed. K28

Negative reflections on the TGS.

- [need] to have a more centralized way of conveying to the students the information like for example, we had a blog, we had a Google Docs, the instructor’s website, we had our doganapartmani web page, we had Gmail so we had about 5 different websites to keep track of where as if there was a more central location for participating, finding out what we needed to do and then being able to submit it there and keep in touch with each other, that would be ideal so that I found confusing at times or difficult or o my gosh I forgot to check this. DO3

Negative reflections on the Elementary Turkish textbook.

- The visual part could be improved. SA6

- Conversational activities feel forced and unproductive. Vocabulary lists are often haphazard / random. C25

- The CD is in fact pretty bland. There are some cultural references and materials interspaced throughout the textbook, had not in a tremendously exciting manner. K28
Positive reflections on the TGS environment.

- It was a creative learning environment.

- The cultural aspect of this course is unparalleled. To teach language through culture is second only to living in the country and learning through experience. NN4

- I enjoy the many linkages between Turkish Global Simulation and Turkish culture. The emphasis on reading real texts (newspaper articles, websites), and discussing pertinent topics from the news and culture is very useful. I also appreciate the openness of prompts and assignments. I am able to actually express my thoughts and discuss topics of substance rather than follow grammar rules or answer quotidian questions. The questions, topics, and prompts respect students as individuals and encourage us to share our views. [ ] this program has removed many of the frustrations (especially the brain working faster than the ability to competently express myself), [ ] C14)

Negative reflections on the traditional classrooms.

- Follow a syllabus with homework assignments set in stone. Not customized for each student.

- More memorization based. Not based on everyday life.

- Not a lot of flexibility in case something pops up. Can’t deviate as much. Have to follow the schedule even if students are being left behind.

- Teachers may not personally know you, depends more on the effort the student makes.

- The teacher knows more than the student typically.

- The teacher doesn’t try to learn anything from the students.

- Teachers don’t care about students’ learning style, it is standard across the board.

- Students are not encouraged to bring in their own knowledge.
- Use an old textbook that is composed of someone else’s ideas. They are not necessarily updated or focused on culture.

- Students are connected to textbook and not to life.

- Language learning should be a fun experience.

  **Positive reflections on the students’ roles in the TGS.**

- Focus and understand using the language in real-world situations.

- Learn language and grammar through usage and culture.

- Know current news and social issues in Turkey.

- Autonomous, and learns and exposed to language through topics that interest them personally.

- Use technology and resources accessible through the Internet to learn in and out of the classroom.

- Know how to continue their studies in Turkish on their own even after their formal studies are completed.

  **Negative reflections on the students’ roles in traditional classrooms.**

- Focus on memorizing the weekly vocabulary.

- Learn abstract sentences, like my suitcase contains many takers they are fun but not too helpful.

- Cram for tests.

- Use flashcards.

- Do not learn but instead simply complete the course work.

  Student comments above shows how different two classroom environments, and student roles are in each. Students clearly preferred the TGS class and their reasons for
the preference mainly related to culture being incorporated in class, being able to focus on communication, freedom to think and write about subjects they cared about, feeling connected to Turkey, and feeling like a lifelong learner. Students enjoyed the TGS environment significantly better than the traditional classroom. Students’ reasons were that it was a creative learning environment, and that the questions, topics, and prompts respected them as individuals and encouraged them to share their views. As per the student roles in the TGS, they declared that they were autonomous, and able to learn language through topics that interested them. A final comment summarized the students’ role in the TGS: they knew how to continue their studies in Turkish on their own even after their formal studies were completed.

In the following section I will review side by side the results of the students’ and teachers’ evaluation of the Elementary Turkish textbook.

**Results of the students’ and teachers’ evaluation of the textbook.** The students and the teachers evaluated the Elementary Turkish textbook using the ACTFL standards-based textbook evaluation guide. There were 68 questions divided into five categories that made up the standards-based evaluation guide. The students’ and the teachers’ means (Likert scale) on table 39 are not ranked. The questions appear in the same order as on the original guide.

In the below table, students’ and teachers’ mean values are presented side by side. First, I will review the students’ results, then the teachers’ results. My comments will primarily address those values in the table that are rated above the average, or those that scored relatively low.
Table 40.

*Students’ and Teachers’ Evaluation of the Elementary Turkish Textbook Pertaining to ACTFL Standards*

<table>
<thead>
<tr>
<th>Communication</th>
<th>(n=57)</th>
<th>(n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)</td>
<td></td>
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<tr>
<td>Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>M</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there opportunities for learners to communicate with each other, a native speaker, or the teacher in the target language in meaningful and authentic situations?</td>
<td>2.01</td>
<td>1.29</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are the opportunities for learners to practice interpersonal writing and speaking balanced throughout the text?</td>
<td>2.16</td>
<td>1.86</td>
<td></td>
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<tr>
<td>Are the opportunities for learners to practice presentational writing and speaking balanced throughout the text?</td>
<td>2.04</td>
<td>1.86</td>
<td></td>
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<tr>
<td>Do the activities include language that is authentic, accurate, and current?</td>
<td>2.29</td>
<td>2.00</td>
<td></td>
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<tr>
<td>Are the communicative activities set in a real-world context or represent a real-world task?</td>
<td>2.27</td>
<td>1.86</td>
<td></td>
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<tr>
<td>Do the activities allow learners to personalize their responses or provide their own meaning?</td>
<td>2.04</td>
<td>1.86</td>
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<td></td>
<td>Student</td>
<td>Teacher</td>
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<tr>
<td>Do the activities allow learners to provide their own form and</td>
<td>2.10</td>
<td>1.86</td>
<td></td>
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<tr>
<td>structure (grammar formation)?</td>
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<tr>
<td>Are the activities age-appropriate?</td>
<td>3.02</td>
<td>2.86</td>
<td></td>
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<tr>
<td>Are the activities developmentally appropriate?</td>
<td>2.93</td>
<td>2.86</td>
<td></td>
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<tr>
<td>Are there expanded opportunities for learners to practice listening</td>
<td>1.97</td>
<td>1.86</td>
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<tr>
<td>comprehension?</td>
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<tr>
<td>Do the text and supplemental materials identify and encourage</td>
<td>2.17</td>
<td>2.00</td>
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<tr>
<td>learners to use strategies that facilitate communication and</td>
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<tr>
<td>comprehension?</td>
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<tr>
<td>Do the activities allow learners to demonstrate or showcase their</td>
<td>2.08</td>
<td>1.71</td>
<td></td>
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<tr>
<td>knowledge of and/or skill in using the target language?</td>
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<tr>
<td><strong>Cultures</strong></td>
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<tr>
<td>**Standard 4: Learners examine, experience, and reflect on the</td>
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<td>relationships among the practices, products, and perspectives of</td>
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<td>the cultures studied.</td>
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<tr>
<td>Are the visual images and cultural information current and</td>
<td>1.80</td>
<td>1.43</td>
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<td>pertinent?</td>
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<tr>
<td>Are the visual images and cultural information authentic?</td>
<td>1.86</td>
<td>1.29</td>
<td></td>
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</tr>
<tr>
<td>Does the text reflect diversity within the target cultures?</td>
<td>1.20</td>
<td>0.71</td>
<td></td>
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<tr>
<td>Are the accents and/or dialects used within the book varied across</td>
<td>0.79</td>
<td>0.29</td>
<td></td>
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<tr>
<td>cultural groups within the target cultures?</td>
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</tr>
<tr>
<td>Not at All</td>
<td>Partially</td>
<td>Completely</td>
<td>Student/Teacher</td>
<td>(n=57)</td>
<td>(n=8)</td>
<td></td>
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<td>4</td>
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</tr>
</tbody>
</table>

- Are a variety of regions/countries where the target language is spoken represented? 0.90 0.29
- Is cultural information presented in the target language whenever possible and/or appropriate? 1.87 1.43
- Are the connections between culture and language emphasized? 1.82 1.29
- Is the culture embedded in communicative activities and prompts, as well as in sections pertaining to grammar? 1.90 1.43
- Do the text activities associated with cultural images and information invite learner observation, identification, discussion, or analysis of cultural practices, products, and perspectives? 1.34 0.86
- Do learners have opportunities to participate in entertainment representative of the target cultures (ex. games, storytelling, songs, etc.)? 1.28 0.86
- Are learners asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the target cultures? 1.26 0.86
- Do the images depict different people/cultures who use the target language for communication? 1.14 0.71

**Connections**

Standard 5: Learners use the target language to expand their knowledge of and make connections among multiple content areas.
<table>
<thead>
<tr>
<th>Question</th>
<th>(n=57)</th>
<th>(n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do learners have opportunities to discuss or discover more about concepts and topics studied in other content areas?</td>
<td>1.59</td>
<td>1.29</td>
</tr>
<tr>
<td>Are there opportunities for learners to build upon prior personal experiences and existing background knowledge?</td>
<td>1.86</td>
<td>1.57</td>
</tr>
<tr>
<td>Are concepts, themes, and information from other content areas embedded in or connected with activities?</td>
<td>1.83</td>
<td>1.43</td>
</tr>
<tr>
<td>Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there sufficient activities and opportunities allowing the integration of technology?</td>
<td>0.97</td>
<td>0.57</td>
</tr>
<tr>
<td>Are learners given opportunities to participate in projects in which they acquire information through technology, personal interviews, print media, visual media, or print references?</td>
<td>0.91</td>
<td>0.57</td>
</tr>
<tr>
<td>Does the text provide sources written for native speakers of the target language?</td>
<td>0.89</td>
<td>0.57</td>
</tr>
<tr>
<td>Are activities enhanced by the inclusion of authentic materials?</td>
<td>1.21</td>
<td>0.86</td>
</tr>
<tr>
<td>Is technology utilized in appropriate ways to enhance instruction?</td>
<td>1.07</td>
<td>0.71</td>
</tr>
<tr>
<td>Are the activities and lessons centered on real-world tasks and examples?</td>
<td>1.92</td>
<td>1.57</td>
</tr>
<tr>
<td>Is the layout logical and clear?</td>
<td>2.25</td>
<td>2.00</td>
</tr>
<tr>
<td>Can learners navigate the materials with ease?</td>
<td>2.30</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>(n=57)</td>
<td>(n=8)</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>Are the materials both age- and developmentally appropriate?</td>
<td>2.32</td>
<td>2.00</td>
</tr>
<tr>
<td>Does the content engage learners?</td>
<td>1.67</td>
<td>1.57</td>
</tr>
<tr>
<td>Does the content build upon prior knowledge and provide opportunities for learners to expand knowledge by emphasizing critical thinking skills?</td>
<td>1.98</td>
<td>2.00</td>
</tr>
<tr>
<td>Do the products provide feedback to learners throughout the activities?</td>
<td>1.32</td>
<td>1.00</td>
</tr>
<tr>
<td>Are assessments sufficiently rigorous, yet aligned to the capabilities of learners?</td>
<td>1.98</td>
<td>1.86</td>
</tr>
<tr>
<td>Are the activities and lessons aligned and linked to national and/or state standards?</td>
<td>2.46</td>
<td>1.71</td>
</tr>
<tr>
<td>Do the text and ancillary materials provide additional resources for learners to expand their knowledge (i.e. resource websites)?</td>
<td>1.13</td>
<td>0.86</td>
</tr>
<tr>
<td>Are sources of information properly cited and identified?</td>
<td>1.72</td>
<td>1.43</td>
</tr>
<tr>
<td>Is the information current and accurate?</td>
<td>1.84</td>
<td>1.71</td>
</tr>
<tr>
<td>Do the materials provide easy access to technical support and troubleshooting?</td>
<td>1.01</td>
<td>0.86</td>
</tr>
<tr>
<td>Are learners able to save data and leave and return to the materials at a later time?</td>
<td>0.88</td>
<td>0.43</td>
</tr>
<tr>
<td>Can the activities be adapted for both individual practice and whole group instruction?</td>
<td>1.78</td>
<td>1.29</td>
</tr>
<tr>
<td></td>
<td>Not at All</td>
<td>Partially</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are updates readily available throughout the life of the adoption?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comparisons**

Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the learners’ native language and the target language?</td>
<td>1.69</td>
<td>1.29</td>
</tr>
<tr>
<td>Does the text offer opportunities for learners to demonstrate understanding of the similarities and differences between their native language and the target language studied?</td>
<td>1.62</td>
<td>1.29</td>
</tr>
<tr>
<td>Are similarities and differences presented between the cultures of speakers of the target language and the learners’ own culture?</td>
<td>1.59</td>
<td>1.14</td>
</tr>
</tbody>
</table>

**General Elements**

Directions: Browse the text or ancillary materials to judge integration of the following elements. Rate these sections according to the listed criteria, using the scale 0 through 4.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the language skills (reading, writing, listening and speaking) balanced and integrated within each lesson?</td>
<td>2.33</td>
<td>1.86</td>
</tr>
<tr>
<td>Are there opportunities for differentiation and individual goal-setting?</td>
<td>1.25</td>
<td>0.86</td>
</tr>
<tr>
<td>Does the level of the language remain consistent, developing at an appropriate pace, throughout the text and ancillary materials?</td>
<td>2.50</td>
<td>2.14</td>
</tr>
<tr>
<td></td>
<td>Not at All</td>
<td>Partially</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Are the activities plentiful, as well as useful both to teacher and learner?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Is the vocabulary presented in functional and/or cultural contexts or clusters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are sections pertaining to grammar contextually embedded within the text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the activities appeal to learners’ interests?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are critical thinking skills promoted or embedded in activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the organization and layout of the text easy to follow?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the visual layout of the text appeal to learners and support instruction?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students’ evaluation ratings of the Elementary Turkish textbook are generally higher than the teachers’ ratings of the same survey item. There are 20 items with mean results above the average. Similar to the teachers’ evaluation, students’ means of the culture items were lower than the average on the Likert scale.

The highest mean of students’ rating was \( M = 3.02 \) for the age-appropriate activities in the textbook. The item regarding the layout and organization of the textbook being easy to follow was rated second highest \( M = 2.65 \) by the students. Students found the layout of the textbook logical, clear \( M = 2.25 \), and navigated the materials with ease \( M = 2.50 \).
Students found that the vocabulary was presented in functional contexts/clusters (M = 2.44), and grammar sections contextually embedded in the textbook (M = 2.48).

Students found the content engaging (M = 1.67) and activities appealing to their interests (M = 1.69). However, students rated lower that the activities were enhanced by inclusion of authentic materials (M = 1.21). Students’ mean of the item regarding text written for native speakers was lower than one (M = 0.89).

Teachers’ rating of the survey items about the textbook were lower than that of the students’.

Over the course of this study, eight Turkish language teachers who taught their Turkish class using the Elementary Turkish textbook evaluated the usefulness of the textbook. Six of these language teachers were Fulbright Foreign Language Teaching Assistants (FLTAs) and, during their doctoral studies at the university that this research took place, they taught Turkish language classes. It is worth mentioning that seven of the eight teachers who evaluated the Elementary Turkish textbook have a background in second language acquisition and teaching.

The highest mean (M = 2.63) teachers assessed in the whole table was for the communication standard item (Are the activities age appropriate?). Teachers’ second highest mean was for another communication standards item (M = 2.50) (Are the activities developmentally appropriate?). Above average (M = 2, out of 4 on the Likert scale) assessed means were for the general elements table in the standards. Teachers found the organization and layout of the textbook easy to follow (M = 2.25). The next highest mean was for the grammar item (Are sections pertaining to grammar contextually embedded within the text?) (M = 2.13).
The means for each of the following standards items pertaining to culture was (M = 1.38) (Are the visual images and cultural information current and pertinent? Is the cultural information presented in the target language? And, is the culture embedded in communicative activities and prompts, as well as sections pertaining to grammar?)

The lowest means (M= 0.25) teachers assessed were pertaining to the culture items (Are a variety of regions where the target language spoken represented? Are the accents and dialects used within the book varied across cultural groups within the target cultures?)

The teachers’ means for sixty-one question items out of sixty-eight was lower than (M = 2.0). Teachers believed that in the textbook the vocabulary was presented in functional contexts (M = 1.88), the activities included authentic language (M= 1.88), there were expanded opportunities for learners to practice listening comprehension (M = 1.75), and language skills are balanced and integrated within each lesson (M = 1.75).

Similar to the students’ comments and low ratings, the mean for the question items regarding the information in the textbook to be current and accurate, balanced opportunities for learners to practice interpersonal/ presentational writing and speaking was low (M = 1.63).

The teachers did not believe that the textbook content engaged the students (M = 1.50), and the activities and lessons centered on real-world tasks and examples (M = 1.38). Teachers mean for the question item regarding the authenticity of the images and cultural information in the textbook was (M = 1.25).

Next, I will discuss and analyze the results of the third research question.
**Discussion of the third research question results.** The third research question dealt with how the students evaluated the elementary Turkish textbook and compared it with the TGS, as well as how the Turkish language teachers evaluated the Elementary Turkish textbook. The results data for the comparison came from three sources—the students’ evaluation of the TGS and the Elementary Turkish textbook via the ACTFL standards-based textbook evaluation guide, TCE teacher-course evaluations for the selected Turkish classes vs. the TGS, and student’s comments on open-ended questions on the TCE online teacher course evaluation for web-based courses and the ACTFL survey. The results data for the students’ and the Turkish language teachers’ evaluations of the Elementary Turkish textbook came via the ACTFL standards-based textbook evaluation guide.

Students clearly preferred the TGS in comparison to the Elementary Turkish textbook. For all the survey items on the ACTFL standards (Communication, Cultures, Connections, Comparisons, and Communities) except one, the TGS was favored. The only item students favored the textbook over the TGS was “the organization and layout of the text is easy to follow.” Students’ highest mean percentages on the survey were for the Cultures standard items.

Students evaluated the Elementary Turkish textbook slightly more favorably than the Turkish language teachers did, though the results of these evaluations showed that the textbook was rated less than average for the majority of survey items using the Likert scale.

Conversely, student Likert scale evaluation ratings of the TGS were consistently higher. The students commented that they enjoyed the TGS because it provided a
language immersion class, focusing on communication and culture. Students felt connected to Turkey and Turkish culture. Through the TGS, students built new communities for themselves. Students felt like participants rather than just being a student during the TGS project. The use of technology and authentic materials/resources enabled them to better learn the language, both in and out of classroom, and created the environment for them to become autonomous lifelong language learners.

In the next part, I will present the results of the fourth research question.

**The Fourth Research Question: Internet Technology**

How effective is Internet technology in the TGS project?

a) How useful is the web content for students?

b) How does the TGS address students’ learning styles?

c) How difficult is Internet technology for students to use in the TGS?

Results pertaining to this fourth research question are presented below. First, I will review the mean percentage results of the TCE online teacher course evaluations for web-based courses form, then I will review the results of the Flashlight questionnaire regarding teaching, learning and technology. In previous research question results, the positive effect of the TGS on students’ learning styles were mentioned. I will also discuss the usefulness of the web content, and effectiveness and difficulty of the Internet technology for students in the TGS.
Results of the TCE online teacher course evaluations for web-based courses.

Table 41.  
_The Mean Percentages of TCE Online Teacher Course Evaluations for Web-Based Courses_

1. What is your overall rating of this course?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>one of the best</td>
<td>69.23</td>
</tr>
<tr>
<td>better than average</td>
<td>30.77</td>
</tr>
<tr>
<td>about average</td>
<td>0.00</td>
</tr>
<tr>
<td>worse than average</td>
<td>0.00</td>
</tr>
<tr>
<td>one of the worst</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2. Rate the usefulness of the computer-based readings in helping you learn.

<table>
<thead>
<tr>
<th>Usefulness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always useful</td>
<td>46.15</td>
</tr>
<tr>
<td>usually useful</td>
<td>53.85</td>
</tr>
<tr>
<td>sometimes useful</td>
<td>0.00</td>
</tr>
<tr>
<td>seldom useful</td>
<td>0.00</td>
</tr>
<tr>
<td>almost never useful</td>
<td>0.00</td>
</tr>
<tr>
<td>not apply</td>
<td>0.00</td>
</tr>
</tbody>
</table>

3. The group work activities helped me feel welcome in this course.

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always</td>
<td>76.92</td>
</tr>
<tr>
<td>usually</td>
<td>7.69</td>
</tr>
<tr>
<td>sometimes</td>
<td>15.38</td>
</tr>
<tr>
<td>seldom</td>
<td>0.00</td>
</tr>
<tr>
<td>almost never</td>
<td>0.00</td>
</tr>
</tbody>
</table>

4. I received individual assistance when I needed it.
| **5. What is your overall rating of this instructor's teaching effectiveness?** |
|--------------------------------------------------|------------------|
| almost always effective                           | 92.31            |
| usually effective                                 | 7.69             |
| sometimes effective                               | 0.00             |
| rarely effective                                  | 0.00             |
| almost never effective                            | 0.00             |

| **6. The course goals presented by the instructor are being met.** |
|--------------------------------------------------|------------------|
| strongly agree                                   | 38.46            |
| agree                                            | 61.54            |
| uncertain                                        | 0.00             |
| disagree                                         | 0.00             |
| strongly disagree                                | 0.00             |

| **7. Overall, the pace of the course for me was.** |
|--------------------------------------------------|------------------|
| much too fast                                    | 0.00             |
| a little too fast                                | 30.77            |
| just about right                                 | 69.23            |
| a little too slow                                | 0.00             |
| much too slow                                    | 0.00             |
8. The use of email to communicate with the instructor(s) made a positive contribution to the overall quality of this course.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always</td>
<td>61.54</td>
</tr>
<tr>
<td>usually</td>
<td>23.08</td>
</tr>
<tr>
<td>sometimes</td>
<td>7.69</td>
</tr>
<tr>
<td>seldom</td>
<td>0.00</td>
</tr>
<tr>
<td>almost never</td>
<td>7.69</td>
</tr>
</tbody>
</table>

9. I was able to access the course website when I needed to.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always</td>
<td>84.62</td>
</tr>
<tr>
<td>usually</td>
<td>15.38</td>
</tr>
<tr>
<td>sometimes</td>
<td>0.00</td>
</tr>
<tr>
<td>seldom</td>
<td>0.00</td>
</tr>
<tr>
<td>almost never</td>
<td>0.00</td>
</tr>
</tbody>
</table>

10. Rate the usefulness of the outside assignments (homework, papers, reports, and special projects, etc.) in helping you learn.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always useful</td>
<td>53.85</td>
</tr>
<tr>
<td>usually useful</td>
<td>38.46</td>
</tr>
<tr>
<td>sometimes useful</td>
<td>7.69</td>
</tr>
<tr>
<td>rarely useful</td>
<td>0.00</td>
</tr>
<tr>
<td>almost never useful</td>
<td>0.00</td>
</tr>
</tbody>
</table>

11. Rate your computing skills in terms of whether they were adequate to meet the demands of this course before you.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot more skill than needed</td>
<td>23.08</td>
</tr>
<tr>
<td>somewhat more skill than needed</td>
<td>0.00</td>
</tr>
</tbody>
</table>
12. How much do you feel you have learned in this course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>an exceptional amount</td>
<td>61.54</td>
</tr>
<tr>
<td>more than usual</td>
<td>23.08</td>
</tr>
<tr>
<td>about as much as usual</td>
<td>15.38</td>
</tr>
<tr>
<td>less than usual</td>
<td>0.00</td>
</tr>
<tr>
<td>almost nothing</td>
<td>0.00</td>
</tr>
</tbody>
</table>

13. I understood what was expected of me in this course.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always</td>
<td>53.85</td>
</tr>
<tr>
<td>usually</td>
<td>23.08</td>
</tr>
<tr>
<td>sometimes</td>
<td>23.08</td>
</tr>
<tr>
<td>rarely</td>
<td>0.00</td>
</tr>
<tr>
<td>almost never</td>
<td>0.00</td>
</tr>
</tbody>
</table>

14. I understood in advance how my performance on assignments, tests, and exams would be evaluated.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost always</td>
<td>53.85</td>
</tr>
<tr>
<td>usually</td>
<td>23.08</td>
</tr>
<tr>
<td>sometimes</td>
<td>23.08</td>
</tr>
<tr>
<td>seldom</td>
<td>0</td>
</tr>
<tr>
<td>almost never</td>
<td>0</td>
</tr>
</tbody>
</table>

15. My computing skills improved as a result of participating in this course.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>15.38</td>
</tr>
</tbody>
</table>
16. As a result of taking this course, I would be interested in taking other courses offered in similar computer-based & 'distance education' formats.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>30.77</td>
</tr>
<tr>
<td>agree</td>
<td>38.46</td>
</tr>
<tr>
<td>uncertain</td>
<td>30.77</td>
</tr>
<tr>
<td>disagree</td>
<td>0.00</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>0.00</td>
</tr>
</tbody>
</table>

17. How many web-based courses have you participated in?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the first one.</td>
<td>53.85</td>
</tr>
<tr>
<td>One course before this one.</td>
<td>30.77</td>
</tr>
<tr>
<td>Two courses before this one.</td>
<td>15.38</td>
</tr>
<tr>
<td>Three courses before this one</td>
<td>0.00</td>
</tr>
<tr>
<td>Four courses before this one</td>
<td>0.00</td>
</tr>
</tbody>
</table>

(n=13)

During the research period (last two TGS classes in 2010 and 2011) a total of thirteen students participated in this evaluation survey entitled “TCE online teacher course evaluations for web-based courses.” This survey was developed by the OIA and the questions and the details of the questions were different than the regular semester-end TCE teacher-course evaluation forms. In addition, this survey focuses much more on the web-based aspect of course evaluation.
Students’ mean percentages illustrated that they rated highest (100%) the question item pertaining to receiving individual assistance during the TGS project when they needed it. The group work activities helped students feel almost always welcome in this course (76.92%). Students rated the TGS project as one of the best courses (69.23%) they had taken, and better than average (30.77%). Students found the computer-based readings usually (53.85%) and almost always (46.15%) useful.

Students agreed (53.85%) and strongly agreed (15.38%) that their computer skills improved as a result of participating in this course. Students agreed (38.46%) and strongly agreed (30.77%) that they would be interested in taking a similar course with computer-based format. This TGS was for many students, their first web-based course (53.85%).

Students rated the instructor’s overall teaching as almost always effective (92.31%).

Regarding course format, students believed using emails to communicate with the instructor almost always contributed to the quality of this course (61.54%) and they were able to access the course website when they needed to (84.62%). Outside assignments were almost always (53.85%) and usually (38.46%) useful in helping them learn. Students understood in advance how their performance on assignments, tests, and exams would be evaluated (53.85%). The pace of the course was just about right (69.23%).

As a result of this course, students felt they learned an exceptional amount (61.54%), and more than usual (23.08%). Students agreed (61.54%) and strongly agreed (38.46%) that the course goals presented by the instructor were met.
The next set of results data for the fourth research question came from the Flashlight questionnaire pertaining to the teaching, learning and technology.

**Results of the Flashlight questionnaire: teaching, learning, and technology.**

The student answers for some question items on the questionnaire were rated on the Likert scale between 1 and 6. Other questions items were rated between 1 and 5.

**Table 42.**

*Results of the Flashlight Questionnaire Regarding Teaching, Learning, and Technology*

Because of the way this course uses technology [doganapartmani.com, Google Docs, Internet, YouTube, ...]:

<table>
<thead>
<tr>
<th></th>
<th>Much More Likely</th>
<th>Somewhat More Likely</th>
<th>About the Same</th>
<th>Somewhat Less Likely</th>
<th>Much Less Likely</th>
<th>No Basis for Judgment/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Students declared that they much less likely felt isolated from the instructor (\(M = 2.54\)). They felt somewhat more likely getting individual attention from the instructor (\(M = 4.85\)), produce one or more versions of an assignments before producing the final product (\(M = 4.69\)), and receive detailed comments on assignments (\(M = 4.54\)) and
receive them quickly ($M = 4.69$). These evaluation comments point to the fact the students received a greater feedback during their overall learning period.

Having two Likert rating scales on the same questionnaire seems to have confused the students. For example, two statement items on the questionnaire about receiving comments quickly, and receiving detailed comments were rated $M = 4.69$ and $M = 4.54$ on Likert scale between 1 (not applicable) and 6 (much more likely). Students commented more positively about the same questions during the interviews, and on the TCE online teacher course evaluations form.

Diversity in students’ interests, goals, and future employment plans varied. Students were studying at various departments at the University. Some were graduate students teaching history, while some others were readying themselves to be chemist, journalist, biologist etc. Due to the fact that the students in the TGS class did not represent a homogenous group, their question ratings varied based upon their different background and goals. For example, the students’ low mean ($M = 2.54$) for the statement they felt less likely isolated from the instructor was the result of students’ ratings between 1 through 5. Almost all the other statement items rated by the students varied between 2 and 6.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Judgment</th>
<th>$M$</th>
<th>$(n=13)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

...I spend too much time surfing the Internet instead of studying. 2.77

...It is easier for me to get off track without realizing it. 3.77
...It is easier to modify text.
...I am encouraged to be creative.
...I can receive feedback almost immediately.
...I am able to experience situations that I would not be able to otherwise.
...I am better able to visualize and understand the ideas and concepts taught in this course.
...I am interested in activities that involve the use of computers.
...It is easier to combine written work by more than one person into a single document.
...I have a more thorough understanding of the ideas and concepts taught in this course.
...I am able to learn at my own pace.
...I am able to complete more assignments than would otherwise be possible.
...I am acquiring skills that will be useful in my chosen profession.
...It takes less time to understand the ideas and concepts taught in this course.
...I spend more time studying for the class.
...I am better able to remember important facts.

In this part of the questionnaire, students’ ratings on the statements varied between 1 through 5. For example, the lowest mean (M = 2.77) represents the students’ disagreement to the statement “I spend too much time surfing the Internet instead of studying.” This mean of 2.77 was arrived at various student ratings between 1 and 4. Another statement, “I spend more time studying for the class” had a mean of (M = 3.67). Yet, the individual student ratings for this statement ranged from 1 through 5. I believe students’ agreements on certain statements directly reflect their background, personality, and many other aspects.
In this Flashlight questionnaire, students’ mean scores for all of the statement items were above average. Because of the way the TGS class used technology, the students strongly agreed that modifying text (M = 4.77), as well as combining written work by more than one person into a single document was easier (M = 4.46).

Students strongly agreed that they received feedback almost immediately (M = 4.54). Another aspect was that students strongly agreed they were encouraged to be creative (M = 4.62).

Students agreed that they were able to learn at their own pace (M = 4.15), and complete more assignments than would otherwise be possible (M = 4.00).

The TGS students overwhelmingly agreed that they completed more assignments than they would have been able to accomplish in a traditional class. This mirrored student comments from the French Apartment Building global simulation project. (Dupuy)

**Discussion of the fourth research question results.** This research question dealt with three technical aspects of the TGS — the effectiveness of Internet technology, the utility of the web content, and challenges students faced while mastering the Internet technology needed for success in the TGS. Student results from the TCE teacher course evaluations for web-based courses and the Flashlight questionnaire regarding teaching, learning, and technology answered these questions. In both surveys students declared that a major positive aspect of the TGS was that they had access to the class web sites whenever they wished. Teacher access via shared documents, social media, and other web tools enabling the instructor to give individual attention to each student was also a major positive characteristic in the TGS. The class web content also enabled the students to better understand ideas and concepts quickly and thoroughly. Thanks to web
technology, students received instant feedback from the instructor. Students were encouraged to be creative and were able to learn at their own pace. It is worth mentioning that students declared the TGS as being one of the best courses they had taken. Students also wrote that the Internet technology used in the TGS was easy for them to master. The TGS serves not only to enhance their Turkish language learning experience, but also sharpened critical computer skills, as well. Two thirds of the participants believed their computer skills improved thanks to this course, particularly the computer-based readings and assignments. Most students said they learned an exceptional amount in the TGS. The effectiveness of the TGS in transferring vocabulary and practice necessary to interact in real-world situations is clear in the statement most students agreed summarized their answers for the fourth research question: “I am able to experience situations that I would not be able to otherwise.”

Conclusion

This chapter on results and discussion offers answers to the main research questions: “How does the TGS affect students’ cultural competence?” “How effective is the TGS as a context for language learning?” “How do the students’ compare the TGS with the Elementary Turkish textbook, and how do the teachers evaluate the textbook?” “How effective is the Internet technology? How useful is the web content?” And, finally “How does the TGS address students’ learning styles?”

In light of the student and teacher responses to all of the data collection instruments, I can state that in every aspect of language teaching, the TGS provided a valid and reliable teaching method. The multimedia course content on the class website kept students engaged and connected them to the target language and culture. The
classroom environment was free of anxiety, and the student-to-student and student-to-facilitator interaction was useful, quick, and individualized. Students were almost always able to access the class materials on and off campus anytime they wanted to do so. They benefitted from Internet technology in that they were able to be creative, productive, and collaborate with others in class in a collegial, rather than competitive, manner. The TGS created enough interest via the class website and Web 2.0 instruments that students spent time studying for the class rather than surfing the Internet.

Student and teacher evaluation of the Elementary Turkish textbook found that the mean of ratings to the questions and to the statements in the surveys was below average. Teachers’ evaluation of the textbook was below the student average ratings. Students and teachers found that the textbook was overly grammar-oriented and that, while there is a utility in grammar and traditional textbook instruction, the TGS was far more effective in generating interest among the students to learn Turkish language and culture, more dynamic in its web-based approach, and thus, students’ mean scores were higher for the TGS over the textbook. Students in the TGS classes declared that they learned how to be an autonomous, lifetime language learner thanks to the TGS. Participants in this research study agreed that learning a language should be fun; Students experienced this feeling in the TGS, though they did not when they used the textbook.
CHAPTER 7:
CONCLUSION

Introduction

In this dissertation, I have investigated whether the global simulation project, used successfully in German and French language classrooms, would benefit the students learning a less commonly taught language. Turkish is the language used in this study, but the results suggest this method would be useful for a number of other less commonly taught languages.

The previous examples of global simulation were designed and implemented for students in upper level language proficiency classrooms. The TGS I developed benefitted from these previous examples by offering a ‘blueprint’ for what could successfully work for a less commonly taught language. The major difference between the TGS and other global simulations I studied is that the students’ proficiency level in the TGS is lower than in other global simulation classrooms. So, the main goal of the TGS was for students to attain cultural and communicative competence emphasizing authentic, useful speech and vocabulary, rather than focus on grammar and lengthy reading assignments. Therefore, the reading assignments in the TGS were comparatively less arduous than in other global simulations.

The French Apartment Building global simulation, which TGS had used as an example, has a published workbook for the students. Students had reading and writing assignments, read four novels during the project, and used wikis for their writing assignments.
In the German global simulation projects, students created an Internet shopping site, and a museum with cultural items to prompt discussion in the target language.

The TGS also benefitted from the German global simulations with regard to how tasks were created and how the class was conducted. The students had previously studied German in classrooms with task-based, student-oriented instruction, so they were used to the style of the instructor.

The students in the TGS class studied Turkish in their previous three semesters using only one grammar-based textbook. So, the TGS project not only created a student-centered, task-based instruction environment, but also created multimedia materials for the students to have access to 24/7 via class web pages.

The TGS project did not follow a textbook. Every curriculum item on the schedule was authentic material developed to help students attain cultural and communicative competence. The language learning materials and assessment tools are all online. This TGS project can run in a CALL environment as well as in any location where students have access to the Internet, via laptop, smartphone, or other device.

**Implications for the Foreign Language instruction and Material Design**

The current research investigated the reasons why students study Turkish language in U.S. universities and colleges. Most students identified being connected to the Turkish culture, reading daily news, and have plans for studying abroad in Turkey as major reasons and goals set for themselves

Students need language learning materials designed for university students in the U.S. to help them achieve their goals. Most students study first year Turkish at universities. There are fewer students in the upper level language classes. Therefore, a
well-designed textbook is needed with authentic multimedia materials, an online component, and authentic tasks for students to interact with each other.

The grammar explanations should be an integral part of the textbook. However, it should not be a grammar-oriented textbook. For the classroom environment to be student-centered, the textbook should help the instructors and contain evaluation tools, as well.

Language students need to be highly motivated in order to study a foreign language and attain a sufficiently successful level of mastery as evaluated by the OPI. Since many students studying Turkish leave the language classrooms after the first year, we need to provide them with new teaching materials and methods that enable them to be autonomous learners in order to reach their language goals in a reasonable amount of time.

This research has proven the TGS is a reliable teaching method to help students attain cultural competence, become connected to the target culture, be autonomous and lifelong language learners, and achieve desired proficiency levels.

The TGS, as well as previous global simulations in French and German languages, have proven that this student-centered, task-based instruction does not need published textbooks at the intermediate language proficiency level, though it is useful to employ a well-designed textbook at the first-year level using the TGS to augment it.

Multimedia materials and adequate, authentic tasks for students to cover these materials are highly valued by the students. As Levine cautioned in the German global simulations, and as students in the TGS commented, the sheer volume of materials and detailed planning of the course can be overwhelming. In order to help students avoid
being overwhelmed by the volume of materials, the instructor prioritizes source materials, ensuring students then know what is critical and what is additional.

As Ecke cautions, global simulations require intensive preparatory work that involves time and creativity. I have created thousands of multimedia materials over the course of several years. Furthermore, I have had to learn numerous software programs to develop these materials and upload them to the TGS web pages. The maintenance of the web pages does demand continuous work.

Due to the political environment in Turkey, many international web pages are already banned. The main source of video materials for my global simulation project was YouTube. However, since YouTube has been banned in Turkey for many years now, it is difficult at times to find authentic audio/video materials to use in the TGS. Instructors are advised to download any audio/video materials they find useful for teaching and keep a copy of it for educational purposes. The same argument is true for the online news articles. It is very common for the newspapers to delete certain news articles after a while. So, it is best to turn these materials into pdf files and keep a copy.

**Limitations of the Study**

This was the first time a global simulation was conducted for a less commonly taught language. Limitations regarding this research study are inevitable. When I first ran the pilot TGS project, I had the paper version of the questionnaires and the surveys ready. However, as the semester progressed and I embarked on doing more research with more TGS classes, I needed to review and add/drop some questionnaires, or certain question items. Since the TGS class was offered once a year, I had to wait a year to see the results of that particular project. It took almost four years to refine the data collection methods.
I realize now I could have created all the questionnaires and surveys using a professional survey maker available either for individual use or licensed to the university. This way, I could have collected the data and generated the results in a matter of minutes. Also, students could have spent more time if they had the opportunity to do the surveys in their free time, instead of a limited time in the classroom environment.

Another limitation involves the fact that only one instructor primarily taught the TGS throughout this research study. The participants in this research study are enrolled at the same university. They are familiar with the teaching methods of the instructor who directed this study. As some students questioned during the interviews, how would the students’ reaction be towards the TGS if taught by other instructors? I created the TGS teacher’s manual as a guide for possible use. As most universities in the U.S. use the same textbook, the online data collection instruments could be distributed to other universities and data be collected autonomously and quickly. The results may differ, but only slightly.

**Further Research**

There are about forty universities and colleges in the U.S. which teach at least first-year Turkish language courses, and most of these institutions use the Elementary Turkish textbook. There are other textbooks available in the Turkish textbook market, though only a few. It would be interesting to see how students studying Turkish with textbooks other than the Elementary Turkish would evaluate them via the ACTFL standards-based textbook evaluation guide.
The TGS is designed so that students who take it can be well prepared for study abroad in Turkey. A research study could be conducted in Turkey to evaluate the success of the TGS project in delivering the promise of preparing them for study abroad.

I assess the gains students make regarding the cultural competence in the TGS via pop-quizzes and final exams. Any kind of linguistic gain in the TGS can be measured in future studies. Students’ knowledge of grammar, vocabulary and oral proficiency can be assessed before the TGS and after the TGS via ACTFL Oral Proficiency Interviews.

One of the qualitative data collection methods in the project is the oral interviews. There are about 20 semi-structured questions directed to the students. The answers might last between 20 to 50 minutes depending on the student. Transcribing the interviews verbatim is time intensive, not to mention how much is missed on the cues like facial expressions. The questions can be modified so that the results can be obtained in less time with less labor.

The data collection instruments have been developed over the years. The questions pertaining to the use of technology in the TGS can be updated. In addition, the WEB 2.0 technology has evolved in the meantime, new social media software is available. Some of the questionnaire items may be changed or new question items may be added regarding the smartphone use, and new software like Snapchat.

A Final Note for Turkish Language Teachers

Turkish Global Simulation is an effective way to engage learners, teach them useful communication skills they would use in real-world situations, improve their computer skills, and help them become autonomous, lifelong learners. I hope the TGS encourages language instructors and program coordinators to implement it in their language classes.
as early as after the first year to help students attain cultural and communicative competence, not only in Turkish language classes, but in other language classes, as well. As seen by the French and German models, the TGS is designed to be a successful method for any college language course. It is beneficial to have a textbook for students to acquire a language in the first year of academic classes. Research indicates that there is a demand for a communicative textbook to address the students’ needs and goals. The current widely-used Elementary Turkish textbook is effective for teaching grammar and structured language. However, due to the lengthy and costly nature of textbook publishing and updating, it cannot duplicate the outcomes of the TGS for teaching up to date, real-world vocabulary and culture found in social media and other dynamic Internet sources. Turkish language programs need the TGS to make language learning engaging and useful for students. Research results suggest that language programs may enjoy higher student enrollment numbers, with many of these students taking upper level classes either at their home institution or in a study abroad, if the students find the program enjoyable and effective. The research shows the TGS was enjoyable for the students as well as the instructors. Thus, teaching and learning a language becomes a gratifying experience for both learners and instructors. The TGS is meant to be shared, and I hope other instructors build their own successful global simulations using the TGS and the data and experience I have gathered to do so.
APPENDIX A – AATT PROVISIONAL PROFICIENCY GUIDELINES

LANGUAGE LEARNING FRAMEWORK FOR TURKISH

The particulars of the goals that the working group suggests is guided by a set of principles within a language learning framework developed by the National Council of Less Commonly Taught Languages.

Turkish as a less commonly taught language is offered at several major American Universities. In the institutions where the language is offered, enrollments are generally small. In most of these universities, Turkish courses are generally not an integral part of M.A. or Ph.D. programs where the language may be the main focus of a student's career. Thus, Turkish is not generally a part of "career-oriented" programs but it is often a product of a "language learning career" which aids students to do research in their specific fields.

Most teachers believe that since Turkish is very different from English in terms of structure that therefore it is imperative that grammar should be given high priority in teaching. Solely depending on various innovative methods in teaching without giving a solid structural basis to students would undermine the importance of grammar and would not benefit learners.

To meet the needs of students as fully as possible, significant overall objectives need to be set for Turkish programs at American universities. Establishing realistic goals by translating needs and expectations into operational and attainable goals is critical. "The main objective in learning an additional language, (in this case Turkish) is to allow personal and professional growth and enrichment... The student finishing this program will be able to converse effectively with a native speaker on topics of interest, will be able to read authentic materials for pleasure or professional needs, and will be able to correspond with friends, colleagues or business associates in the target language."

The goal of teachers, therefore, should be to prepare students to communicate in the target culture with necessary cultural sensitivity.

Another useful project is to compile a list of most commonly used idiomatic verbs. Since Turkish is a highly idiomatic language, having such a list would be immensely helpful for students. Teachers should also be encouraged to teach the most commonly used 1000 words to their students as their minimal basic vocabulary.

Existing Textbooks: Partly as a result of the above reasons, there are not very many good textbooks which have been developed for teaching purposes. Most materials which are available are marginal and are not compatible with the particular needs of language programs. Teachers spend a lot of time developing their own materials in order to meet the needs of their program. Some of those who develop their own materials do not know what other additional teaching aids and materials are available nationwide. For this reason, it would be beneficial for teachers to begin to work on new teaching materials and source materials in consultation with those who might make use of them. Developing new materials would provide better alternatives for teachers and learners.

The goal of this report is to introduce a general Language Learning Framework for Turkish within the American experience and to offer curriculum guides for formal programs in Turkish in academic settings in the US. This will enable instructors who are
teaching Turkish at American universities to follow the same general curriculum and will
guide them in devising their syllabi. Turkish, a less commonly taught language, is being
taught in several major universities; class attendance is relatively small. Because of the
small numbers of the students, this report focuses on developing curriculum guidelines
mainly for first and second year classes. We assume that a uniform set of goals for these
programs will enhance teaching of this language in institutions of higher learning, lead to
further development of teaching materials, and improve the quality of teaching overall.
In the first year classes, all basic skills should be emphasized. In the first year, the
syllabus needs to be designed to prepare students to speak at Intermediate-Low to
Intermediate-Mid level in the proficiency scale.

ACTFL Guidelines describe the Intermediate-Low level speaker as: "Able to handle
successfully a limited number of interactive, task-oriented and social situations. Can ask
and answer questions, initiate and respond to simple statements and maintain face to face
conversation, although in a highly restricted manner and with much linguistic inaccuracy.
Within these limitations, can perform such tasks as introducing self, ordering a meal,
asking directions, and making purchases. Vocabulary is adequate to express only the
most elementary needs. Strong interference from native language may occur.
Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker
can generally be understood by sympathetic interlocutors."

The Intermediate-Mid speaker is: "Able to handle successfully a variety of
uncomplicated, basic and communicative tasks and social situations. Can talk simply
about self and family members. Can ask and answer questions and participate in simple
conversations on topics beyond the most immediate needs; e.g., personal history and
leisure time activities. Utterance length increases slightly, but speech may continue to be
characterized by frequent long pauses, since the smooth incorporation of even basic
conversational strategies is often hindered as the speaker struggles to create appropriate
language forms. Pronunciation may continue to be strongly influenced by first language
and fluency may still be strained. Although misunderstandings still arise, the
Intermediate-Mid speaker can generally be understood by sympathetic interlocutors."

First year classes should have five contact hours each week. Teachers are encouraged to
use notional-functional or situational-functional approaches in order to achieve the best
results. However, the teacher should also take into account particular needs of his/her
program and institution. Teachers are recommended to test their students in the four basic
skills. In order to aid the teachers in this matter, a standard sample test may be prepared
and be made available nationwide.

To facilitate the design of a comprehensive syllabus, a sample list of topics, functions,
and grammatical structures is given below: p. 8
<table>
<thead>
<tr>
<th>Topics</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name, nationality, professions, age, gender, address</td>
<td>Introductions, greetings, leave taking, ask for repetition, command</td>
</tr>
<tr>
<td>Weather, time, price/money, food, schedules, direction, city</td>
<td>Request help, request information, express need</td>
</tr>
<tr>
<td>Self, daily activities, school/work, food, hospitality, weather, leisure</td>
<td>Describing, invitation, express gratitude, accept/decline, express likes/dislikes, give and respond to compliments</td>
</tr>
<tr>
<td>Family, leisure activities, clothing, money, food, shopping, school/work, health</td>
<td>describing</td>
</tr>
<tr>
<td>Transportation, communication, banking, money, occupations</td>
<td>Make a request, request additional information, bargain, make arrangements, give/receive advice</td>
</tr>
<tr>
<td>Special occasions, visiting friends, birthdays, bayrams, invitations</td>
<td>Polite requests, make offer, agree/disagree, polite expressions, special greetings</td>
</tr>
<tr>
<td>Daily life, city, country, directions</td>
<td>Polite questions, giving/receiving information, ask for clarification</td>
</tr>
<tr>
<td>Cultural activities, radio, TV, domestic politics, housing</td>
<td>Agree/disagree, compare/contrast, request/provide information</td>
</tr>
<tr>
<td>Health, hospitals, hygiene</td>
<td>Give/ask opinion, elicit information, give/take advice</td>
</tr>
<tr>
<td>Travel, geography, purchasing tickets</td>
<td>Give/solicit information</td>
</tr>
<tr>
<td>History, traditions, religion</td>
<td>Give/ask information, state main ideas, describe</td>
</tr>
<tr>
<td>Cultural activities, art, music, literature</td>
<td>Summarize, express joy, ask for clarification, express opinion, respond to opinion</td>
</tr>
<tr>
<td>Topics</td>
<td>Functions</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Family, environment</td>
<td>Describing, telling, stating, eliciting information, directions, personal information</td>
</tr>
<tr>
<td>Profession, language and ethnicity</td>
<td>Describing, inquiry</td>
</tr>
<tr>
<td>History, geography</td>
<td>Describing, narrating, feelings, states of mind, expressing certainty, summarizing</td>
</tr>
<tr>
<td>Hamams, coffeehouses, teahouses</td>
<td>Emotions, mental state, describing, narrating, inviting, declining, accepting</td>
</tr>
<tr>
<td>Mosques, palaces, historical monuments</td>
<td>Describing, arguing one’s point, impressions</td>
</tr>
<tr>
<td>Art history, arts, music</td>
<td>Describing, narrating, providing information, obtain information</td>
</tr>
<tr>
<td>Rug making, crafts</td>
<td>Describing, providing information, discussing historical, social issues</td>
</tr>
<tr>
<td>Political situation, institutional structure, hypothesizing</td>
<td>Judgment, arguing, expressing one’s opinion, impressions</td>
</tr>
<tr>
<td>Economy and trade</td>
<td></td>
</tr>
</tbody>
</table>

Second year classes may emphasize speaking and reading, and students may be expected to attain Intermediate-Mid to Intermediate-High levels of proficiency in speaking, and Advanced level in reading.

**Reading, Intermediate-Mid, Generic:**
Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal supposition and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

**Writing, Intermediate-Mid, Generic:**
Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., non-past habitual, imperfective. Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.
Speaking, Intermediate-Mid, Generic:
Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Listening, Intermediate-Mid, Generic:
Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations, but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

http://international.ucla.edu/media/files/aatpg-x4-ivx.pdf
APPENDIX B – ACTFL PROFICIENCY GUIDELINES FOR TURKISH 2012

Speaking, INTERMEDIATE-MID:

Speakers at the Intermediate-Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Writing, INTERMEDIATE-MID:

Writers at the Intermediate-Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate-Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.
Listening, INTERMEDIATE-MID:

At the Intermediate-Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate-Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

Reading, INTERMEDIATE-MID:

At the Intermediate-Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

APPENDIX C – STANDARDS OF GOOD PRACTICE FOR SHORT-TERM
EDUCATION ABROAD PROGRAMS

1. Mission, Objectives and Purpose:
2. Student Learning and Development: The program is reviewed in the light of its stated educational purpose for fostering student learning and development.
   a. Student Development: The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity, growth in cultural awareness).
   b. Learning Outcomes: The program fosters discipline-specific and/or interdisciplinary learning outcomes appropriate to the curriculum, site, and program goals.
   c. Language and Intercultural Development: The program provides language and intercultural development opportunities appropriate to its mission.
   d. Intrapersonal Development: The program includes opportunities for reflection during and after the experience.
   e. Environmental and Cultural Responsibility: The organization fosters faculty, staff and student awareness and minimization of harmful individual and program-related environmental and social-cultural impacts.
   f. Assessment: The student learning outcomes and overall student experience are assessed at the program’s conclusion so that subsequent programs are improved based on this assessment.

3. Academic Framework
4. Extra-Academic Framework:
5. Preparation for the Learning Environment Abroad:
6. Student Selection and Code of Conduct:
7. Organizational and Program Resources:
8. Health, Safety, and Security:
9. Ethics and Integrity:

*“Short-term” is defined as any education abroad program that is eight weeks or shorter.*
APPENDIX D – UNIVERSITIES OFFERING TURKISH LANGUAGE COURSES IN
THE U.S. 2011

Arizona State University
Beloit College
Boston University
Brigham Young University
Cameron
Carleton University
Columbia University
Cornell
Duke University
George Mason University
George Washington University
Georgetown University
Georgia State University
Harvard University
Howard Community College
Indiana University
McGill University
Mercyhurst College
Michigan State University
Montgomery County Community College
New York University
Northwestern University
Ohio State University
Portland State University
Princeton University
Rutgers, the State University of New Jersey
Stanford University
Syracuse University
The Ohio State University
UC Berkeley
UC Santa Barbara
UF Center for European Studies
University of Arizona
University of California
University of Chicago
University of Houston
University of Illinois at Urbana-Champaign
University of Iowa
University of Kansas
University of Maryland
University of Massachusetts
University of Michigan
University of North Carolina at Chapel Hill
University of Pennsylvania
University of Pittsburgh
University of Texas at Austin
University of Toronto
University of Utah
University of Virginia
University of Washington
University of Wisconsin- Madison
Yale University
APPENDIX E – TURKIC LANGUAGE INSTRUCTION IN THE U.S. FALL 2015

(AATT Newsletter, June 2016)

1. Arizona State University
2. Binghamton University
3. Boston University
4. Brigham Young University
5. Brown University
6. Columbia University
7. Cornell University
8. Duke University
9. George Mason University
10. George Washington University
11. Georgetown University
12. Indiana University
13. New York University
14. Northwestern University
15. Portland State University
16. Princeton University
17. Stanford University
18. University of Arizona
19. University of California, Berkeley
20. University of California, Los Angeles
21. University of California, Santa Barbara
22. University of Chicago
23. University of Florida
24. University of Kansas
25. University of Maryland
26. University of Michigan
27. University of Pennsylvania
28. University of Pittsburgh
29. University of Texas at Austin
30. University of Utah
31. University of Wisconsin
32. Yale University
33. Five College Center for the Study of World Languages (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst)

(Öztopçu)

1. Amherst College
2. Arizona State University
3. Brown University
4. Columbia University
5. Duke University
6. George Mason University
7. Georgetown University
8. Harvard University
9. Howard Community College, MD
10. Indiana University
11. New York University
12. Northwestern University
13. Ohio State University
14. Portland State University
15. Princeton University
16. Rutgers University
17. University of Stanford
18. Syracuse University
19. The George Washington University
20. The University of Alabama
21. The University of Arizona
22. The University of California, Los Angeles
23. The University of Chicago
24. The University of Georgia
25. The University of Illinois
26. The University of Kansas
27. The University of Maryland
28. The University of North Carolina
29. The University of Pennsylvania
30. The University of Pittsburgh
31. The University of Rochester
32. Yale University

McGill University, Montreal, Canada
The University of Toronto, Canada
APPENDIX G – SAMPLE IMAGES FROM THE ELEMENTARY TURKISH TEXTBOOK

UNIT
4

Nationalities,
Cities & countries,
Colors

FUNCTIONS
• Introductions
• Asking people where they are from
• Expressing possession
• Asking for and giving personal information

GRAMMAR
• The derivative suffix -İI
• Consonant alternations: -p, -ç, -t, -k in final position
• The genitive case
• The interrogative pronoun: kimi
• Possessive suffixes
• The particle dA
• Or questions with the verb to be
• The infinitive
1. CONVERSATION: Nerelisiniz? TRACK 14

Ali is introducing his colleague Maria to his friend John.

Ali: Günüaydın John, nasılsın?
John: Sağ ol, iyiym. Sen nasılsın?
John: Merhaba Maria, nerelisiniz?
Maria: İspanyolum. Siz nerelisiniz?
John: Ben Amerikalıyım. Hangi şehirdenisiniz?
Maria: Malagahyım. Siz hangi şehirdenisiniz John?
John: Ben Bostonluyum. Ali sen nerelisin?
Ali: Ben İzmirliyim.
John: Tanıştığımız çok memnun oldum John. İyi günler.
Maria: Siz Hồre Tekrar görüşmek üzere.

Good morning, John. How are you?
I'm fine, thanks. How are you?
Fine, thanks. Let me introduce (you to) my friend Maria. Maria, (this is) John.
Hello, Maria. Where are you from?
I'm from Spain. Where are you from?
I'm from the U.S. Which city are you from?
(I'm from) Malaga. Which city are you from, John?
(I'm from) Boston. Ali, where are you from?
(I'm from) İzmir. (It was) nice to meet you, John.
Goodbye.
Same here. See you again.

2. COUNTRIES AND NATIONALITIES

For some older and established nationalities, Turkish uses specific words. Many other nationalities, however, are expressed with words containing the country name±I suffix;
Supplementary vocabulary in this section lists some of these.

<table>
<thead>
<tr>
<th>Ülkeler</th>
<th>Milliyetler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almanya Germany</td>
<td>Alman German</td>
</tr>
<tr>
<td>Bulgaristan Bulgari</td>
<td>Bulgar Bulgarian</td>
</tr>
<tr>
<td>Ermenistan Armenia</td>
<td>Ermeni Armenian</td>
</tr>
<tr>
<td>Fransa France</td>
<td>Fransız French</td>
</tr>
<tr>
<td>Gürşistan Georgia</td>
<td>Gürç Georgian</td>
</tr>
<tr>
<td>İngiltere England</td>
<td>İngiliz English</td>
</tr>
<tr>
<td>İskoçya Scotland</td>
<td>İskoç Scot, Scottish</td>
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<tr>
<td>İspanya Spain</td>
<td>İspanyol Spanish</td>
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<tr>
<td>İtalya Italy</td>
<td>Japonya Japan</td>
</tr>
<tr>
<td>Kazakhstan Kazakhstan</td>
<td>Kazakhstan</td>
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<tr>
<td>Macaristan Hungary</td>
<td>Macar Hungarian</td>
</tr>
<tr>
<td>Özbekistan Uzbekistan</td>
<td>Özbek Uzbek</td>
</tr>
<tr>
<td>Romanya Romania</td>
<td>Romen Romanian</td>
</tr>
<tr>
<td>Rusya Russia</td>
<td>Rus Russian</td>
</tr>
<tr>
<td>Türkiye Turkey</td>
<td>Türk Turkish</td>
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<tr>
<td>Italian</td>
<td>Japonya Japan</td>
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<tr>
<td>Kazak Kazakh</td>
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<td>Macar Hungarian</td>
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<td>Özbek Uzbek</td>
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<tr>
<td>Romen Romanian</td>
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<td>Rus Russian</td>
<td></td>
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<tr>
<td>Türk Turkish</td>
<td></td>
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<tr>
<td>Ülkeler</td>
<td>Milliyetler</td>
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<td>--------</td>
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<tr>
<td>Amerika (ABD)</td>
<td>Amerikanlı</td>
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<tr>
<td>Arjantin</td>
<td>Arjantinli</td>
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<tr>
<td>Avustralya</td>
<td>Avustralyalı</td>
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<tr>
<td>Avusturya</td>
<td>Avusturyalı</td>
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<tr>
<td>Belçika</td>
<td>Belçikalı</td>
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<tr>
<td>Brezilya</td>
<td>Brezilyalı</td>
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<tr>
<td>Çin</td>
<td>Çinli</td>
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<td>Danimarka</td>
<td>Danimarkali</td>
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<td>Finlandiya</td>
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<td>Hindistan</td>
<td>Hintli</td>
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<td>Hollanda</td>
<td>Hollandalı</td>
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<tr>
<td>Irak</td>
<td>Iraklı/Arap</td>
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<tr>
<td>İran</td>
<td>İranlı</td>
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<tr>
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<td>İrlandalı</td>
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<td>İsrail</td>
<td>İsraili/Yahudi</td>
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<tr>
<td>İsveç</td>
<td>İsveçli</td>
</tr>
<tr>
<td>İsviçre</td>
<td>İsviçreli</td>
</tr>
<tr>
<td>Kanada</td>
<td>Kanadalı</td>
</tr>
<tr>
<td>Meksika</td>
<td>Meksikalı</td>
</tr>
<tr>
<td>Misr</td>
<td>Misrili/Arap</td>
</tr>
<tr>
<td>Norveç</td>
<td>Norveçli</td>
</tr>
<tr>
<td>Polonya</td>
<td>Polonyalı</td>
</tr>
<tr>
<td>Portekiz</td>
<td>Portekizli</td>
</tr>
<tr>
<td>Suriye</td>
<td>Suriyelı/Arap</td>
</tr>
<tr>
<td>Yunanistan</td>
<td>Yunanlı</td>
</tr>
</tbody>
</table>

Kıtalara (Continentlere) Göre:
- Afrika (Africa)
- Avrasya (Asia)
- Avrupa (Europe)
- Güney Amerika (South America)
- Kuzey Amerika (North America)
- Okeanasya (Oceania)
3. WORD FOCUS: The derivative suffix +II

The derivative suffix +II (+lı, +lı, +luğu, +ülü) is used to denote the native of a city or a country, when appended to a place name.

<table>
<thead>
<tr>
<th>Amerika</th>
<th>America</th>
<th>Amerikan</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avusturya</td>
<td>Austria</td>
<td>Avusturyan</td>
<td>Austrian</td>
</tr>
<tr>
<td>Irán</td>
<td>Iran</td>
<td>İranlı</td>
<td>Iranian</td>
</tr>
<tr>
<td>İstanbul</td>
<td>Istanbul</td>
<td>İstanbullu</td>
<td>native of Istanbul</td>
</tr>
<tr>
<td>İzmir</td>
<td>Izmir</td>
<td>İzmirli</td>
<td>native of İzmir</td>
</tr>
<tr>
<td>Boston</td>
<td>Boston</td>
<td>Bostonlu</td>
<td>native of Boston</td>
</tr>
</tbody>
</table>

Q: Ben Türk'iim. Siz nerelisiniz? I'm Turkish. Where are you from?
A: Ben Amerikalıyım. I'm from the U.S.

Q: Ben Ankaralıyım. Siz nerelisiniz? I'm from Ankara. Where are you from?
A: Ben Bostonluyum. I'm from Boston.

Q: Jose nere? A: Jose (O) Meksikalı.
Substitution drills

1. Q: Nerelisiniz?
   A: (Ben) Türküm.
      (Amerikalı)
      (Avustralyalı)

2. Q: Ali İstanbullu mu?
   A: Hayır, Sivaslı.
      (Asıl)
      (Hakan)
      (Adana)
      (Konya)

Q: Madonna nereli?
   A: Madonna / O ...

Q: Prens Charles Alman mı?
   A: Hayır, ...
Dialogue: Hangi şehirdensiniz?

Özge: Nerelisin(iz)? Where are you from?
Mark: (Ben) Amerikah'ym. I'm from America.
Özge: Hangi şehirdensiniz(iz)? What city are you from?
Mark: (Ben) Los Angeleslıyım. I'm from Los Angeles.
Özge: George nereli? Where is George from?
Mark: (O) Avustralyali. He is Australian.
Özge: Hangi şehirden? What city is he from?
Mark: Sidneyli. He's from Sydney.

4. LISTENING: Nerelisiniz? TRACK 15

Listen to the dialogue. Then select the correct answers to the questions you hear.
1. a) Evet, öğrenci. b) Hayır, öğretmen.
2. a) Fransız. b) Türk.
3. a) Evet, Londra. b) Hayır, Manchesterli.
4. a) Adana. b) Ankara.

25 Vowel harmony rules after foreign words are not always applied uniformly. The choice of an appropriate suffix is generally based on the pronunciation of the foreign word.

- To ask What city are you from?, one can say Nerelisin(iz)? or Hangi şehirdensiniz(iz)? to which the response is (Ben) [city name]lyım.

  Q: Hangi şehirdensiniz(iz)? What city are you from?  A: (Ben) Konyah'ym.

  Note also that the question Nerelisin(iz)? is a general question meaning Where are you from? The response can indicate a country, a city, or even a neighborhood. The question Hangi şehirdensiniz(iz)?, however, asks particularly about a city.

- To inquire specifically about someone's nationality or citizenship, one can ask Milliyetin(iz) ne? (What is your nationality?) to which the response is (Ben) [nationality]yım.

  Q: Milliyetin(iz) ne? What is your nationality?  A: (Ben) Amerikah'ym.
  A: (Ben) Alman'ım.
5. CONVERSATION: Bu anahtarlar senin mi?

The party at Orhan’s is over. As they are parting, his friends are looking for their belongings.

Ali: Anahtarlarımız nerde? Gördünüz mü?
Orhan: Bu anahtarlar senin mi?
Orhan: Tamam, benim anahtarlarım burada.

Orhan: Bu gözlük kimin?
Orhan: Senin gözlüğüün ne renk Aslı?
Aslı: Kahverengi.
Orhan: Bak, seninki bu herhalde.
Aslı: Tamam, o benim gözlüğüüm. Sağ ol.

Substitution drills

1. Q: Anahtarım nerde?
A: Burada.
   (şapka) (telefon) (çüzdan)
2. Q: Bu anahatar senin mi?
A: Evet, benim.
   (para) (şemsiyeye) (gözliik)
3. Q: Bu gözliik kimin?
A: Benim.
   (kitap) (paket) (ceket)
4. Q: Bu senin gözliğün mü?
A: Evet, benim gözliğüm.
   (eldiven) (ruj) (tarak)
5. Q: Hayır, benim rujum değil.
7. GRAMMAR POINT: The genitive case

The genitive case creates a possessive relationship between the nominal element to which it is attached (such as nouns, pronouns, verbal nouns, or participles) and another nominal element. The first nominal usually, but not always, immediately precedes the second nominal. The genitive case suffix is usually translated into English with of or 's.

**The genitive case endings are +** | **+n** | **+in** | **+un** | **+ün**
---|---|---|---|---
For words ending in a consonant: | +ım | +ım | +ım | +ım |
For words ending in a vowel: | +ım | +ım | +ım | +ım |

| arkadalarım (of the friends) | kapının (of the door) | Hasan'ın (Hasan's) |
| marketların (of the markets) | caddeinin (of the avenue) | Ahmet'in (Ahmet's) |
| okulun (of the school) | komşunun (of the neighbor) | benim (my, mine) |
| asansörün (of the elevator) | süttün (of the milk) | iyiğin (of goodness) |

Okulun kapısı bu tarafa. The door of the school is this way.

6. CONSONANT ALTERNATIONS: -p, -ç, -t, -k in final position

Words ending in -p, -ç, -t or -k undergo sound changes when suffixes beginning with vowels are added to them. In these cases, -p, -ç, -t, and -k become -b, -ç, -d, and -ğ respectively. This change occurs in both writing and pronunciation:

| p/b kitap (book)+ın = kitabın; cevap (answer)+ın = cevabın; çorap (socks)+ın = çorapın |
| ç/c ağac (tree)+ın = ağacın; ihracat (trade)+ın = ihracatin; genç (young)+ın = gençın |
| t/d kanat (wing)+ın = kanadın; armut (peach)+ın = armudın; umut (hope)+ın = umudun |
| k/ğ sokak (street)+ın = sokağın; durak (stop)+ın = durakın; iyilik (goodness)+ın = iyilikın |

However, when the suffix begins with a consonant, these changes do not take place:

kitap + ta = kitapta; cevap + ta = cevapta; ağac + ta = ağaca; ihracat + ta = ihracata, kanat + ta = kanatta; armut + ta = armutta; sokak + ta = sokakta; iyilik + te = iyilikte.

- Although quite common, this alternation rule is by no means absolute. There are many words that do not undergo this change: market (market)+ın = marketın; hayat (life)+ın = hayatın
- This voicing of the final consonant may also occur in some monosyllabic words: kap (pot)+ın = kabin; çök+u = çoku; üç (point, end)+u = ucu
- This change also occurs in proper nouns, this change is not reflected in writing: Ahmet+ın = Ahmet'in [ahmed'in]; Gaziantep+ın = Gaziantep'in [gaziantep'in]
Dialogue: Bu araba senin mi?

Elif: Leyla, bu araba senin mi? Leyla, is this car yours?
Elif: Bu kırmızı bisiklet kimin? Whose red bike is this?
Leyla: Bilmiyorum. Galiba komşumuzun. I don't know. I think, it's our neighbor's.

8. WORD FOCUS: The interrogative pronoun: kimin

The interrogative pronoun kimin (whose) is formed by adding the genitive case ending -in to the pronoun kim (who).

Q: Bu kitap kimin? Whose book is this?
A: Benim. (It is) mine. Or Bu kitap benim. This book is mine.

Q: O kalemler kimin? Whose pens are those?
A: (O kalemler) arkadaşımın. Those pens are my friend's.

EXERCISE: Answer the following questions, using the model provided.

Examples: Bu ev kimin? → Bu ev benim.
Bu ev Aynur'un mu? → Evet, Aynur’un. or Hayır, Aynur’un değil.

1. Bu kalem kimin?
2. Bu sıcak çay kimin?
3. Bu gazete kimin?
4. Kitaplar kimin?
5. Bu cep telefon kimin?
6. Yeni elbiseler bizim mi?
7. Kırmızı bisiklet Hasan’ın mı?
8. Bu defterle kitap kardeşinin mı?
9. Bu ilginc kitap senin mi?
10. Bu çanta Ali’nin mi?
9. GRAMMAR POINT: Possessive suffixes

Possession in Turkish is expressed through a compound structure containing two elements: the first is the possessor and the second is the possessed. The possessor is a noun or a pronoun in the genitive case, such as benim, senin, or Özge'nin, and the possessed is a noun marked by a possessive suffix, such as kitabım, adın, or kalemi, for example, benim kitabım (my book), senin adın (your name), or Özge'nin kalemi (Ozge's pen).

<table>
<thead>
<tr>
<th>Possessive suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>1st person: +1m</td>
</tr>
<tr>
<td>2nd person: +1n</td>
</tr>
<tr>
<td>3rd person: +s1</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
</tr>
<tr>
<td>1st person: +(1)mız</td>
</tr>
<tr>
<td>2nd person: +(1)nız</td>
</tr>
<tr>
<td>3rd person: +(s)ı / (lArı)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possessive suffixes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1m, +1n, +s1</td>
<td>benim, senin, Özge'nin</td>
</tr>
<tr>
<td>+(1)mız, +(1)nız, +(s)ı / (lArı)</td>
<td>kitabım, adın, kalemi</td>
</tr>
</tbody>
</table>
# Possessive Suffixes

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person: +(&quot;I&quot;)m</td>
<td>1st person: +(&quot;I&quot;)mZ</td>
</tr>
<tr>
<td>2nd person: +(&quot;I&quot;)n</td>
<td>2nd person: +(&quot;I&quot;)nZ</td>
</tr>
<tr>
<td>3rd person: +(s)l</td>
<td>3rd person: +(s)l / (lArI)</td>
</tr>
</tbody>
</table>

Study the following forms:

<table>
<thead>
<tr>
<th>ad (name)</th>
<th>oda (room)</th>
</tr>
</thead>
<tbody>
<tr>
<td>benim adım</td>
<td>my name</td>
</tr>
<tr>
<td>senin adın</td>
<td>your name</td>
</tr>
<tr>
<td>onun adı</td>
<td>his/her/its name</td>
</tr>
<tr>
<td>bizim adımnız</td>
<td>our name</td>
</tr>
<tr>
<td>sizin adınsiz</td>
<td>your name</td>
</tr>
<tr>
<td>onların adı/adıları</td>
<td>their name(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>doktor (doctor)</th>
<th>komşu (neighbor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>benim doktorum</td>
<td>my doctor</td>
</tr>
<tr>
<td>senin doktorun</td>
<td>your doctor</td>
</tr>
<tr>
<td>onun doktorunu</td>
<td>his/her/its doctor</td>
</tr>
<tr>
<td>bizim doktorunuz</td>
<td>our doctor</td>
</tr>
<tr>
<td>sizin doktorunuz</td>
<td>your doctor</td>
</tr>
<tr>
<td>onların doktoru / doktorleri</td>
<td>their doctor(s) / (leri)</td>
</tr>
<tr>
<td>onların komşusu / komşuları</td>
<td>their neighbor(s) / (uları)</td>
</tr>
</tbody>
</table>

Note: The possessive suffixes at the end of the possessed (or second) element of the compound already indicate who the possessor is. So the possessor (or first) element is usually omitted, unless it is needed for emphasis, for example, one can say kitabım instead of benim kitabım, or evi instead of onun evi.37
EXERCISE

Write the possessive suffixes for the following nouns, according to the cues provided.

Example: masa (my) → masam

1. kitap (his)
2. kardeşim (her)
3. kalem (your/pl.)
4. defter (your/sing.)
5. okul (our)
6. baba (my)
7. ev (their)
8. ad (its)
9. ceket (her)
10. abla (his)

Substitution drills

   (okul)
   (çanta)

   (öğretmen)
   (komşu)

   (abla)
   (ağabey)

   (siz)
   (o)
10. WRITING

Write eight questions modeled on the examples.

Examples: Bu çanta kimin? Bu kalem senin mi?

1. ..............................................................
2. ..............................................................
3. ..............................................................
4. ..............................................................
5. ..............................................................
6. ..............................................................
7. ..............................................................
8. ..............................................................

Dialogue: Bu senin kalemim mi?

Ebru: Ali, bu senin kalemim mi? Ali, is this your pen?
Ali: Evet, benim kalemim. Çok sağ ol. Yes, it is my pen. Thank you very much.
Ebru: Bu sözlük kimin sözlüğü? Whose dictionary is this?
              My dictionary is in my bag.

Dialogue: Yeni araban ne renk?

Cem: Sinan, yeni araban ne renk? Sinan, what color is your new car?
Sinan: Kırmızı. (It's) red.
Cem: Ooo, kırmızı çok güzel bir renk. Ah, red is a very nice color.
Sinan: Senin araban ne renk Cem? Cem, what color is your car?
Cem: Benim arabam mavi. My car is blue.

... ne renk? What color (is / are)...

Q: Duvar ne renk? What color is the wall?
A: (Duvar) beyaz. (The wall) is white.
Q: Çiçek ne renk? What color is the flower?
A: (Çiçek) sarı. (The flower) is yellow.
Class activity

Complete the following dialogues. Then practice them in pairs.

2. Q: Bu kalem ne renk? A: Bu kalem ______.
3. Q: Çantan ne renk? A: Çantam ______.
4. Q: Bisikletin ne renk? A: ______.
5. Q: Deniz san mı? A: Hayır, ______.
7. Q: Mavi gömlek güzel mi? A: ______.

12. GRAMMAR POINT: The particle da

You have seen the following sentences in previous sections:

- Ben de çok memnun oldum. I am also very pleased to meet you.
- Ben de iyiyim. I am fine, too.
- O çocuk da öğrenci. That child is also a student.
- O da İstanbul'da. S/he is also in Istanbul.
- Eşi de doktor. His/her spouse is also a doctor.

The particle da means also, too. It immediately follows the word(s) to which it refers and conforms to two-way vowel harmony rules. It also means and, as for when used in contrastive statements: Arkadaşım Orhan. Bu da Özlem. (This) is my friend Orhan. And this is Özlem. Bu bey doktor, bu bey de hasta. This gentleman is a doctor, and this gentleman is a patient.

Do not confuse the particle da with the locative case ending -DA as there is a distinct difference in meaning. The particle da is written separately unlike the locative case ending that is appended to words.
Dialogue: Amerikalı mı, İngiliz mi?

Çocuk: Siz turist misiniz? Are you a tourist?
Turist: Evet, turistim. Yes, I am.
Çocuk: Amerikalı mı, İngiliz mi? Are you American or British?
Turist: Amerikalı'yım. I am (an) American.
Çocuk: Türkiye güzel mi? Is[n't] Turkey beautiful?
Turist: Evet, çok güzel. Yes, very beautiful.

13. GRAMMAR POINT: Or questions with the verb to be

In or questions, two choices are presented by the person asking the question with the assumption that one of the choices will be selected by the person responding. In order to form an or question with verb to be, the mi particle must be repeated after both choices:

Bu defter mi, kitap mı? Is this a notebook or a book?
Bu şapka senin mi, kardeșinin mi? Is this your hat or your sibling's?
Öğrenci misin, öğretmen misin? Are you a student or a teacher?
Bugün hava güzel mi, değil mi? Is the weather today nice or not?
Class activity

Complete the following dialogues. Then practice them in pairs.

2. Q: Çay sıcak mı, soğuk mı?  A: (Çay) ______.
3. Q: Türkiye’de şimdi gece mi, gündüz mü?  A: Türkiye’de şimdi ______.
4. Q: Bu sözlüyk senin mi, arkadaşının mı?  A: ______.
6. Q: Deniz mavi mi, sarı mı?  A: ______.
7. Q: Kitap ilginç mi, değil mi?  A: ______.

14. DIALOGUE

Hasan: Merhaba, siz turist misiniz?
John: Evet, turistim.
Hasan: Türkiye’ye hoş geldiniz, Nerelisiniz?
Hasan: Eşiniz İngiliz mi, Amerikalı mı?
John: O da İngiliz.
Hasan: İngiltere’de hangi şehirdesiniz?
John: Ben Londralıyım, eşim Brightonl. Siz nerelisiniz?
Hasan: Ben Edirneliyim.
John: Edirne nerede?
Hasan: Edirne Istanbul’dan üç saat uzakta.
John: Eviniz burada mı, Edirne’de mi?
Hasan: Benim evim Edirne’de, Istanbul’da tatildeyim.
15. GRAMMAR POINT: The infinitive

The Turkish infinitive is formed by adding the suffix -mAK (-mak, -mek) to the verb stem or root. The choice of front or back vowel version is determined by the final vowel of the verbal stem. The Turkish infinitive is the equivalent of the English infinitive, *to + verb*:

- yazmak (to write); konuşmak (to speak); bilmek (to know) gitmek (to go)

The infinitive suffix represents an action, without denoting time or person.

**Note:** In this book, the infinitive form of a verb is indicated by a hyphen (-) after the verbal stem, for example: al- = almak (to buy); oku- = okumak (to read); bil- = bilmek (to know) or git- = gimlek (to go). Verbs are listed in the infinitive forms in Turkish dictionaries.

---

B. Add possessive suffixes to these nouns.

Example: defter → defterim, defterin, defteri, defterimiz, defteriniz, defteri / defterleri

1. ad
2. çiçek
3. kardeşim
4. anne
5. kalem
6. sokak
7. ev
8. okul
9. oda

---

C. Put the following nouns into the genitive case.

Example: okul → okulغم

1. çiçek
2. ev
3. çocuk
4. ağaç
5. kitap
6. kardeşimi
7. iyilik
8. defter
9. kanat
F. Match the people with their nationalities.

1. Mao Tse Tung
2. Thomas Edison
3. Vladimir Putin
4. Atatürk
5. Celine Dion
6. Mahatma Ghandi
7. Leonardo da Vinci
8. Pablo Picasso
9. Prens Charles
10. Yasser Arafat

...... a. Rus
...... b. Hintli
...... c. Kanadali
...... d. İspanyol
...... e. Amerikalı
...... f. İngiliz
...... i. Türk
...... j. Italian
K. Translate into English.

2. Londra çok büyük, ama çok eski bir kent. Annem ve babam da Londralı.
4. Evimiz biraz küçük, ama çok güzel.
5. Benim arabam kırmızı, ama bisikletim mavi. Linda'nın arabası yeşil.

J. Create or questions using the words provided.

Example: araba - senin - kardeşimın → Araba senin mi, kardeşim mi?

1. gözlerin - mavi - kahverengi
2. kahve - sıcak - soğuk
3. kardeşin - öğrenci - öğretmen
4. kitap - güzel - değil
5. sinema - bu sokak - öbür sokak
6. gömleğin - yeni - eski
7. kentiniz - büyük - küçük
8. annen - Fransız - Alman

L. Translate into Turkish.

17. VOCABULARY

açık light (colors)
adres address
affet- (I) to excuse, forgive
ak white
al- (I) to buy; to get; to take, receive
anahtar key
anla- (I) to understand, comprehend
Asya Asia
Avrupa Europe
az few, little, small
bej beige
bekle- (I) to wait, expect
beyaz white
bilet ticket
birleşik united
bul- (I) to find; to discover
ceket jacket
cep pocket; cell phone
cep telefonu cell phone
de- (-) to say
eczane [ezza:ne] pharmacy
kimin whose?
koltuk armchair; seat
konuş- (1A) to speak, talk
köy dark (color); strong (tea, coffee)
küçük small, little; younger
lacivert [lacivert] navy blue
milliyet nationality
mor purple
nereli where from?
numara number
oku- (1/-) to read; study
otur- (DA) to sit (down); to live, reside
öbür the other
paket package, parcel; pack
pembe pink
portakal orange
renk color
renkli colored
seninkı yours
sinema movies, cinema
siyah black
### APPENDIX H – TURKISH CLASS NOTEBOOK DEFTER

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**Kelimeler:**
- bomba: (1) a bomb (2) a sexy woman (3) a fit, buff man
- karsip: confused
- keskin: sharp
- kale: fortress, castle
- yatmak: to go to sleep
- merakli: curious
- nüfus: population
- baslik: headline
- cam: glass (can also refer to a window)
- soz mu?: Do you promise?
- sinirli: nervous
- rahat: relax
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BOOKS about DOĞAN APARTMANI

C. Meyer-Schlichtmann

Von der Preussischen Gesellschaft zum Doğan-Apartment

Prusya Etişliği'nden Doğan Apartmanı'na

130 Jahre Geschichte eines Grundstückes und Hauses in Beşiktaş - İstanbul

İstanbul-Beyoğlu'ndaki bir binayı
Amazon 130 Yılda Tanışın

Doğan Apartmanı (pdf)
Doğan Apartmanı Tarıhi (pdf)
NEIGHBORHOOD

Istanbul, designated European Capital of Culture for 2010, is a bustling metropolis gaining eminence for straddling two continents, Europe to the west of the Bosphorus Straits and Asia to the east. There are an estimated 700,000 new residents arriving in the city each year creating an immense demand for housing which has triggered an unprecedented building boom. Istanbul, the property boom has begun.

Doğan Apartmanı Mimarisi hakkında detaylı bilgilere kitaptan ulaşabilirsiniz.
Useful vocabulary related to architecture and expressions used for descriptions:

Französlü pencereler
Tarhi yapı
neğti yeşil kepenkler
förforje
ic avlu
deniz manzaralı
360 derece İstanbul
beyaz eylül
Çati katında spor salonu
Kamerdeki gömlek
yüksek tavolar
ahşap yerler
bekonter dökmek demirle süslü
panjur
teras
mutfu çerçi döşeme
alatıra tuvalet
eğil avlu kafkalar
STAGE-2 VIDEO CLIPS

THE FACADE | THE RESIDENTS | A BILLBOARD | A BEDROOM

Underarm
banyo
Pembe pantolon Hortlamak
balcon
Ikea aydınlatma ideas
oda
eylül
kediler
Gece X
Yalıdan
Saray Halısı
Nektasp Kutuların
M.A.R.K.A
Elektrolux
Mustafa Bey
Özkan ev
4 Passi
Mary Berkmen
Muharrem Bey

STAGE-3 VIDEO CLIPS

GRAFFITI SEEN AROUND TOWN | ANNOUNCEMENTS AND POSTERS | SMALL ADS | BIRTH, WEDDING AND DEATH ANNOUNCEMENTS | PERSONAL NOTES | OTHER

Swatch
Domates Biber Patislan
Çiçeli Roman XX
Köpek Cığ
The Graduate
Satış records Şehrinde
Cem Yılmaz | senrenşti
Düğün
St. Patrick
Kız İçme
Kız İçme (Gegen die Wand)
Düğün | Olaçak O Kedar
Leyla Gencer'e Veda
Coupling funeral
İstanbul'da Sonbahar | TECMAN

Mevsim rüzgarı her ne zaman eserse
O zaman hatırlarım
Çocukluk rüyalarımı
Şeytan üçurtmalarımı

Öper beni annem yanaklarından
Güzellik bir rüyada
Sanki sevdiklerim hayatlarında hala

Aksamı doğru azalırsa yağmur
Kız kulesi ve adalar
Ah buarda olan çok güzel hala
İstanbul'da sonbahar
Her zaman kolay değil
Sevmemense de

Tanimak bir vücudu yavaşça öğrenmek
Alışmak ve kaybetmek

İstanbul bugün yorgun
Üzgün ve yaşlanmış
Biraz kifo almış
Ağlamış yine, rimelleri akıyor

Aksamı doğru azalırsa yağmur
Kız kulesi ve adalar
Ah buarda olan çok güzel hala
İstanbul'da sonbahar
Decorating the Apartment Building

New buildings and facades around Istanbul
My neighborhood |

Istanbul, the property boom | İLCELER HARİTASI
İSTANBUL BÜYÜKŞEHİR BELEDİYESİ VE İLCELER
SEMİ KİMLERİ VE HİKAYEŞİ
İSTANBUL VALİ İ. YAKIT/BANK TASNİDİ
DICTIONARY Mimari ve Yapı Sözlüğü

TASK In class

My building
My entrance |

360 DERECE DOĞAN APARTMANı
Apartman Giriş | Ban, Duyuru, Kroki
Temizlik Görevlisi | The apartment

Photo collage

Commercial billboard
Zeki Mayo əşfiyərinə yaxşı!

The billboard nearby
YAKKO billboard | Jaguar | TÜRKİYE DE BANKALAR | pdf

TASK In class
APPENDIX K – TURKISH GLOBAL SIMULATION ASSIGNMENTS

Doğan Apartmanı | Turkish Global Simulation

Homework and Assignments

I update the syllabus as days go by with the feedback from the students registered for the class. Please check the course syllabus on www.ahmetokal.com regularly. At the STUDENTS blue color pages you can see where we are at and what topics we are covering on a particular stage and date.

You are expected to come to the class having studied the topics we are covering on that particular day. The links provided on the syllabus are enough to give you an idea about the topic. You can explore the pages about Istanbul, Turkey, Students as well as Doğan Apartmani. The Doğan Apartmani pages have materials we will cover in the class. The quizzes will be based on the vocabulary pertinent to life in the Apartment as well as characters who live there. I will cover important vocabulary in class. The 10 stages of the simulation have their own vocabulary as well.

The due dates for your weekly tasks are before the following Monday's class. You are expected to send the assignments via stated channels, unless you have agreed with me otherwise. You are required to write your assignments in Turkish, with Turkish KEYBOARD and Turkish spelling.

You will be required to work in groups on certain tasks. You will be graded equally. On individual assignments, you will be assessed and graded based on your own effort. You will only be compared to yourself and your progress in the class. Therefore, you are expected to review and edit your previous homework wherever possible. The grade will differ accordingly.

Please bring your laptop if you would like to use it in the class period on Fridays. The use of technology in and outside class is encouraged.

You can reach me via email, google chat, Facebook, or cell phone.

WEEK | DATE | ALL ASSIGNMENTS ARE DUE BEFORE CLASS PERIOD

Week 1 | Jan 13-15 | Due Jan 25th BEFORE CLASS

1- Assign yourself a Turkish first and last name.
2- You need to post information about yourself (age, marital status, gender, apartment number you live in, pets you have, your job, where you are from, etc).
3- Your last name should come from the reading article, so that it matches the city the last name originates from. You are free to choose your character.
4- You need to start filling out the birth certificate request form with information you provide. Watch the movie Muhsin Bey.

Via: Facebook group
Week 2 | Jan 18-22 | Due Jan 25th

Watch the movie "Muhsin Bey"

5- What are the usual and unusual Turkish names in Turkey and in the United States? Any famous nicknames? Write five examples for each category.

6- What is the apartment number you live in? How many rooms are there?

Via: Facebook group

Week 3 | Jan 25-29 | Due Feb 1st

7- What are the most sought-after or coolest jobs for you, in Turkey, and in Germany?

8- Are there any jobs that exist in Turkey, but not in the States anymore?

9- Tell me about the work classification in Turkey and the US.

10- What does Baba Mesleği mean? Give five such examples.

11- What is the jobless rate in Turkey, US, and Germany respectively?

12- Transcribe the voicemail message by Ajda Pekkan on the syllabus.

13- Transcribe a voicemail in English.

14- Record a phone message in Turkish.

15- What primary school, and high school did you go to? Which university? Give information about your academic life in Turkey.

Birth certificate fully filled out is due. Bring the birth certificate to the class.

Via: email a word document with the transcript and sound Mp3 to ahmetokal@doganapartmani.com

Week 4 | Feb 1-5 | Due Feb 8th

16- List at least five French cars, five Italian cars, and five Japanese cars.

17- Which cars in your list do not exist in the United States?

18- Compare the prices of three cars that are on sale in Turkey and in the United States.

19- Tell me about U.S. car buying options in a two paragraph Word doc.

20- Write a classified ad in English for a newspaper (buying or selling a car).

PS: Inform me about whom you are going to write a biography. You need to consult with me as to who might be a good candidate. Remember! you need to correspond with the person via email, in English if you prefer. The assignment is in Turkish.

Week 5 | Feb 8-12 | Due Feb 15th

21- Post three billboard pictures from the U.S. which you think are very interesting in terms of the use of language.

22- Comment on the billboard pictures on the students' stage 2 page.

23- Write three billboard mottos from stores, McDonald’s, that one may come across.
24- Write a two-paragraph comment on the use of scantily clad female models on billboards in Turkey.
25- What do you think should be done regarding the banned Zeki Triko commercials?
26- Write a company profile for Vakko.
27- Write a classified car ad (buying or selling) to be posted on the apartment Pano (announcements board) in the building.

Week 6 | Feb 15-19 | Due Feb 22nd

28- How much money is needed to furnish your bedroom from IKEA Turkey? Make a shopping list with costs.
29- What would you never have in your bedroom that some of your neighbors have? Write a two-paragraph answer.
30- Do yard sales exist in Turkey? Bit Pazarı? Rus Pazarı? Where would you like to shop.
31- What graffiti do you see in the streets of Istanbul and in foreign countries you have visited? Give examples. Post images on the Blogger.
32- What do you know about Turkish rugs/carpets?
33- Write a three-paragraph page about Turkish Hereke carpets.

Week 7 | Feb 22-26 | Due Feb 29th

34- Draw your family tree with family members and relations to you.
35- What do you think about the neighborly relations in the building? Watch the video to comment about this.
36- Is there an opportunity for small talk in the building? Where?
37- What things would you ask from a neighbor?
38- Send a word document with the scripts of two such encounters.
39- Record audio or video of a fortune telling event between you and another neighbor.

Week 8 | Feb 29-March 4 | Due March 7th

40- Record a phone conversation with a neighbor gossiping about an odd neighbor.
41- Write a recipe for a Turkish dish you think is unusual.

Week 9 | March 7-11 | Due March 21st

42- First draft of the biography is due.
43- It is 8 o'clock in the evening. You see a neighbor through the open curtains. What are they saying to each other? Write a one page dialogue.

Week 10 | March 21-25 | Due March 28th

44- List the noises one can hear in the apartment building in one day.
45- List the types of noises one might hear around the building and in the city. How are these noises spelled?
Compare Turkish and English onomatopoeia in comics.

What can you smell in the building...

Today is Sunday! Grocery shopping day! What do you buy and from where?

START Collective Writing Project (final project)

Week 11 | March 28 - Apr 1 | Due April 4th

Provide samples of your email correspondence with a native Turkish speaker.
Type several text messages in Turkish.
Create an invitation (evite.com) for an occasion.

Week 12 | Apr 4-8 | Due April 11th

What do you collect? What type of things do people collect? Coins, maybe?
What would you find in a typical storage unit here in the States? What things do Turkish people keep in their Depo?

Week 13 | Apr 11-15 | Due April 18th

What books would one find in a bookshelf?
List the titles and the writers of the best-selling books for the month and the year.
Top of the Pops... Who is your favorite singer(s)? Write in English a page long description of the types of music, the singer(s), album titles, song titles, and lyrics that you find interesting.
Is there any famous singer from your hometown in Turkey? Describe.

Week 14 | Apr 18-22 | Due April 25th

The board meeting time. What topics come up to be discussed during the meeting? Which neighbor has what type of suggestions? What decisions are taken? There is a rumor that a foreigner wants to buy the whole building! What to do about this?
What notable things have taken place in the building recently? What do you do about them?

Week 15 | Apr 25-29 | Due May 2nd

The building needs to be evacuated. What has become of the neighbors in 10 years’ time? Write a detailed account

Week 16 | May 2-4 | Due May 9th

Final Project: The building needs to be evacuated because something drastic happened. What happened? What might have happened? Write a one page long story mentioning the details of the event.

FINAL EXAM | MAY 9th Friday 1-3 pm
APPENDIX L – TURKISH GLOBAL SIMULATION STAGES & SCHEDULE

TEN STAGES of the SYLLABUS

THE LAYOUT OF THE APARTMENT BUILDING
  Constructing the Apartment Building
  Moving in
  The residents move in
  First and Last Names
  Jobs
  The store
  Phone Number
  Phone Plays
  Tell me what you drive and I’ll tell who you are…

IN AND AROUND THE BUILDING
  Decorating the Apartment Building
  Neighborhood, facade, and entrance
  The residents
  The billboard
  A bedroom

IT IS ALL IN THE WRITING
  Messages of All Sorts
  Graffiti
  Announcements and posters
  Small ads
  Personal notes

ENCOUNTERS
  Role Plays
  Personal and family relations
  Neighborly relations
  Brief chats in the stairwell
  How are you doing?
  A helping hand
  Gossiping
  Phone calls
  Fortune teller
  Cooking up a storm
PEEKING INTO THE LIVES
   Personal Matters
   Portraits
   The Turkish residents: Biographies
   The foreign residents: Biographies
   What are the residents doing?
   Memories

CORRESPONDANCE
   Written Correspondence
   Postcards, cards, and letters
   Emails and other electronic communication
   Invitations

DID YOU HEAR/SMELL?
   Open Senses
   Noises of all sorts
   Busy Sunday morning
   Smells of all kinds

ALL SORTS OF THINGS
   Interests and hobbies
   The collectors
   In the basement
   In the trash
   Favorite books
   Music selections

INTERACTIONS, INTERVENTIONS
   Role Plays
   Encounters with all sorts of people and visits
   The Building Community meeting: Decision time
   Events of all kinds

ALL IS WELL THAT ENDS WELL
   Stories
   A love story
   A detective story
   Ten years later
   The end
SYLLABUS | HOMEWORK & ASSIGNMENTS | Back to MAIN PAGE

**NOTICE:** *The Italic files MUST be read* before coming to class on the particular date.

**Week 1 | Introduction**
Tanışma & Syllabus
Setting Email Accounts,
Lab Arrangements

**Movie | Muhsin Bey**

**Week 2 | The Demographics of Istanbul |**
lbb.gov.tr | *Türkiye ve İstanbul Nüfusu*
Türkiye Haritası | Şehirlerin Nesi Meshur
*All About Turkey* *
The Economist | Turkey Survey

Placing Residents in Apartment Units |

Kat Planı
Nüfus ve Vatandaşlık İşleri | Nüfus Cüzdanı
Kimlik Kartı Bolu İli Pilot Uygulaması
E-Devlet | Türkçe Klavye | Istanbul

**Week 3 | Constructing the Apartment Building**
What is in a Name |

TDK Kişi Adları Sözlüğü |
T.C. İcşleri Bakanlığı İsim İstatistikleri
Soyadları | Lakaplar | Şehirler ve Lakaplar
*Aziz Nesin Soyadı Kanunu*
Soyadı Kanunu | İsim Listesi | Türk İnsanının Analizi
Hayvanlar Alemi
TASK in class

The Job Statistics of Istanbul
The Residents and Their Jobs
Hobbies |

The Economist Job Indicators | Meslekler
İş İlanları | İstanbul'da Kim Ne İş Yapiyo
Okay Temiz | Rasih İleri
Ana Meslek | Baba Mesleği
Boş Zamanlar | TÖMER Dil Kursu

Review | Cities | Regions

Pamela | Ebru Yaşar
Türkiye’nin En Kalabalık Şehirleri
Bölgerler ve Bağlı Şehirler

Week 4 | Jobs in Istanbul
Store on the Block

İş Gücü | Türk Lirası
National Geographic Maps | Hava Durumu | Sinemasiz Şehirler | Meteoroloji ve Bölɡelerimiz
İl ve İlçelerimizin Hava Durumu Harita Üzerinde
TRT Hava Durumu İkonlu | Turkey Map Blank
(EU) European Union | Avrupa Birliği

Telephone Numbers in Turkey |

Posta Ve Postacının Tarihi | ÖNEMLİ NUMARALAR
TURK TELEKOM | TELEFON NO SORGULAMA

What is Your Number

Phone Conversation in Turkish |
Ajda Pekkan | Deniz | Doktor | Gülnur | Hikmet

How Languages Are Learned

Week 5 | Driving in Turkey
Trafik Kuralları | Trafik Levhaları
Plaka Numaraları | Trafik Dersi | Fotoğraflar
Mustafa Sandal Araba | Araba Video Clip
Şehir Kod ve Plaka Numaraları
Varan Seyahat | Taksimetre

To whom do these belong? |

Popüler Otomobiler | Otomobil Fotoğrafları
List of car makes in Turkey | Dünyada otomobil sayısı
illere göre otomobil sayısı | Otomobil Markaları
2009 Yılı En Çok Satan Arabalar
Cars for Sale |

Review
Eski Otomobiller | Trafik Kazaları
Kültür Bakanlığı - Şehirler Hakkında Bilgi
Şehirler ve Kaliteli Yaşam
Hayat, Can Dündar
Yılmaz Özdíl, Makam Otomobilleri

Presentation Evaluation Rubric>>>Pdf>>>

Oral Exam Rubric>>> Biography

Week 6 | Decorating the Apartment Building
New Buildings and Facades Around Istanbul
My Neighborhood |

İstanbul, The Property Boom | İlçeler Haritası
İstanbul Büyükşehir Belediyesi ve İlçeler
İstanbul Valiliği
Mimarlık ve Yapı Sözlüğü
TASK in class

My building
My entrance |

360 Derece Doğan Apartmani
Apartman Girişı | İlan, Duyuru, Kroki
Temizlik Görevlisi | The Apartment

Photo Collage
Commercial Billboard

Zeki Triko Mayo Afişlerine Yasak!

The Billboard Nearby
Vakko Billboard | Jaguar | Bankalar
Week 7 | Let’s Go Furniture Shopping
Tell Me How You Furnish Your Bedroom
Snooping Around

Türk Lirası | Kilimler + Halılar | Dösim Halı Katalog
Koleksiyon | Horhor Bit Pazarı | İtalyan Dizayn
Ikea.com.tr | homeschool ideas | ikea katalog
Ikea Katalog | ikea reklamlar | TASK in class

Messages of All Sorts
Graffiti, An Inventory | Duvar yazıları

Announcements of All Sorts
Graffiti | Her Türülü İlan | Signposts | Harem Duvar Yazısı
Önce Türkçe | İlan, Duyuru, Kroki | Temizlik Görevlisi
Windows Hataları

Small Ads

Hükümsüzdür… | Garantili Ders | Satılık Toyota

Professional/Personal Notes

Hürriyet Gazetesi Seri İlanlar | Hatalı Şoför
Facebook Status Updates | Facebook Amele ve Abaza…
Alman Gazetesinden Baş Sağlığı

Grammar Days « Dictionary

Week 8 | Role Plays
Personal and family relations, Recap
Let’s all get along
Neighborly relations
Networks

Oyun, Fistık Apartmanı | Gelin-Kaynana | Baba ve Oğul | Evlilik İstatistikleri
Emmoğlu | Süper Babaanne | Ağlama Anne | Garip Anam | Adaylarımız ve Soyadları | Sıfatlar
What is the Ideal Number of Friends!
Kimdi Giden Kimdi Kalan | Aslan Sevgisi
Komşularımız | Arap Ülkeleri

Grammar Days « Dictionary

Brief chats in the stairwell
Encounters
How are you doing?
What’s up?
A helpful hand.

Dansöz Koşumuz | The Apartment
Hudson Nehrine Uçak İndi
Schooling System
Komşularımız Slideshow

Review | Teşekkür Konuşması
Oskar Ödülleri Hürriyet | Oscars Acceptance Speeches
Oskar Ödülleri Ntv | Jai Ho | Slumdog Millionaire | Credits

Week 9 | Gossiping
Spreading Rumors
Hello?
Phone Pranks

Gelinlik Sarhoşluğu AYLIN ASLIM |

Turkish Airlines
Turgut Özal, Garsoniyer |
Palin Radio Prank
Yanlış Numara | The Birds |
Bülent Ersoy, Aile |
Demirbank Call Center
Levent Yüksel, Dedikodu
Dedikodu Yapmak Yasakmış |
Ayşe Mine, Dedikodu

Fortune Telling |

Gora Filminden Fal Bakma Klibi
Günlük Fal | Kurukahveci Mehmet Efendi
Türk Kahvesi Hakkında Herşey
Kahve Nasıl Yapılır, Los Angeles Times
Cooking up a Storm
Common Dishes |

Almost Turkish Recipes
Yemek Tarifleri | Oburçuk | Şarküteri
Pişmaniye Kolaylıkları | İrmik Tatlısı
Los Dos Molinos

How do you make this, this is delicious!

Misir Çarşısı | Turkish Delight | Türk Mutfağı
İtalyan Mutfağı | Türk Mutfağı | Mönüler
Sevda Ergenekon’dan | Tucson’dan Lotfi Hermi

SPRING RECESS No Classes

Week 10 | Personal matters
Portraits
Biographies |

Yılçık Kenter | Zeki Müren | Clinton |
Nazım Hikmet | Steve Jobs
Fikret Kuşkan | Nazan Öncel | Sezen Aksu
Sezen Aksu Hakkında Başında Çikan Herşey
İbrahim Aksu | Muazzez İlmiye Çığ
İlk MTV Video Klip, Video Killed The Radio Star

What are they doing?
What are they saying?
I remember...

Akşam | Sabah | Flamingo | Zoo | Soap Dish
Sinema Afişleri | Sinema | Turkish Jokes
TV Programs | Bülent Ersoy, NPR |
Hatırlar Mısın?
RTÜK (Radyo Televizyon Üst Kurulu) |
Tv Channels
CMES Turkish Movie List
Google Art Project

Who is Who

Biography Presentations
Serap’ın Özgeçmişi
Grammar Days « dictionary

Open Senses
Noises of All Sorts

Comparing Turkish and English Onomatopoeia in Cartoons
Morning noises | Evening noises

İnşaat Gürültüsü | Müzik Gürültüsü |
Trafik | Animal Sounds | Patlama Sesi
Daryl Cagle's Cartoonists Index |
Karikatür | İngilizce Karikatür | Gocomics
Onomatopoeia in Turkish Popular Culture
Hacı Komünist Romanından

Busy Sunday morning
Grocery shopping
Smelly business

Macrocenter 360 | Macrocenter Hizmetler
Pazar Alışverisi | Carrefour Express
Mahalle'de Carrefour Express
Yemek Tarifleri | Kurabiye | Manav
Ajda Pekkan, Nohut-Pilav | Gülen Boya, Ajda
Annemin Tarifleri | İmam Bayıldı
Gaz Kokusu | Wildoats yada Macro Center

Details of the Final Project >>>

Start Collective Writing Project

Week 12 | Written Correspondence
Postcards, Cards, and Letters
It is in the mail |

Kartpostal | Kartpostal Hikayesi
Meryem'in Kınası | Yılmaz Erdoğan, Mektup
Düğün Davetiyesi |
Vakko, Gelinlik Damat Modelleri
Düğün Hazırlıkları İçin Tavsiyeler
Nilgün Demiraslan

Time to Celebrate |

Bayramlar | Sevgililer Günü | Obama, Başkan Seçildi |
Oğlum Olsa Askere Göndermezdim
Thanksgiving | Başın Sağolsun...
Sünnet Düğünü | Bayram Teбриği | Bekarlığa Veda
Atatürk Havaalanı | Düğün ve Gelinlik
10 Kasım Atatürk’ü Anma Günü | Anıtkabir

Emails | SMS | Invitations

Evite | Email Örnekerleri | Cep Telefonu | SMS Shorthand | Müşık Kenter, Email
Text Message | Tanrıya Mektup | E-Kart

Bir Dost Emaili | Aslı |
Handan Hanımdan Bir Email
Ay Lav Yu, Sinema Günleri
TASK in class

Grammar Days « Dictionary

Week 13 | Interests and hobbies
Movies

Top 20 Movies of All Times | IMDB Top 250 Movies
Altın Portakal Film Festivali | CMES Library
Film Afisleri | O Şimdi Asker | G.O.R.A
Film Ratings | Television Ratings
RTÜK (Radyo Televizyon Üst Kurulu)
New York Times 1000 Movies
AFI 100 Years 100 Movies
New York I Love You

Müzik

Rollingstones Top 500 Albums |
Top 500 Songs
Powerturk Top 40

Bulmaca
Bulmaca Sözlüğü
Boş Zamanlar
Türkler ve Boş Zamanlar | Ev İşleri
El Işı, On Parmakta On Marifet | Mardin
Tempo Dergisi (Gazeteler)
So little time, so many things to collect
A rare item

Darphane | Alessi Watches | Ephemera |
Pul Koleksiyonu | Rare Item, Michael Bonine
Cumhurbaşkanı Nicolas Sarkozy'nin Hobisi
Rare Manuscript | Bulunmaz Hint Kumaşı
Topkapı Sarayı | Milli Kütüphane

What's That in the Corner
The secret |

Saç Koleksiyonu
Kömürlük ve Depo | Kiş Geldi...Sobacılar

Week 14 | Popular reads

En Çok Satan 100 Kitap
Kavgam Best Seller | Orhan Pamuk
Remzi Kitapevi Best Seller | Murathan Mungan
Ünlülerin Memleketleri

The Library |

Meb 100 Temel Eser | Siir Defteri
Bedava Yaşıyoruz | Cem Karaca
Contemporary Turkish Literature Index
Türkler Ve Okuma Alışkanlıklarını Dünyaya
Televizyona Kilitlendik Ntvmsncb

Music Trends | Tell Me Which Music You Listen To And ...

Eurovision Song Contest | 2004 Sertab |
Eurovision, Yüksek Sadakat 2011
Çd Kapaklar | Power Fm | Powerturk | Powerclub
Müzik Ödülleri | Diskotek Discografi Sitesi
Zeki Müren | Barış Manço | Sezen Aksu | Tarkan
Bülen Eroşy | Mor ve Ötesi | Orhan Gencebay
U2 + Luciano Pavarotti

Week 15 | Role Plays
Encounters

Coupling | Murathan Mungan'dan Bir Şiir
Apartmanda Hırsızlık | Merdivende, Heights

Türküler

Türkü Sözleri | Türkü Online Dinle
Türk Halk Müziği, Sümer Ezgü | Aşık Veysel
Ah Bir Ataş Ver, Ali Kırca
Çemberimde Gül Oya, Selda Bağcan
Çökertme, Ahmet Kaya
Dertli Anam, Neşet Ertaş
Ankarada Yedim Taze Meyvayı
Türkü Sözleri ve Hikayeleri

Fun Stuff

Şaka Şaka | Güzin Abla | Nasıl Duş Alınır
Türk Erkeği Çekicidir | Erzurumlu
Olimpiyatlar

Kedi Kaşınıyor | Charlie Bit Me
Muhsin Bey Arabesk Şarkıcı |
Jeff Dunham Achmed
Tersine Dünya 1 | Tersine Dünya 2 |
Tekerleme Porsuk, Zeki Müren | ixir
Bir Demet Tiyatro | Pembe Panter |
Maliye vs. Maliye | Dansçı Köpek | Demokrasi
Beyaz Show Türkçe Dersi | Beyaz’dan Çapkinlik Dersi

Week 16 | Stories
Board / Association Meeting
Let’s Talk
Events / Incidences of All Kinds |
What Have They Become? |

Apartman Yöneticisi Toplantısı # 1 | # 2 | # 3
Sünnet Düğünü | Göbek Dansı Eğlence
Bahçe Partisi | Cenaze | İzocam

Midnight Express | O Şimdi Asker | Deprem
Gaz Kokusu | Flawless |
Herşeye Rağmen - Mercy

Oral Exam | Doodle
Poets... Poems |

Orhan Veli | Eğer, Can Yücel |
Necip Fazil Kısakürek
Nazım Hikmet, Bütün Eserleri

Nazım Hikmet, Seviyorum Seni
Asuman, İstanbul | Taylan, Yaşamaya Dair
Meryem, Ceviz Ağaç | Erol, Kum
Emre & Ceren, Evlerinin Önü

Nazan Runa, Taranta-Babu'ya Beşinci Mektup
Cemil İnalçık, Ben Bir Yolculuk Yaptım

Language Fair Rules and Scoring
Language Fair Video Clips
Task in Class

TCE Online Teacher Course Evaluations for Web-Based Courses is Due | Sample Pdf

Completed Collective Writing Project Needs to Be Shared Via Google Docs. Evaluation Rubric

Başarılıar Dilerim...

Return to Top
### APPENDIX M – LIST OF TURKISH SONGS USED IN THE TGS

<table>
<thead>
<tr>
<th>Singer</th>
<th>Song Title</th>
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<tbody>
<tr>
<td>Ajda Pekkan</td>
<td>Seninleyim</td>
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<tr>
<td>Ajda Pekkan</td>
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<td>Ali Kırcaba</td>
<td>Ah Bir Ataş Ver</td>
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<td>Nereye</td>
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<td>Barış Manço</td>
<td>Domates Biber Patlıcan</td>
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<td>Bülent Ersoy</td>
<td>Bakmıyor Çeşm-ı Siyah Feryade</td>
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<td>Candan Erçetin</td>
<td>İstanbul</td>
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<tr>
<td>Cem Karaca</td>
<td>İstanbul’u Dinliyorum</td>
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<td>Emel Sayın</td>
<td>Kız Sen İstanbul’un Neresindensin?</td>
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<td>Erkin Koray</td>
<td>Sevince</td>
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<tr>
<td>Funda</td>
<td>Çaresizim</td>
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<td>Hüner Coşkunener</td>
<td>Bu Akşam Bütün Meyhanelerini</td>
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<td>Leman Sam</td>
<td>Sana Bele Ne Oldu Yar</td>
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<td>Levent Yüksel</td>
<td>İstanbul</td>
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<td>Melihat Gülses</td>
<td>Aman Katerine Moy</td>
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<td>Memleketim</td>
<td>Ayten Alpman</td>
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<td>Müşfik Kenter</td>
<td>Bedava</td>
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<td>Müzyeyyen Senar</td>
<td>Ben Seni Unutmak İçin Sevmedim</td>
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<td>Hayat Güzelmiş</td>
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<td>Ruh Hali</td>
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<td>Nokta Nokta</td>
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<td>Neredesin Sen</td>
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<td>Her Yerde Kar Var</td>
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<td>Orhan Gencebay</td>
<td>Hatasız Kul Olmaz</td>
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<td>Pamela</td>
<td>İstanbul’dan Gitmek Lazım</td>
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<td>Pamela</td>
<td>İstanbul</td>
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<td>Selda Bağcan</td>
<td>Dane Dane</td>
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<td>Şenay</td>
<td>Hayat Bayram Olsa</td>
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<td>Sezen Aksu</td>
<td>Herşeyi Yak</td>
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<td>Sümer Ezgi</td>
<td>Kütahya’nın Pınarları</td>
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<td>Hepsi Senin Mi</td>
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<td>Teoman</td>
<td>İstanbul’da Sonbahar</td>
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<td>Yavuz Bingöl</td>
<td>Urfa Türküsü</td>
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<td>Yeni Türkü</td>
<td>Olmasa Mektubun</td>
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<td>Zeki Müren</td>
<td>Muhtacım</td>
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<td>Zeki Müren</td>
<td>Muhabbet Bağı</td>
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<td>Züleyha</td>
<td>Gözlerin</td>
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<td>Zülfü Livaneli</td>
<td>Yiğidim Aslanım</td>
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</tbody>
</table>
APPENDIX N – SOFTWARE USED IN THE TGS

Google Docs
Doganapartmani blog
Doganapartmani email account
Facebook
Gradekeeper
Online dictionaries
Skype
Google Talk
SketchUp
Audacity
Cell Phone
SMS
Word, Microsoft Office Applications
Excel, Microsoft Office Applications
Power Point Presentations, Microsoft Office Applications
Snapz Pro
QuickTime
Google Art Project
Flashcards
Online notekeeper
YouTube
Google Earth
Subdub
Google Bookmarks
Wordle
Crosswords
Almost Turkish
Dropbox
Evernote
Geni.com
Evite
TDK
Doodle
Google Docs forms/quiz/survey
iGoogle
Online evaluations
Online calender
APPENDIX O – MATERIALS USED IN THE TGS

Online Materials
Gazeteoku.com/gazete-mansetleri, Newspaper front pages
Google Maps
Sesli Sozluk, Online Dictionary
Slideshows
LeMan, Penguen: comic book front pages
Images
Online newspaper articles
Movie posters
Slogans, mottos
Online evaluations
Online exams, pop quizzes
Graffiti
Authentic email correspondence

Audio & Video
Turkish TV shows
Turkish movies
Video clips of news broadcasts
Audio of Turkish poems
Yaşayan Mekanlar video clips
Festivals in Turkey
Homemade video clips from Turkey
Turkey promotional videos
Radio plays
Movies
TV commercials
Animated cartoons
Music and movie video clips
Turkish music of all kinds
Audio of textbook
Oral exams
Voicemail

Images
Catalogs: IKEA, Benetton
Turkey promotional posters
CD, DVD covers
Banknotes
Food
Documents
Geography
Literature
Arts
Tourism
Economy
Statistics
Media
Media literacy
Turkish folk music and stories about the music
Turkish proverbs
Song lyrics
Biographies of famous Turkish and world personalities
Excerpts from the Turkish literature
Forms
The most frequent 1000 Turkish vocabulary
Grammar explanations
Movie titles
The book about the Dogan Apartmanı: Prusya Elçiliği’nden Doğan Apartmanı’na
TGS teacher handbook
International media covering Turkey
Turkish brands
APPENDIX P – SYNOPSIS OF THE MOVIES USED FOR THE TGS

The movie “Muhsin Bey” actually takes place in the Doğan Apartmanı in the 1980’s. An Istanbulite who has been living at the same address for many years works as a music producer. He wants to find new talent among singers to make them popular, however, times have changed, as well as the tastes of the city dwellers. Instead of Turkish Art Music (mainly with lyrics from the past 100 years) the new music choice of the people is Arabesque Music. As the name suggests the music is more Arabic influenced rather than Turkish. While the movie antagonist struggles with issues in the Istanbul based Turkish music, he encounters a young countryman who dreams of becoming a star and just arrived from a small village in the Eastern Turkey. The aspiring musician moves in with the manager in the same apartment unit. These two distinct cultures clash. We also get to see the lives of the other tenants, as well as the owner of the apartment building. Each character comes from a different region of Turkey with racial backgrounds and native languages. The movie story line coincidentally, parallels with the TGS.

On the other hand, the lives of two young siblings in a poor Anatolian village in Konya are portrayed in the movie “Mommo Kız Kardeşim.” The mother of the children dies and the father remarries. The stepmother does not want the children, so they go to live with the aging grandfather. The parents then move to Germany as Gastarbeiter with the goal of reuniting with their children by bringing them to Germany. After years of these children waiting, the parents can only afford to emigrate one child to Germany!

The documentary “Yaşayan Mekanlar,” was produced by a private satellite TV channel. It is 45 minutes in duration and talks about the history of the building and who has lived there. The documentary goes on to introduce a variety of tenants who have been living there for varying timeframes, some over 50 years.

The two English language movies were chosen because the premise of each movie is an apartment building. “Rear Window” depicts the life of a tenant who broke his leg and spends his days observing the neighbors. The dialogue between the main characters is very short and when we observe the neighbors through the eyes of the main character, their conversations are unintelligible which help visually to the students to start talking about the interaction in the building that they are viewing.

The movie “The Apartment” views interactions between the landlord and the tenants. The protagonist is a single businessman who lends his apartment to coworkers with the promise of increased promotion potential. These coworkers use the apartment for extra-curricular activities, thus sometimes scandals are inescapable.
APPENDIX Q – TURKISH GLOBAL SIMULATION CLASS QUESTIONNAIRE
BASED ON FLASHLIGHT INVENTORY

Section 1:

Academic Goals

0397S416. Why did you decide to take Turkish?
(mark the appropriate circles for all that apply)

- O to fulfill a general education requirement
- O to fulfill a requirement for my major
- O the subject matter looked interesting
- O the instructor has a good reputation
- O it was offered at a convenient time
- O it was offered via online.
- O other (please specify)

0397S429. How many credit hours have you completed at the college level (including courses from this and any other institution you have attended, but not including your current courses)?

_____ semester hours

Demographic Information

0397S437. Age: ____________

0397S438. Sex: (mark the appropriate circle, select only one)

- O Male
- O Female

What languages do you speak? ______________________

0397S440. Are you a native speaker of English?

(mark the appropriate circle, select only one)

- O Yes
- O No

IF "No"

What is your native language _______________________

Previous Language Learning Experiences

1. I have been studying Turkish for
   a) one year
   b) two years
   c) three years
   d) more than three years
2. I have principally learned Turkish
   a) at school
   b) at home
   c) other (please specify): ________________________________

3. I studied Turkish in high school for ______ years.

4. I have previously studied Turkish at another college/university for ______ years.

5. The year I completed my last Turkish course is (yyyy)_____.

7. I have lived/studied in Turkey
   a) never
   b) for one month
   c) between one and three months
   d) between three and nine months
   e) for more than nine months

1. Name three goals you hope to achieve in this course.
   a) __________________________________________________________
   b) __________________________________________________________
   c) ____________________

2. a) Do you plan on using Turkish in the future?
   No      Yes
   b) If Yes, in what situations?
   __________________________________________________________

---

Section 2:
Teaching, Learning and Technology

Indicate how strongly you agree or disagree with each of the following statements:
(mark the appropriate circle, select only one response per question)

Because of the way this course uses technology [doganapartmani.com, Google Docs, Internet, YouTube, ...]:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Judgment/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0397S086</td>
<td>D</td>
<td>...I am able to complete more assignments than would otherwise be possible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S078</td>
<td>F</td>
<td>...I can receive feedback almost immediately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
...It is easier for me to get off track without realizing it.

...I am encouraged to be creative.

...I am interested in activities that involve the use of computers.

...I spend more time studying for the class.

...I spend too much time “surfing” the Internet instead of studying.

Think about a similar course you have taken that relied primarily on paper and pencil exercises. Compared with that course, because of the way this course uses technology (doganapartmani.com, Google Docs, ...):

(mark the appropriate circle, select only one response per question)

how likely are /were/ you to:

A, G  ...produce one or more versions of an assignment before producing the final product.

C  ...work on assignments with other students.

C  ...ask other students for comments on your course work.

D  ...complete assignments on time.

F  ...receive detailed comments on your assignments.

F  ...receive comments on assignments quickly.
0397S094. I ...feel isolated from the instructor.  

0397S095. I ...get individualized attention from the instructor.  

Indicate how strongly you agree or disagree with each of the following statements: (mark the appropriate circle, select only one response per question)  

Because of the way this course uses [doganapartmani.com web pages, Google Docs, authentic text/audio/video files...]:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Judgment/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0397S106. E</td>
<td>...I am able to learn at my own pace.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S108. N</td>
<td>...I am able to experience situations that I would not be able to otherwise.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S107. X</td>
<td>...I am acquiring skills that will be useful in my chosen profession.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S160. N</td>
<td>...I am better able to visualize and understand the ideas and concepts taught in this course.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S306. C, D</td>
<td>...It is easier to combine written work by more than one person into a single document.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S313. D</td>
<td>...It is easier to modify text.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S273. D</td>
<td>...it takes less time to understand the ideas and concepts taught in this course.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S274. N</td>
<td>...I am better able to remember important facts.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>0397S275. N</td>
<td>...I have a more thorough understanding of the ideas and concepts taught in this course.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Section 3
The Turkish Global Simulation Class Questionnaire

Please answer honestly and thoughtfully with each of the following statements about the class: (mark the appropriate circle, select only one response per question)

**The Turkish Global Simulation class:**

<table>
<thead>
<tr>
<th>almost always</th>
<th>usually</th>
<th>sometimes</th>
<th>rarely</th>
<th>almost never</th>
</tr>
</thead>
<tbody>
<tr>
<td>creates a pleasant learning atmosphere for me.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>encourages risk-taking and allows mistakes as a natural part of language learning.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>includes a thorough cultural component in the curriculum.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>encourages me to apply my language proficiency in real-life situations.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>materials used in the curriculum (texts, readings, websites, audio, video files etc.) are relevant to my needs, goals and interests.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>relates the subject matter to my everyday experiences and background.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>helps to create realistic learner beliefs.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>raises the learners’ general awareness about different ways languages are learned and the number of factors that can contribute to success.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>real-life tasks make learning for me more stimulating and enjoyable than textbook teaching.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
allows the difficulty level of tasks to vary according to my abilities.

The Turkish Global Simulation class
almost always
usually
sometimes
rarely
almost never
in-class activities are useful in helping me learn.

outside assignments are useful in helping me learn.

gives an even-paced experience of learning success.

provides me with multiple opportunities for success in learning the language.

tests/pop-quizzes/exams focus on what I can rather than cannot do.

is conducted in a way that diminishes classroom anxiety in the learning environment.

promotes cooperation among the students instead of competition.

increases student motivation by actively promoting learner autonomy.

instructor adopts the position of the facilitator rather than the teacher.

provides grading in a motivating manner through several steps.

encourages self-assessment by providing various self-evaluation tools.
**SORU 19**  
**AÇIKLAMALAR**

Sınav soruları dönem boyunca işlenen konulardan derlenmiştir.

Soruların çoğu kolay. Bazı zor sorular sadece gönüllü öğrencilere mahsustur.

Sorular seçilir. Puanların toplamı 90 olmalıdır. **Final notu** = (Dikte 10p + seçmeli sorular 90p + ekstra 10p) **100**

Lütfen soruları dikkatle okuyunuz. Başarılar...

---

### SORULAR VE PUANLARI

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<thead>
<tr>
<th>SORU</th>
<th>ZORLUK</th>
<th>PUAN</th>
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<td>SORU</td>
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<tr>
<td>18</td>
<td>Dikte</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>EKSTRA KREDİ</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>TERCÜME</td>
<td>30</td>
</tr>
<tr>
<td>1</td>
<td>Bedava şiirini tercüme ediniz. HER SATİR BİR PUAN</td>
<td>KİM BİLİR 13</td>
</tr>
</tbody>
</table>

**BEDAVA | ORHAN VELİ**

Bedava yaşıyoruz, bedava;
Hava bedava, bulut bedava;
Dere tepe bedava;
Yağmur çamur bedava;
Otomobillerin dişı,
Sinemaların kapısı,
Camekânlar bedava;
Peynir ekmek değil ama
Acı su bedava;
Kelle fiyatına hürriyet,
Esirlik bedava;
Bedava yaşıyoruz, bedava.
**SORU 2**  Türkiye’de olan ama ABD’de olmayan meslekler nelerdir, yazın. BEŞ TANE  

1.  
2.  
3.  
4.  
5.  

**SORU 3**  Kendin yada Serap hanım hakkında bir şeyler yazınız. HER CÜMLE 1 PUAN  

**SORU 4**  Vodafone / Kişisel Bilgiler Formu | doldurunuz... HER SORU 0.5 PUAN, TOPLAM 22 SORU VAR  

<table>
<thead>
<tr>
<th>SORU</th>
<th>ZORLUK</th>
<th>PUAN</th>
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<tbody>
<tr>
<td>2</td>
<td>O NE?</td>
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<td>3</td>
<td>BABA</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>İŞ İSTİR</td>
<td>11</td>
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<td>posta kodu</td>
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<td>ev telefonu</td>
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<td>cep tel</td>
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<tr>
<td>kullanıcı adı</td>
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<tr>
<td>hatırlatma sorusu</td>
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<tr>
<td>SORU</td>
<td>İkinci el TOYOTA COROLLA 1.6 GLI</td>
</tr>
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</tr>
<tr>
<td>5</td>
<td>HER BİR SORU 1.5 PUAN</td>
</tr>
</tbody>
</table>

İletişim Bilgileri
Bayi Adı: NURSAN OTO
Adresi: BAĞDAT CD. NO:11/C ADATEPE RESSAM SALIH ERMEZ CD. LÜTFİYE SK. NO:12/2 GÖZTEPE
Telefon: 0216 352 01 58 / 0216 352 03 58 / 0532 322 56 66
Email: info@nursanoto.com

Araç Kayıt No: 712998
Araç Tipi: Binek Araç
Karoser: Sedan
Yakıt Tipi: Benzin
Renk: Lacivert
Kilometre: 88.000
Vites Tipi: Manuel
Motor Hacmi: 1600
Beygir Gücü: 110
Plaka: 34
Sahip Sayısı: 1
Fiyatı: 14.750 (YTL)

Donanım: Hidrolik Direksiyon, Uzaktan Kumanda, Merkezi Kilit, Radyo Teyp, Alarm, Motor Blokaj - İmmobilizer, Elektrikli ayna, Metalik boya, Direksiyon Yükseklik Ayarı, Elektrikli Cam, Polen Filtresi, Sigara Donanımı.

Ek Bilgiler: Acil Satılık, Takas Yapılır, Servis Bakımlı, Vade Yapılır, Masrafsız, Sahibinden, Bayandan.

BANKAYA GİTMEDEN 1 GÜNDE KREDİ BİZDE

http://www.otomax.com/_ikinci_el_arac_TOYOTA_COROLLA_16GLi_712998.html
Sorular:
Otomobili kim satıyor?
Otomobilin asıl sahibi kim?
Cep telefon numarası nedir, hangi operatöre ait?
Araç kaç mil yapmış?
Araç hangi yakada (Avrupa/Anadolu)?
Satın almak için hangi opsiyonlar var?
Krediyi kim veriyor?

SORU 6 Tarihte ve bugün, Türk ünlüleri kimlerdir? Meşhur Türk markaları hangileridir?
HER BİRİ 1 PUAN

SORU 7 Hayvanlar alemi... Hangi hayvanı ne zaman kullanmalı! Kötü kelimeler... **ingilizce**
HER BİR CÜMLE 1 PUAN

Aslan
At
Domuz
Eşek
Ayı
İt
Yılan
Köpek
...... oğlu .....
İnek
Kuzu

SORU 8 Dost... tercüme ediniz.

**MEVLANA**

Ben dostlarını ne kalbimle ne de aklımla severim.
Olur ya... Kalp durur... Akl unutur...
Ben dostlarını ruhumla severim.
O ne durur, ne de unutur... MEVLANA
4:05pm Dec 31st
2008 yılının size ................................, ................................, .............................., ve .............................. getirmesini dilerim. (Gerçekleşmesini arzu ettiğiınız dileklerinizi en iyi siz tarif edeceğiniz için boş satırları siz doldurun lütfen.)
Benim dileğim, dileklerinizin gerçekleşmesi.
Mutlu yıllar. Sevgilerimle,

<table>
<thead>
<tr>
<th>SORU</th>
<th>Yeni Yıl...nokta noktaları (boş) doldurunuz. HERBİRİ 1 PUAN</th>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Depresyondayım | GÖKSEL
Bügün evden çıkmadım
**Telefona bakmadım** (telefona bakmak)
Çok yedim çok ağladım
**Arandım** bir sigara daha (aramak)
saçlarını taradım dudaklarını boyadım
Giydim giydim çıkardım
Beğenmedim güzel olmadım,
Depresyondayım,
**Unutuldum, Aldatıldım,** (unutmak, aldatmak)
sevgilimden ayrıldım çok yalnızım
kimseye kıramadım
Kimseye **küsemedim** (küsmek)
Sonunda kendime **küstüm** (küsmek)
Sonunda hayata
Düşündüm banka **soymayın** (banka soymak)
Uluorta **soyunmayı** (soyunmak)
Hayatimdaki herkesi vurmayı
Affedin, depresyondayım
depresyondayım, Unutuldum, aldatıldım, sevgilimden ayrıldım, çok yalnızızım.
Kız Sen İstanbul’un Neresindensin | Emel Sayın
duruşun andırır asıl soyunu
hisar, kuruçeşme, sahil boylu mı?
arnavutköyli mü ortaköylü mü?
kız sen istanbul’un neresindensin?
bilmem sözü müsün, ya nişanlı mı?
sevgilin yaşlı mı, delikanlı mı?
emirgan, bebekli, aşıyanlı mı?
kız sen istanbul’un neresindensin?
başında esen kavak yeli mi?
gözünden akan aşkıın seli mi?
sarıyer, tarabya, istinyeli mi?
kız sen istanbul’un neresindensin?
soyunuralı mı, başka yerden mı?
huyun aşığına küsenlerden mı?
yeşilköy, florya, bakırköy’den mı?
kız sen istanbul’un neresindensin?
gülüşün sahte mı, yoksa candan mı?
bağlarbaşındaki tozlu yoldan mı?
erenköy, kadıköy, üsküdar’dan mı?
kız sen istanbul’un neresindensin?
merhametin bahar, yoksa kıştan mı?
tatlı yanağından, çatik kaştan mı?
esentepe, yıldız, beşiktaş’tan mı?
kız sen istanbul’un neresindensin?
<table>
<thead>
<tr>
<th>SORU</th>
<th>12 Karikatür</th>
<th>HER BİR TANESİ 3 PUAN</th>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td>6</td>
</tr>
</tbody>
</table>

Tercüme ediniz... Kime ne oluyor?

Aman efendim amanı... Neler görüyorum neleer... Üç vakte kadar zengin olacaksınız. Ha, birde yol gözüküyor...

Nohut pilav ayran Ajda'ya gittim gelicem
Turks are more generous by nature than the English. They take genuine pleasure in other people's good fortune. They help people who are experiencing hardship, not only family members but friends and neighbours. Very few people live alone. "Humanity" is visible everywhere.
An example I witnessed: on a public bus a man was feeling unwell; the bus driver stopped in order to let him get off; since he was alone, the other men on the bus elected one to accompany him. It would have been unthinkable to allow him to get off alone. In London, the bus driver would not have stopped except at a bus stop, and it would probably not have occurred to anyone to accompany him.
<table>
<thead>
<tr>
<th>SORU 15</th>
<th>Türkiye’de ne oluyor?</th>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ÇOK</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>SORU 16</th>
<th>Aşk mektubu... KOMŞUNUZA KISA BİR AŞK MEKTUBU YAZINIZ? (Muhsin Bey, Sevda Hanım)</th>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ÇOK</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SORU 17</th>
<th>Kelimeler, terimler, atasözleri... KİME NE ZAMAN NEYİ NASIL SÖYLERİZ? İNGİLİZÇE cevapplayınız...</th>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
</table>
Buyrun...
İyi günler...
Bir dakika!
Bakar misiniz!
Semester bitti! artık okul mokul yok...
İşim bitti.
O işini birler.
O iş birir biri.
İş bitirici.
İşin içinde iş var!

SORU 18 DiKTE | Ali Baba’nın bir çiftliği var!
Duyduğunuzu Türkçe karakterlerle yazınız?

<table>
<thead>
<tr>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZARUR İ</td>
<td>10</td>
</tr>
</tbody>
</table>

Ali Baba’nın bir çiftliği var
Çiftliğinde inekleri var
"Möö Mööö" diye bağırır
Çiftliğinde Ali Baba’nın
Ali Baba’nın bir çiftliği var
Çiftliğinde kedileri var
"Miyav miyav" diye bağırır
Çiftliğinde Ali Baba’nın
Ali Baba’nın bir çiftliği var
Çiftliğinde köpekleri var
"Havv hav" diye bağırır
Çiftliğinde Ali Baba’nın

SORU 19 Ekstra Kredi

What is Sezen Aksu’s nickname? (1 puan)
What are two popular last names? (1 puan)
What noises does one hear in our apartment building? (1 puan)
Türkiye’de 5 adet şehir ismi. (1 puan)
Türkiye’de bir İrmak ismi. (1 puan)
Türkiye’de bir turistik şehir. (1 puan)

Meşhur bir Türk yemeği. (1 puan)

Doğan Apartmanı’nda yapılmış olan bir türk filminin ismi. (1 puan)

Türkler kahvaltıda neler yerler? (1 puan)

<table>
<thead>
<tr>
<th>SORU</th>
<th>Doğan Apartmanı</th>
<th>ZORLUK</th>
<th>PUAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>HER SORU 2 PUAN</td>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
Name of Textbook: Elementary Turkish

Communication

**Standard 1:** Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

**Standard 2:** Learners interpret written and spoken language on a variety of topics. (Interpretive)

**Standard 3:** Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

Directions:
Browse the text or ancillary materials for communicative activities that address each of the three standards for communication. Read through the activities and rate them according to the listed criteria, using the scale 0 through 4.

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
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<tbody>
<tr>
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</tbody>
</table>

- Are there opportunities for learners to communicate with each other, a native speaker, or the teacher in the target language in meaningful and authentic situations?
- Are the opportunities for learners to practice interpersonal writing and speaking balanced throughout the text?
- Are the opportunities for learners to practice presentational writing and speaking balanced throughout the text?
- Do the activities include language that is authentic, accurate, and current?
- Are the communicative activities set in a real-world context or represent a real-world task?
- Do the activities allow learners to personalize their responses or provide their own meaning?
- Do the activities allow learners to provide their own form and structure (grammar formation)?
- Are the activities age-appropriate?
- Are the activities developmentally appropriate?
- Are there expanded opportunities for learners to practice listening comprehension?
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</table>

Do the text and supplemental materials identify and encourage learners to use strategies that facilitate communication and comprehension?

Do the activities allow learners to demonstrate or showcase their knowledge of and/or skill in using the target language?

**TOTAL**

### Cultures

**Standard 4:** Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.

**Directions:**
Browse the text or ancillary materials for sections pertaining to culture. Rate these sections according to the listed criteria, using the scale 0 through 4.

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<th>Completely</th>
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</tbody>
</table>

Are the visual images and cultural information current and pertinent?

Are the visual images and cultural information authentic?

Does the text reflect diversity within the target cultures?

Are the accents and/or dialects used within the book varied across cultural groups within the target cultures?

Are a variety of regions/countries where the target language is spoken represented?

Is cultural information presented in the target language whenever possible and/or appropriate?

Are the connections between culture and language emphasized?

Is the culture embedded in communicative activities and prompts, as well as in sections pertaining to grammar?
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</table>

Do the text activities associated with cultural images and information invite learner observation, identification, discussion, or analysis of cultural practices, products, and perspectives?

Do learners have opportunities to participate in entertainment representative of the target cultures (ex. games, storytelling, songs, etc.)?

Are learners asked to identify, experience, analyze, produce, or discuss tangible (toys, dress, foods, etc.) and expressive (artwork, songs, literature, etc.) products of the target cultures?

Do the images depict different people/cultures who use the target language for communication?

**TOTAL**

**Connections**

**Standard 5:** Learners use the target language to expand their knowledge of and make connections among multiple content areas.

Directions:
Browse the text or ancillary materials to find opportunities for learners to connect their world language learning with other content areas. Rate these sections according to the listed criteria, using the scale 0 through 4.

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<tr>
<th>Not at All</th>
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</tbody>
</table>

Do learners have opportunities to discuss or discover more about concepts and topics studied in other content areas?

Are there opportunities for learners to build upon prior personal experiences and existing background knowledge?

Are concepts, themes, and information from other content areas embedded in or connected with activities?

**TOTAL**
Connections

Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

Part I:
Directions:
Browse the text to find opportunities for learners to deepen their understanding of the world language and target cultures through digital media and authentic resources. Rate these sections according to the listed criteria, using the scale 0 through 4.

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<tr>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
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<tbody>
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<tr>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Are there sufficient activities and opportunities allowing the integration of technology?

Are learners given opportunities to participate in projects in which they acquire information through technology, personal interviews, print media, visual media, or print references?

Does the text provide sources written for native speakers of the target language?

Are activities enhanced by the inclusion of authentic materials?

Is technology utilized in appropriate ways to enhance instruction?

TOTAL
### Part II:
**Directions:**

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<th>Not at All</th>
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<th>Completely</th>
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<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

- Are the activities and lessons centered on real-world tasks and examples?
- Is the layout logical and clear?
- Can learners navigate the materials with ease?
- Are the materials both age- and developmentally appropriate?
- Does the content engage learners?
- Does the content build upon prior knowledge and provide opportunities for learners to expand knowledge by emphasizing critical thinking skills?
- Do the products provide feedback to learners throughout the activities?
- Are assessments sufficiently rigorous, yet aligned to the capabilities of learners?
- Are the activities and lessons aligned and linked to national and/or state standards?
- Do the text and ancillary materials provide additional resources for learners to expand their knowledge (i.e. resource websites)?
- Are sources of information properly cited and identified?
- Is the information current and accurate?
- Do the materials provide easy access to technical support and troubleshooting?
- Are learners able to save data and leave and return to the materials at a later time?
- Can the activities be adapted for both individual practice and whole group instruction?
- Are updates readily available throughout the life of the adoption?

**TOTAL**
Comparisons

Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

Directions:
Browse the text or ancillary materials to locate sections or activities that present comparisons of the learners’ native language and culture and the target language and culture. Rate these sections according to the listed criteria, using the scale 0 through 4.

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<tr>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Does the text present discussion or activities based on borrowed words, cognates, and idiomatic expressions in the learners’ native language and the target language?

Does the text offer opportunities for learners to demonstrate understanding of the similarities and differences between their native language and the target language studied?

Are similarities and differences presented between the cultures of speakers of the target language and the learners’ own culture?

TOTAL

Communities

Standard 8: Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

Directions:
Browse the text or ancillary materials to locate sections or activities that suggest the use of the language and understanding of culture outside of the classroom. Rate these sections according to the listed criteria, using the scale 0 through 4.

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Partially</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</tr>
</tbody>
</table>

Does the text place emphasis on lifelong learning by suggesting uses of the target language for personal enrichment and enjoyment?
### General Elements

Directions: Browse the text or ancillary materials to judge integration of the following elements. Rate these sections according to the listed criteria, using the scale 0 through 4.

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Partially</th>
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<tbody>
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<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the language skills (reading, writing, listening and speaking) balanced and integrated within each lesson?</td>
</tr>
<tr>
<td>Are there opportunities for differentiation and individual goal-setting?</td>
</tr>
<tr>
<td>Does the level of the language remain consistent, developing at an appropriate pace, throughout the text and ancillary materials?</td>
</tr>
<tr>
<td>Are the activities plentiful, as well as useful both to teacher and learner?</td>
</tr>
<tr>
<td>Is the vocabulary presented in functional and/or cultural contexts or clusters?</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Are sections pertaining to grammar contextually embedded within the text?</td>
</tr>
<tr>
<td>Do the activities appeal to learners’ interests?</td>
</tr>
<tr>
<td>Are critical thinking skills promoted or embedded in activities?</td>
</tr>
<tr>
<td>Is the organization and layout of the text easy to follow?</td>
</tr>
<tr>
<td>Does the visual layout of the text appeal to learners and support instruction?</td>
</tr>
</tbody>
</table>

**TOTAL**

**Overall Score:**

**Overall Comments:**
APPENDIX T – ORAL INTERVIEW QUESTIONS

I am going to ask you some questions about the Turkish Global Simulation (TGS) course you have just taken. I would be asking generally questions about the course in general, the materials, and the technology and how tall these contributed to your motivation to learn Turkish and your understanding the Turkish language and culture.

1. What is your overall opinion of the TGS?
2. What aspects of this course did you like most?
3. Can you also think of some aspects of this course that could have been done in a better way? How would you improve the course?
4. Did you find the topics interesting? What was your favorite?
5. How would you describe the interaction between teacher and students, and the students with one another?
6. How would you describe the teacher’s role in the class?
7. Would you say this was a positive experience?
8. Did you like having authentic materials? How do you think this course was successful in this regard?
9. What kind of difference did the digital materials attribute to your Turkish language learning experience?
10. What was your favorite video clip?
11. Many students have fears or concerns when they start learning a foreign language. Some students are afraid of asking questions. Did you have such fears before you took the TGS? And has the TGS helped you recover from it?
12. What was the Muhsin Bey movie about?
13. Are you generally comfortable using Internet technology? Why or why not?
14. How did the use of technology contribute to your Turkish proficiency in general?
15. In the United States, students usually do not have adequate access to Turkish language and culture. Could you say the TGS was successful bringing them to the classroom? Cite two examples.
16. In many language classes the syllabus emphasizes language morphology, grammar, and vocabulary. In the TGS there is emphasis on the practical use of language. Can you say the TGS was successful teaching language, and which aspect of the TGS worked best for you—the way vocabulary was presented or the way grammar was presented? Why?
17. What aspects of Turkish culture presented in the TGS interested you most?
18. If you go to Turkey now, do you think you would be able to effectively communicate in Turkish?
19. Do you think you can understand how it feels to be a Turk, and to be a Turkish language speaker?
20. Can you say that after the TGS you have a better understanding of the Turkish people and culture?
21. Learning what to do with the language, can you make a request, can you compliment someone? Do you feel confident now after the TGS to greet people, ask questions, and interact appropriately?
22. What would you say to the prospective students about the TGS?
APPENDIX U – TCE ONLINE TEACHER-COURSE EVALUATIONS FOR WEB-BASED COURSES

1. Rate your computing skills in terms of whether they were adequate to meet the demands of this course before you
   ○ a lot more skill than needed
   ○ somewhat more skill than needed
   ○ just about the right skill level
   ○ somewhat less skill than needed
   ○ a lot less skill than needed

2. My computing skills improved as a result of participating in this course.
   ○ strongly agree
   ○ agree
   ○ uncertain
   ○ disagree
   ○ strongly disagree

3. How many web-based courses have you participated in?
   ○ This is the first one.
   ○ One course before this one.
   ○ Two courses before this one.
   ○ Three courses before this one
   ○ Four courses before this one
   ○ Five or more courses before this one.

4. As a result of taking this course, I would be interested in taking other courses offered in similar computer-based & 'distance education' formats.
   ○ strongly agree
   ○ agree
   ○ uncertain
   ○ disagree
   ○ strongly disagree

5. On average, how many hours per week do you spend on this class, including time logged to the course website, reviewing notes, writing papers, and any other course related work.
   ○ Under 2
   ○ 2-3
   ○ 4-5
   ○ 6-7
   ○ 8-9
   ○ 10 and more

6. From the total average hours above, how many do you consider were valuable in advancing your education
   ○ Under 2
   ○ 2-3
   ○ 4-5
   ○ 6-7
   ○ 8-9
   ○ 10 and more
7. In my program, this course is
   ○ required
   ○ elective

8. My sex is
   ○ female
   ○ male

9. My age is
   ○ under 31
   ○ 31-40
   ○ 41-50
   ○ 51 or older

10. What is your overall rating of this instructor's teaching effectiveness?
    ○ almost always effective
    ○ usually effective
    ○ sometimes effective
    ○ rarely effective
    ○ almost never effective

11. What is your overall rating of this course?
    ○ one of the best
    ○ better than average
    ○ about average
    ○ worse than average
    ○ one of the worst

12. How much do you feel you have learned in this course?
    ○ an exceptional amount
    ○ more than usual
    ○ about as much as usual
    ○ less than usual
    ○ almost nothing

13. I received individual assistance when I needed it.
    ○ almost always
    ○ usually
    ○ sometimes
    ○ seldom
    ○ almost never

14. The teaching assistants (TAs) provided helpful information when I requested it
    ○ almost always
    ○ usually
    ○ sometimes
    ○ seldom
    ○ almost never
    ○ Never Requested/not applicable
15. I understood what was expected of me in this course.
   - almost always
   - usually
   - sometimes
   - rarely
   - almost never

16. The course goals presented by the instructor are being met.
   - strongly agree
   - agree
   - uncertain
   - disagree
   - strongly disagree

17. Grades were assigned fairly according to the grading policy described in the course syllabus.
   - almost always
   - usually
   - sometimes
   - rarely
   - almost never

18. Rate the usefulness of the non-computer-based textbook(s) used in helping you learn.
   - almost always useful
   - usually useful
   - sometimes useful
   - seldom useful
   - almost never useful

19. Rate the usefulness of the readings (non-computer based) used in helping you learn.
   - almost always useful
   - usually useful
   - sometimes useful
   - seldom useful
   - almost never useful

20. Rate the usefulness of the outside assignments (homework, papers, reports, and special projects, etc.) in helping you learn.
   - almost always useful
   - usually useful
   - sometimes useful
   - rarely useful
   - almost never useful
   - not apply
21. I understood in advance how my performance on assignments, tests, and exams would be evaluated.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never

22. Overall, the pace of the course for me was.
   ○ much too fast
   ○ a little too fast
   ○ just about right
   ○ a little too slow
   ○ much too slow

23. I was treated with respect in this class.
   ○ strongly agree
   ○ agree
   ○ uncertain
   ○ disagree
   ○ strongly disagree

24. The difficulty level of the course is
   ○ extremely easy (1)
   ○ easier than average (2)
   ○ about average (3)
   ○ more difficult than average (4)
   ○ extremely difficult (5)

25. I was able to access the course website when I needed to.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never

26. The design and format used to deliver the 'lectures' or 'notes'; made a positive contribution to the quality of this course.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never
27. The bulletin board or conference discussions made a positive contribution to the quality of this course.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never

28. The use of email to communicate with the instructor(s) made a positive contribution to the overall quality of this course.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never
   ○ not apply

29. The use of the chatroom made a positive contribution to the overall quality of this course.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never
   ○ not apply

30. Rate the usefulness of the computer-based readings in helping you learn.
   ○ almost always useful
   ○ usually useful
   ○ sometimes useful
   ○ seldom useful
   ○ almost never useful
   ○ not apply

31. The group work activities helped me feel welcome in this course.
   ○ almost always
   ○ usually
   ○ sometimes
   ○ seldom
   ○ almost never

32. What did you like BEST about this class?

33. What did you like LEAST about this class?

34. What would you suggest to the instructor(s) to improve this course?

35. Do you have any additional comments about the computer-based distance education format of the course?
Students’ quotes are presented here with a unique code inserted at the end of each commentary representing the source of the quote.

1. Cultural Competence

1.2. Awareness

“I think we learned a lot about food. What kind of things Turkish people would eat, what kind of things the Turkish household will always have at any given moment, it is different from here; it is interesting to me here [in the United States] we do not have many people selling things in the street. I think it is cool. We learned a lot about that. A little bit about religion, because you know it is different; Muslims.” DA1

“Overall I liked it a lot. The reason is his basis of approach that if you were to move to Istanbul tomorrow, you would now know a great amount of information. Not just for vocabulary, to perform certain tasks, and finding functions that you would need to perform such as finding an apartment, decorating an apartment, finding public transportation, asking how to get around, shopping, etc. Also the cultural aspects of movies, music, history, politics, social tension, and conflicts as well as what to expect of your neighbors, what you can and cannot ask from your neighbors, etiquette, things like that. I really think that this was accomplished as far as providing the students with as much information from a variety of different sources that you could possibly find to help students to be able to function and operate successfully.” DO3

“I think learning about famous celebrities, famous singers, musicians, actors, etc. helps and enhances students’ knowledge of the culture of the place of whose language you are studying. You know, when you are talking with somebody in Istanbul when they make a reference to Sezen Aksu or Zeki Müren you are going to know what they are talking about, you are going to be more plugged into that culture and society. It is very important.” DO3

“The most valuable experience for me is from movies, talking to the native speakers and probably trying to get involved more into culture itself, how people think, why is some of the expressions in this ... language you realize with the culture itself.” NJ5

“Like which demographic group ordered each newspaper. We don't even quite have that foundation in America. So it was just interesting to see that and that background of Turkey, the tracking of language and newspapers with the culture and politics.” BC3

It was also interesting to see an American icon like Rocky translated into a Turkish film. That was really cool. And how everyone in class is instantly able to understand that this guy is basically just like Rocky, you know? That was great.” BO6

“The ambiguity even in their language with native speakers, between each other is really common. That freaked us out too, because we're like, what, you mean you could speak this your entire life and still have common misunderstandings with another person.” BH5

“One thing that was really, really nice to learn a lot about was [TGS] really changed my view of how other cultures, other people see Americans. If someone from
Iran came over here, I wouldn't treat them as though they were Iran the country, I would treat them as a person. And I would be interested in them and their culture and everything about their life. And looking at it from that perspective, it was good. It made me feel more a part of a world community than previously.” BH5

1.3. Usefulness of Activities

“Shopping stage. Because you are going to make a meal. You are going to the market. What is the vocabulary for the different foods, the different ingredients? So it was refreshing to be back in a language class where we are actually learning how to operate in the place itself. That is why I like the shopping simulation a lot. Again the gossiping section was fun. I also liked again just for the sense of putting the students in this neighborhood in Istanbul. I like the sights, sounds, smells, what do you see, hear and smell just to give the students something tangible. To understand what it is to be there. DO3

“… we now know what different bus companies are in Turkey, what the different telephone companies are. If I want to take a trip from Istanbul to Izmir, I will know how to rent a car, how to take the train, how to take the bus. For example, if I go to Turkey and I want to get a SIM card for a cell phone I will know what the different companies are.” DO3

“I think it definitely keeps you from totally being overwhelmed by culture shock.” DT4

“It is the closest you can get to conversational hold in Turkey without actually going to Turkey. So many different diverse parts to it. There is the neighborhood skills, there is the market skills, there is the gossip skills. different accents you get in south of Turkey, accents in northeast Turkey.” NC3

“The instructor knows that I am weak when it comes to politics. We want politics in Turkish. I did not know many of the government terms. But he starts talking about politics. It is great. Now I know differences between heads of departments.” NC3

“The strongest aspect for me [was] up-to-date information based in Turkey, we had to read newspapers from time to time, see all the images, characters, comics, mix news in Turkey, stuff like politics, Turkish politics, music, rumors, these things they show how Turks think, stereotype... I really liked that. Because it makes language learning much more efficient.” NJ5

“The movie shows the music from different regions of Turkey. That region wants to compete with this one; you kind of learn what region listens to what kind of music. And also people from different regions and accents, that helps [to understand] which person is from which region.” NO7

“And with Turkish I feel like every time we would call an airport [in Turkey] to practice what we learned in Global Simulation, everything the person would say, we would figure it out. Not every single sentence, but you somehow know what was going on, and you know how to interact. Prepares you so you don't feel scared as well.” BB1

“It was very interesting. It's a very good perspective of the cultural norms of Turkey. The arabesque conflict with the more traditional music. Like the apartment that it was based off of, we saw it, Muhsin Bey was living in it. So it's good to have that connection to the class. And also it's a different time period, so it's interesting to see how Turkey has advanced and changing through the times.” BC3
“...how I should talk to a person who is from a particular area versus someone from another area, different classes of course, such things. What should I expect from the mannerisms and speech level of people from these different classes between men and women.” BO6

1.3 Information
“...I can definitely say that I now have a better understanding of Turkish people and culture. You see the whole spectrum, what Turkish culture is from Istanbul to Van, I have a greater appreciation for the variety and the generosity. I really want to go to Turkey now. I cannot say I really wanted to go before. After this class I really want to go and I want to see Istanbul. I want to go to all these different places we learned about and just see it with my own eyes.” DA1

“The reason is his basis of approach that if you were to move to Istanbul tomorrow, you would now know a great amount of information. Not just for vocabulary, to perform certain tasks, and finding functions that you would need to perform such as finding an apartment, decorating an apartment, finding public transportation, asking how to get around, shopping etc. Also the cultural aspects of movies, music, history, politics, social tension, and conflicts as well as what to expect of your neighbors, what you can and cannot ask from your neighbors, etiquette, things like that.” DO3

“I think learning about famous celebrities, famous singers, musicians, actors, etc. helps and enhances students’ knowledge of the culture of the place of whose language you are studying. You know, when you are talking with somebody in Istanbul when they make a reference to Sezen Aksu or Zeki Müren you are going to know what they are talking about you are going to be more plugged in to that culture and society. It is very important.” DO3

“I think that a lot of the vocabulary and the roles in Turkish family life are definitely significantly different from American life. There is a lot of family names, dynamics, things like that that just are not there. Even when I was in Turkey in the summer I was not exposed to that at all.” DT4

“Mostly discussion of Turkish culture like music and ads, that is the kind of my area of interest like as far as the things how the culture is overrun with consumerism, having another culture's take on mass consumerism, mass culture is interesting.” DE5

“We learned even food, and like it was pretty exciting I learned how to make even Turkish coffee.” DF1

“I know Turkish TV is interesting. Over there a lot more dramatic, three hours long. In between there has been people crying from happiness, from sadness they...; huge Turkish culture.” NC3

“Expressions, idioms. What you typically do not find in a textbook, if you do, [it is] just a footnote.” NN4

“Every region differs from each other like through this movies, songs and stuff. It was kind of interesting for me to see how Turkish language is different in Turkey itself.” NO7

“I think it was good to have a viewpoint of how Turks viewed arabesque singers at the time. And how different types of people interact. There was a bunch of different people, different types of people that lived in the Doğan Apartmani building at the time.
And so the way that [the protagonist] he interacted with all of his neighbors and things like that.” BT2

“I felt like we learned what it is to be in Turkey, pretty much. We saw a lot of the different types of music, language, politics. We got a feeling of what Turks would see if they were to walk around, be in Turkey.” BC3

“It was nice to see all of Turkey, instead of just a tourist, consumer package. Like, hey come to Izmir, look at all our beautiful beaches. Or, look at all the beautiful mosques in Istanbul. Yeah, that's there, but you also have widespread poverty, you have discrimination and whatnot. So it's nice to have all of that put into the class, instead of just happy whatnot.” BC4

“The better example would be the use of the words love... When you're talking about love in a daily, colloquial setting, [Turkish word] would be love, [two other Turkish words] would be similar to the word "like" in the English language. Whereas if you're using these words in a religious context than the proper words to use for the word love would be [Turkish] instead of [Turkish], which in a colloquial, conversational setting would not be love, it would be more of a like, oh I like this. [Turkish] would be just absolutely crazy. You would never use [this word] when you're talking about religion in Turkey. And being able to decipher these different spheres and how the vocabulary changes between these two spheres is really important.” BO6

“How I should talk to a person who is from a particular area versus someone from another area, different classes of course, such things. What should I expect from the mannerisms and speech level of people from these different classes between men and women. But it was just wonderful to hear other people’s thoughts about the country and the different views of the nation, I mean also different views of America.” BO6

2. Language

2.1. Language Use (Pragmatics)

“Yeah. I did not know what to say when you are trying to console someone when someone dies, now I do. I learned that. That was one of the main things that stood out, what to say. And also getting to hear some of the special accents that were in the movie, different dialects and things. I liked it, it was definitely relevant.” BT2

“I liked that it is a piece of pretty influential Turkish culture that's not otherwise really available to us, so it's an important movie to Turkey that's not particularly available in the United States on DVD or on video or something. I liked that, and then I guess I liked the way it portrays just sort of an earlier time period in social history in Turkey. So it was useful for a sort of cultural learning especially.” NC8

2.1.1 Awareness

“One of the last things we learned in the class was how to insult. Those are always fun. Those are some things you do not usually learn in the other classes. What it means to call somebody donkey.” DS1

“I would say that there are definitely cases where being able to use the language and know the proper content for the language are there such as congratulating people, wedding, your regrets, condolences; the grammar.” DO3
“It was such a good movie! It was a little challenging because there's different dialects presented in there, which I think is a good thing.” BO6

2.1.2. Meaningfulness

“So if I say a particular word, what are the cultural implications for using this word, versus another word that would seem to be a synonym, and what would be more correct.” BO6

“For example, the biography exercise with Serap. So actually getting somebody to write about their life and then sit there and study it, dissect it, learn the vocabulary from it, learn their writing style that was one of the best examples for me using real-life text and sources.” DO3

“For example, apologizing when late to class, for example one of the things the instructor did is we now know what different bus companies are in Turkey, what is the different telephone companies are. If I want to take a trip from Istanbul to Izmir, I will know how to rent a car a how to take the train how to take the bus. For example, if I go to Turkey and I want to get a SIM card for a cell phone I will know what the different companies are.” DO3

“And I'm able to write about what I want. When I'm asked to write about Turkish music, I'm able to write about the Turkish music, that I want to write about what I think about it. Not, here's topic about someone's mom who bought some flowers, and how do you form that sentence properly. I mean, how does that relate to me personally, and why do I really care?” BO6

2.1.3. Usefulness

“I think that as far as the vocabulary that I have acquired and the vocabulary which I will use in Turkish I definitely have a much bigger vocabulary that I would actually use in a conversational setting.” BO6

“So if I say a particular word, what are the cultural implications for using this word, versus another word that would seem to be a synonym, and what would be more correct. And I guess that would change my answer and make me say that although the strategies for learning vocabulary were different in each of these classrooms, perhaps the Turkish one, the way so much of my Turkish vocabulary has been acquired was more successful, and much more relevant to me.” BO6

2.2. Core Language Knowledge & Use

2.2.1. Skills (Writing, Speaking, Reading, Listening)

“You write to each other. Writing skills. You write about the person. I feel I improved a lot. It was good. I liked it.” NF1

“Translate a document from English to Turkish from English to Turkish and before this class I had the hardest time writing. Reading was OK. But writing... Maybe once or twice. That was because before this, I never wrote, just copy from text glossary. But the first one took me a long time. As he assigning them, you kind of learn the word flow. I learned at least how to. I became a lot better at spelling. I can read faster now. Yeah. It was rough, it was difficult. It was definitely a step forward. No pain no gain right?” NC3
“Actually I type faster than I write. I type Turkish faster. With my floppy handwriting it is hard to read. I make a lot of mistakes. When I see it on the computer I can usually see and correct it. With all the translation, typing enables me to finish assignments within a timely basis.” NC3

“And of course, with all of these people being so positive about me using the Turkish language, I think that just transferred very much into the classroom, and also just the very social interactions we were able to experience through this class, with using Turkish in a verbal way.” BO6

“And I'm able to write about what I want. When I'm asked to write about Turkish music, I'm able to write about the Turkish music that I want to write about, what I think about it. Not, here's a topic about someone's mom who bought some flowers and how do you form that sentence properly. I mean, how does that relate to me personally, and why do I really care?” BO6

2.2.2. Vocabulary
“The fact that the instructor is constantly giving assignments. One day you do a biography, not just in Turkey. I did Nelson Mandela from South Africa. Just reading the Turkish websites increase your vocabulary. You see words that you would not see elsewhere. Words like South Africa, Congo, anything like that. Without going to places like that. It is interesting because I mean as much as I learned last semester, It is not compared to. I learned political, scientific, geographical words.” NC3

“When you're reading this article, while yes, you might miss 50% of the words, you've also understood 50% of the words. And just knowing that 50% has allowed you to understand the basis of what the article was about, the general idea of the article. And that in itself is a wonderful accomplishment, and I think that myself and my peers forget what an amazing achievement that is.” BO6

“Which is exactly how I wanted it to work at first. Especially with Turkish where you're going from an extensive American vocabulary and stuffing that into a much smaller Turkish vocabulary, we have to put ten words in one sometimes. So, that can be even more difficult too, and figuring out connotations.” BH5

“Emphasis the vocabulary acquisition. He laid down the grammar fundamentals one needs to know in order to function. I think that the amount of vocabulary in this is intense but it is essential. I think you learn more vocabulary than you realize. Because you are coming up against a lot of vocabulary through the different video clips or writing assignments you are really integrating, incorporating and internalizing the vocabulary.” DO3

2.2.3. Grammar
“I think vocabulary was emphasized through this class. Grammar not as much, which I think it is OK, it is upper level, we learned most of it. However, when we come to a grammatical structure and text, something we were not familiar with, the teacher definitely was good at explaining it he would say what that is. We should have known it already. But he recognizes that maybe we had forgotten. He just teaches what we wanted to learn in general, whether we should know it already or not. He understood repetition is sometimes necessary to learn something thoroughly. I still definitely learned grammar. Because we would see it constantly through all the text. And he would explain.” DA1
“Because of the foundational of grammar that we got before coming to Global Simulation class, you are seeing in real-life context the grammar being used. So if you are sitting there reading something or if you hear somebody say “yapabilirsin” you know they are using the abilitative. Even subconsciously your brain is registering that and confirming the grammar that you are learning. In Global Simulation maybe we are not learning new grammar but the old grammar we already have is being reinforced very strongly.” DO3

“My interest in this course was just sheer fascination, pure interest. Just by interacting with these texts, just by talking with different people, by coming in here and speaking and seeing what's on the website, translating different articles, etc., my grammar improved immensely.” BO6

3. Turkish Global Simulation Course Format & Components

3.1. Multimedia Materials

“We watched three movies during the class I really liked the Muhsin Bey movie.” NJ5

“We watch videos, listen to songs, it is very useful I would say to learn culture-wise about that country.” NO7

“Especially when we watched films, it showed, or talked about articles in the news, and areas that were not as economically developed.” BC4

“What are really popular books in Turkey that we can try to read. What are some of the newspapers that are in Turkey that we can look up these articles and also continue to engage with.” BO6

“With the music stuff, I would definitely go above and beyond that, you know. It's really interesting to me to see the music videos and to know who's the most popular singer in Turkish culture and that stuff. And same with movies and stuff like that. Yeah, stuff I was interested in, like the music and the movies and things like that, I would probably spend a little bit extra time on. And the others I would do them in a month. To be honest, I would just look at it briefly.” BH5

3.2. Assignments

“Writing assignments were 99% as Homework. Homework assignments were 99% writing.” NF1

“...like online Turkish newspapers, find out whichever current world headline is interesting for you, we bring in class and kind of start discussing it. Yeah I would say it is very useful to follow what is going on in world. Since you have access to everything.” NO7

“But here, if we're learning about something, let's say we're learning about politics and then we're talking about Turkish political groups and things, and then if one of us gets interested, we can start a side topic. And then we can go into more detail about it and it's a lot more flexible. You can direct how you, direct gears toward what you want to learn about.” BT2

“I guess, for me one of the most exciting things was starting to read the news every day. Look at the front pages of the newspapers, decode the headlines and try to slowly work through reading the newspaper.” NC8
3.3. Technology

3.3.1. Doganapatmani.com

“You can go to the little web page doganapatmani.com. I have got all these links to go anywhere I want. I will continue doing it. Learn it whatever pace I like it. You learn where are the newspapers are. Now I go and try to read articles on Hurriyet Newspaper.” DS1

“As we get through the semester you find you really live in Turkey. We did everything like from how to and what to talk to the neighbors, how many rooms you have, who are your neighbors. I really liked it.” NF1

“Right now it's, we are like an actual apartment, where actual people know what's going on.” BB1

“… we were living in a virtual apartment complex, so we were supposed to create what did the neighbors say at the board meeting, what problems do you have with the other neighbors. It's really abstract.” BH5

3.3.2. Blog

“The blog I would use mostly for submitting assignments. I think maybe if we used it more as a blog actually, would be a nice addition as well. If we were encouraged to comment on other people’s posts and things like that.” NC8

3.3.3. Chat/Messenger

3.3.4. Google Docs

“Google Docs was just the key player. You never have to print out. You get notifications. You can write something and share it whomever you want.” NC3

“We use Google Docs for all sorts of things in the class. You might do a composition for your homework on Google Docs and just share it with everyone. We might just take notes, we might summarize an article or translate an article, create a table of vocabulary or words or something like that. It's useful because it's very easy to collaborate with everyone else.” NC8

“Whereas with the prompts that you have through the Global Simulation, which we answer through Google Docs, there's a much greater flexibility in your responses. You can respond the way you want to, it's not about what a textbook wants you to write. It gives you the ability to develop your own personal writing skills.” BO6

3.3.5. Email (studentname@doganapatmani.com)

“And I really liked we did a section with emails. Learning how to read emails in Turkish because you write kind of with the English keyboard, you do not have any dots. I always had a Turkish keyboard and typed in Turkish.” DS1

“Google Docs you use same email, and then we have separate email, so if you want to have just Turkish, you have a direct email.” BB1
3.3.6. Facebook

“Learning how to communicate we paired up with people on Facebook. Now I am friends with this girl in Antalya. We talk on Facebook. She practices her English; I practice my Turkish. We get interactions. When she speaks to me she does not speak like a book. She speaks, what we speak, like we speak in English. That is the kind of language that you learn.” DS1

“We had to write biographies and the instructor’s format for the assignment was he had a list of Facebook friends who were old friends of his that had agreed to do this, so we were all supposed to pick one, and they were people who had lived in Turkey, and we were supposed to correspond with them via Facebook and write a biography.” BH5

3.3.7. Skype

“Skype where ever was the most basically, there was the real experience to speak with the person whom you don’t know just ask general questions.” NJ5

3.3.8. YouTube

“I had no idea there were so much material on YouTube until we started this class.” DS1

3.3.9. Software Knowledge

“...you learn how to type and use the keyboard, and so you can get by without using the [accents], but you learn how to do that.” BT2

“But in the end you're learning both Turkish and how to use technology.” BT1

“Like I use Google Docs that I learned how to use here, for work.” BT1

“And I think it's very useful as well just sort of on the side to learn how to operate a computer or operate a keyboard in Turkish as well. That's a really useful skill to have.” NC8

3.4. Instructor/Facilitator

“Global Simulation was nice, because if you are that way he definitely encourages you to send him an email. And also class size was smaller. That makes it more comfortable too. He also really encourages any sort of communication. He talks to us on the phone, he chats with us, he sends Facebook messages.” DA1

“He was more like a facilitator than instructor. He kind of was our guide and let us explore things that interested us more. So we had a choice of what we were going to do, when, how we were going to do that; he was always there to keep us in the right path. We could not because you know we go off he would be there to push us in line again. He was a facilitator; it is a good word.” DS2

“[The instructor] was able to respect each of the students in the mutual levels instead of being taught as a lecture class taking into account and materials we used, like the texts, online poems and songs and listening and things like that it was more interactive and more fun than like you know out of the textbook. He is not writing stuff on the board in fact he asked us to write them making a list something we would go up and do it. He was more like facilitator not the teacher that is a nice way to describe it.” DM3
“I always had access to the instructor. He was always around. You did not feel like he is just a teacher like someone who is very willing to cooperate with me, to work with me.” DT4

“… just kind of facilitate environment where you can make mistakes, you can ask him questions when you say something wrong he will tell you and also he will speak to you in a way that sometimes, all the time, this is kind of in the back of his head following a method you can tell. He works well.” DT4

“If I was to watch it [Muhsin Bey movie] by myself I would not have understood. That is why the instructor was very useful to explain a lot of aspects of the movie, concerning the regional accents, why different religious... that is something I think I would not have understood just watching.” NI2

“So in theory I think it's a really useful concept, but it does rely on the instructor and on having motivated students who are willing to be part of it as well.” NC8

“Yeah, and that's one thing that, about the class, I think is one of the goals that he wants us to be able to be as much like native Turks as we can. He wants us to know the nuances of culture and the idioms and stuff. And he does a good job of it.” BH5

4. Learner Attributes

4.1. Learner Styles

“... I felt I needed more wait time. Maybe I need too much wait time. I always felt I was thinking what I was going to say about the topic, it passes... I listen and I do not speak.” NN4

“I'm bad at reading. There was a lot of reading. Everyone else seemed to be very natural at reading.” BB1

“But it was very difficult and frustrating for me because I feel like I needed a very structured presentation of what grammatical sentence structure, syntax, etc. should be.” BO6

“What my issue was with this was that I'm so used to one way of language learning, when I'm presented with another I thought there was an issue because it wasn't the same. So my frustration with it was simply my familiarity with one and the newness of another.” BO6

“And I think part of the problem, I think I struggled with the Global Simulation probably more than most of the other students, so I became really comfortable with the textbook and answer situation.” BH5

4.2. Motivation

“When you can just go to your computer and hop a website and it is all there. Yeah it definitely facilitates. Makes me more motivated.” DA1

“All our homework assignments were online. Class material is online. I was always engaged.” NI2

“But once I see something that is really interesting, I want to be the one to talk about it in class, so I will go into it really detailed, and I will read about it. Plus, once we're in class, then you do learn because, like I said, whoever has the most interest in it will start talking about it. Back and forward and everyone will get involved to it. You don't feel like you're forced, because when your classmates talk, you pay more attention
than when your teacher talks, I think. I notice that pattern. Because you always feel like challenging them. Everyone is a little bit competitive in a way, especially if you know someone else is really good at Turkish. So you pay attention to what they have to say.”

“...like [Turkish name] knows it too. And I'm going to Turkey this summer so conversation starters for me have been pretty important.” BH5

4.3. Previous Language Experience

“I remember taking Spanish and Japanese classes too. And most courses they do use inauthentic materials. You really learn a lot through them you learn the material but I do not think you are prepared to go on to real-world where you not actually know what you will find. They will use words that you have not been taught before, and it is scary, if you have not adjusted to it.” DA1

“In my experience with other languages, unless you take an additional conversational course you oftentimes get a more literary, media oriented, watching the news. You do not get a lot of times I find you are not acquiring the practical tools you need which you can use to succeed and thrive in a new place where the language is being spoken.” DO3

“I took Spanish. Fill in the blanks grammar. I bought the book. I dropped it. I could not learn it.” NC3

“Spanish. I studied that in high school and at the university. And I finished my Spanish minor last spring. It was a lot more text based, you know. Assigned readings, assigned homework turned in for a grade. Probably a lot less group work. You know, especially in the upper level Spanish classes there was a lot more reading poems and stuff and then analyzing them. It wasn't that exciting.” BT2

“Two years of Spanish in high school. That's pretty basic type stuff, nothing too serious. Basically just we'd go through the book. A lot of it was based on a list of vocabulary and a quiz on the vocabulary. You're taught structures of grammar and you have a test on that. Very ordered, very structured and everything was tested on, pretty much.” BC3

“Kind of the repetition. Basically it's just like mathematics. It wasn't anything we added to it, we would just change basically one verb and put the suffix to the verb and that would be the entire addition to the sentence.” BC3

“...in Japanese I could ask "Where is the bathroom?", but I have no idea what the answer is, I couldn't understand it. Whereas, well you're supposed to memorize in a textbook, ok, this is how someone would answer. What if someone doesn't?” BC4

“Well, I'm thinking about the difference now, and I think that the difference between my vocabulary in Turkish, what I know with my vocabulary in Turkish and what I know with my vocabulary in German, is that I know I lot of vocabulary in German that I probably will never use.” BO6

“When I was in the elementary Turkish courses, and also when I was in German, there was a huge focus on the understanding of grammar. And it was presented in a clear way, you know, today we're going to learn about this tense, or we're going to learn about past or present, etc. And I think that because I had been exposed to that so much, it was almost a comfort for me to experience that.” BO6
4.4. After Effects

“It was positive. Because I was able to access from anywhere. So from home, from school I can see them, if I am online I can see them. I have to say everything on a jump drive, saving in different formats, it is more convenient to have everything online. I don’t know if I will ever live in Turkey but I definitely want to travel there a lot.” DO3

“…which is I think is more important. In order to communicate you have to be very social and friendly, not just very formal and strict. No one wants to deal with someone who is extremely unemotional, and you want to talk to someone who is pleasant to talk to. And if I am trying to have a career that involves Turkish, I need to be very pleasant to talk to and [be] social. So that helped a lot.” BB1

“Like I use Google Docs that I learned how to use here, for work.” BT1

“It makes more people interested in it, because it's a very interactive website where I say, oh look, there's this really great Turkish song and I can have someone else listen to this. Or oh, look at this clip, and even if it's in Turkish and they don't understand it, then I can translate it for them, and they go, oh that's so funny. It's not only that, I like clicking all these links and seeing what he's put on there, but then I'm provided with a tool that I can share because I'm interested in it, other people will be interested in it and want to explore the language more.” B06

“So, even though next year I'm graduating, I'm not sure when I'm going to be able to take a Turkish class again, I'm still going to be able to continue my Turkish language learning. Because there are so many people that I know now who know Turkish and that I can continue to interact with. And I think that's the most important thing. Language learning should not stop at the end of a page.” B06

4.5. Extended Community

“The instructor created a blog account we all shared. Everyone knew the password. Anyone can log in and post on the blog. So we could see what each one is writing. It is very opinionated. The questions are not like what is… what would you do, everyone has a different taste. When I decorated my apartment, I had like quite a lot of furniture. It is left open to you. With the blog we can see, we can learn about the komsu, classmates. You know what their tastes are. One of my classmates likes cherry liquor. I know another one who really likes the color red, and football. It is not only what it is, it is also a chance to engage, it is more a way to know your classmates better. And it is really good.” NC3

“We were supposed to have them write to us in Turkish, in the first person, and then translate that into a third person biography. But right around the same time, I had gone to a lecture, an astronomy lecture on black holes by a professor here, and I found out that she was Turkish. I love astronomy and I found out she was Turkish, so it really peaked my interest. And I came to the instructor, and said, hey, instead of writing my biography on one of your Facebook friends, can I schedule an interview with this woman, and write my biography on her? And he was like, yeah that's great, if that's something that you really want to do then go for it. And I did, and it was a great experience. She's amazing and I got to meet her and interview her, and I wrote my biography and the instructor ended up reading my biography and decided that he needed to be friends with this woman, and she actually came to our class yesterday and hung out with us and talked. She's an amazingly prestigious professor here, and we made that connection just
because he allowed me that freedom to pursue my own interest. But I still, I wrote a better biography than I would have, had I done the assignment the way he assigned it, and I think he knew that. And he's so good at understanding people and giving them that sort of freedom.” BH5

5. Reflections/Evaluations

5.1. TGS

5.1.1. Positive Reflections

“I really liked this course a lot because I started learning Turkish by myself and I did it sort of through the same means like this course so it felt comfortable for me. I really enjoyed it. It is the best language course I have taken so far. My favorite aspects were that [the instructor] used real-world materials rather than things invented for textbook. It was all real, the instructor used real video clips, real newspaper he used, he did not make it up specifically for students. I really liked that it focused on culture, then you learned the language through the culture, it gave you context for being able to remember things. He gave different students different homework assignments according to their abilities, or what we needed to get done then. I think we learned out of each other more; if I am translating something somebody else translate something else we got twice as much done, we could look at each other's work afterwards. [Global Simulation] really tried to put Turkish into our daily lives the things we actually do, rather than keeping it in a book, it encourages it to getting everywhere. That really is the easiest way to learn languages if you apply as many aspects of your life as possible. I definitely recommend it because it is a really fun language learning experience. I think it is better than using a textbook. I think you learn a lot more. You get adjusted to the language a lot quicker, so I would definitely recommend it.” DA1

“I liked the fact that the class was very much more informal than other language classes. You interact a lot with the other students in the class. You got to know everybody very well. And the material was very engaging, so it was not just going through the grammar, reading exercises like that it was learning from real material. I liked that.” DS2

“I wish I had Global Simulation in all other languages I studied.” DS2

“I liked the way it was broken down chapter by chapter. Different themes, topics. Today, this week we are dealing with say what do you see, hear, smell around the building that gives you a sense of what actually living there would be like and learning that vocabulary. So the way he broke it down by theme, that was one aspect I really liked.” DO3

“So I would say because TGS emphasizes that the student gets a richer sense of payoff or reward. In the sense of, I am working on learning this language, now I know how to do x, y, and z just like I would do in my own daily life. You don’t always get that in more traditional textbook courses I think. And the other thing too is because you through writing assignments and discussions in class you are utilizing that material, whereas in a more traditional language course, look at the textbook, reading the vocabulary writing about somebody else not yourself or your imaginary Turkish character. Which is another thing I really liked. Building our own background and biography and studying our own city. That was really cool. In a traditional book you are
looking John and Maria doing something, not you doing something so that is another aspect I think is cool.” DO3

“I think that it kind of gave you an opportunity to go into a simulated environment where you would be confronted with a lot of things that just doing language exercises you will never really come face to face all kind of problems that forces you use Turkish in ways that you might have to use them when you are actually traveling or living in the country so in that sense it is like kind of challenges you expend your language proficiency because you are always coming up with creative little scenarios where you are stretching your imaginations and also your language usage.” DT4

“General environment it makes you feel comfortable, making mistakes like that. DT4

“...just the way you felt in the class was it was always very relaxed and you never felt nervous or embarrassed.” DT4

“The strongest part is that you really learn a lot about the Turkish culture.” NF1

“Absolutely. Hands down. It is probably the most fun class I have had the whole semester.” NC3

“Well, the class I really enjoyed it. I liked the fact we worked as a small group, all people can collaborate every time, every day, every time it makes you it forces you to collaborate.” NJ5

“Yeah. Definitely I would recommend it. Especially for those interested in Turkey and the culture, because it really projects the culture the way people interact with each other.” NJ5

“Strongest is it is real. It is about the real things. It is not stuff that teachers make. Not like dialogues teachers make up, dialogues teachers make up from one perspective. I think it is more about learning culture. Actually being able to go there and talk to people to real people.” NY6

“Then there is a lot more interaction with technology I mean like we interacted with people from Turkey with chats all that email that is good part. you can interact with people in Turkey.” NY6

“I liked it a lot. It was really, you know, unique and enjoyable. I've always kind of resistant to online courses as well, and this was totally different for me.” NC8

“I like it. I think that having, you know, sort of the informal… or not informal, but casual kind of learning environment. The wealth of information that's on that site, so you can access it at your own pace, do what you want to do. You know, you're more in charge of what you learn. And it depends how much effort you put into it. It makes this class kind of unique.” BT2

“Well I think that when you can learn about something and then click on a link and hear people talk about it, you can read about a current event, but then you can watch a Turkish news clip or something. Or you can read about a singer and then hear one of his songs.” BT2

“It's very relaxing. You don't feel stressed and forced. You don't feel like it's homework, you actually feel like you want to learn the information that you get from Global Simulation. You feel like you are already in Turkey, because you're looking constantly, you're on the screen, staring at the computer, so all you see is Turkey. And I like how there was no English used for it, just, there was little to no English on any assignment that we had.” BB1
“Learning the language in a culturally relevant setting. So we're not trying to learn Turkish while we're here in the US, but the basis for learning Turkish is through this Global Simulation which is in an apartment complex that is in Istanbul in Turkey. And so it's basically a virtual simulation of you being in that culture, surrounded by that culture. We're presented through the website with authentic text, really popular, famous Turkish singers, learning really famous Turkish poems, and all of these other very cultural things.” BO6

“You're able to learn at your own pace. And the way in which this website is developed, again, you're not being compared to your peers. The answers are very individualized. The text that is presented, you have a bunch of different texts and different people will be able to understand levels of the text. But again, my peers will never know that maybe they read something more advanced than me, or maybe I read something more advanced to them. That might create hesitation in language learning in the classroom.” BO6

“Before taking this class I really would never want to speak in Turkish, or even want to try. I would never have the confidence to speak to someone who was fluent in Turkish because of the fear of saying something wrong. And not being graded compared to everyone else, but because of how I was doing individually, alleviated a lot of those fears and a lot of those hesitations. And I think that was really important. It was really important for me to gain that security and confidence.” BO6

“This was a revolutionary, completely different sort of [class], yeah. Which I think he's going for, which is good.” BH5

“If someone from Iran came over here, I wouldn't treat them as though they were Iran the country, I would treat them as a person. And I would be interested in them and their culture and everything about their life. And looking at it from that perspective, it was good. It made me feel more a part of a world community than previously.” BH5

“The fact that it's current and it's relevant, and it's not a mathematical formula where we add verbs and nouns and end up with sentences that are supposedly supposed to be understood. It's real, you know. We see real news articles and we watch real Turkish movies, we talk to real Turks, we see real elements of culture, and we even talk about the dialectical differences.” BH5

5.1.2. Negative Reflection

“When you are home, of course at home you have to relocate them [websites]. Then just the sheer number of documents to look at, files and sites. I did not always know what I should focus on.” NN4

“You still have to budget your time. I did not know my priorities.” NN4

“... losing track that is easy. That is the weakest thing about this class. Because you kind of forget about conventional classes homework. hard to keep on track unless someone tells you this and this maybe more notices being sent... So you have to have some sort of structure that encourages you to take ownership and participate as much as you can.” NY6

“It was kind of hard to be motivated and know exactly what to do, kind of. It was a very flowing, emotion type experience. But we wouldn't really go over, I'm used to testing and you study and learn material for a test, but there's no real finality to anything, so it's difficult to motivate yourself to study and also to know what's important.” BC3
“You could get side-tracked pretty easily.” BC4

“My biggest frustration came from the navigation of the website. With the website there are a bunch of different sections. You have the syllabus, and then you have the homework and assignments, and then you have the column that is on the left-hand page of the website which is supposed to be like the chapters of the book. But constantly having to flip through the three is a little overwhelming, and definitely a bit confusing. You end up having so many different links that you need to click on and things that you need to read for this particular course that I think that can be a bit difficult and distracting and overwhelming.” BO6

“I would say, especially at first, dealing with the wealth of information and trying not to feel overwhelmed by it. Because, like we were saying, in our traditional, American educational system, information is dealt out in packets that have been predetermined to be palatable by the students. And it's very regulated and structured. And the instructor wants us to know, he wants to give us everything he has, which is great. And I learned through time that he didn't expect us to learn every single thing that he gave us. But dealing with so much information, I did tend to be overwhelmed with it at first.” BH5

“Just like I was saying before, being overwhelmed by the wealth of information. Just because it affords so many more opportunities to learn current information and to learn aspects of culture, and to learn the ambiguities and inconsistencies.” BH5

5.1.3. Improvements

“We had a blog, we had a Google Docs, the instructor’s website, we had doganapartmani web page, we had Gmail so we had about 5 different websites to keep track of whereas if there was a more central location for participating, finding out what we needed to do and then being able to submit it there and keep in touch with each other, that would be ideal.” DO3

“More clear instruction will be a lot easier like to figure out what is going on, because sometimes you read the assignments and it does not tell you the whole thing.” NY6

“Maybe not having a schedule, plus the homework assignments, plus the chapter in the book. Perhaps some way to integrate all of those three into a web page. I feel like even if those links were just in one place, where I didn't have to keep clicking between the three to just find different stuff. That would make it easier and less stressful for me.” BO6

“So and that's something that I guess you would have to be aware of. If there's something that he wants everyone to learn, he needs to be clear about it, you know. Otherwise people will pick and choose what they're going to spend time on.” BH5

“The thing why I'm suggesting more grammar review and structure.” BH5

5.2. Textbook

5.2.1. Positive Reflections

5.2.2. Negative Reflections
“What I heard that the complicated. There was a lot of information. Turkish textbooks are not good. I personally do not care, as long as you have everything you need to learn I do not care if it is on the web or in a textbook.” NF1

“I enjoyed very much. I enjoyed very much about Turkish culture. I did not learn it from the textbook we used.” N12

“It was just so outdated, and the language examples that were in there, it was using the formal version of Turkish, which I feel like in a day-to-day, more colloquial setting you wouldn't have used. As far as learning Turkish in a contextual setting, and a day-to-day setting, if I were to go to Turkey and speak to other Turks, that sort of thing. These sorts of realistic conversations were not well translated into the textbook. And I very much felt as though I were sitting in a linguistic class and this was not what I felt a language learning class should be.” BO6

“You simply have class that is reliant on a textbook, well what happens when you reach the end of the textbook? Is that when language learning is supposed to stop?” BO6

“A textbook probably wouldn't, I know because our textbook didn't talk about that, didn't say oh, if you meet people from [Turkish city], they're going to sound completely different.” BH5

“Because a textbook, the author's not there to explain to you these complicated little things about a culture, so it won't talk about it.” BH5

“And the other thing too is because you through writing assignments and discussions in class you are utilizing that material whereas in a more traditional language course look at the textbook, reading the vocabulary writing about somebody else not yourself or your imaginary Turkish character.” DO3

“Building our own background and biography and studying our own city. That was really cool. In a traditional book you are looking John and Maria doing something, not you doing something so that is another aspect I think is cool.” DO3

5.3. Multimedia Materials, Web, Tasks, Assignments

5.3.1. Positive Reflections

“I think we students learned out of each other more: if I am translating something somebody else translates something else, we got twice as much done, we could look at each other's work afterwards. I definitely liked the use of authentic materials. It really teaches you to deal with things that you have not explicitly been taught in courses that use inauthentic materials. You feel like you understand more when you get into the real-word trying to do something with it you learn that you have not adjusted to seeing things you do not understand I feel I am better making guesses about things that I do not understand might be and then it scared me as much. Definitely I like authentic materials. Because at first you do not feel you know as much because you have got this text there are lots of things you do not know and you feel like you have not learned thoroughly but if you keep doing it that way you learn a lot. I think for me it encouraged me to be able I mean even I could find stuff when I realize you can find things online I can find more stuff on my own too, and you can just kind of edit it or send him an email that was nice, it is part of the realization that with the Internet everything is available to you so I can go and find Turkish text whenever I want now I know where to look. During the course he showed websites, I mean newspaper websites, things like that. It was nice to be online.
You could turn your homework online. And he would send it back with corrections, sometimes within one hour. It is very quick feedback. Very nice feedback. You could definitely see the changes, you could edit it you could ask him about it right away. My favorite one he showed was commercials. The kind people are watching in Turkey, from the TV show *Olacak O Kadar*, it was really funny for me. It was about you bring so many coupons we give you ARABA. Instead of giving a car... it was really funny. Clips from TV shows, movies I liked those a lot. It is sometimes hard to find materials outside Internet, even with Internet if you do not know what you are looking for it is hard to find exactly good materials. I definitely think it is very successful bringing together a wide variety of songs, materials, news articles, written works, poems; the collection makes it easy for you to browse together.” DA1

“We had access to online newspapers, video clips and you know it kind of puts you in your place sometime you think that oh I can understand this now, then he puts a video clip you have no idea what is going on he has to kind of break it down for you. It is good. You reach a plateau then he helps you kind of over them that way with the authentic materials. I liked the music videos. We analyzed the song *Depresyondayim*. I really liked that one. We all got up when we were singing it. You are using different faculty together. It is much more easier. You learn much more intuitive way rather than just memorization. So, I guess music clips.” DS1

“It was positive. Because I was able to access from anywhere. So from home, from school I can see them, if I am online I can see them. I have to save everything on a jump drive saving in different formats it is more convenient to have everything online.” DM3

“It was a very efficient tool in many regards. Especially Google Docs. There is sense of break from the past where the textbook... association students have kind of dreading taking the textbook, the dictionary... it is superfast online, the online Turkish dictionary is a huge help. I think because there is a wide variety of different sources and sources on line that students like I was able to tell what I needed from where the places I needed it was more of spirit of discovery than a chore. I like that aspect of using the technology.” DO3

“We were posting our homework on the blog. Some of them we had to do it. Instead of an email attachment we create a doc and share it with the instructor. Create a doc and share with the instructor. He corrects. That was very easy. I liked it. There is no attaching or emailing. The other thing is group assignments. We [work] together in groups. It was easier in fact we did not have to email each other. One document we shared. It was easy from that part.” NF1

“It was it felt very individualized. It was very practical.” NI2

“I think the advantages is that course materials are a lot easier to access. And quicker responses from the instructor, you can also compare your work to a lot of other students. You can work their work you can see how you are doing. I think that is useful. learning a language.” NI2

“You can recover it certainly. Google Docs. You can once someone deletes something, you can always go back. But when someone tears, spills you need to rewrite the paper.” NC3

“Google Docs was straight forward. Everything, it is very useful and comfortable. The blog, I liked the blog.” NJ5
“For homework assignments we get immediate feedback from teacher from classmates. For example, if you have common assignment homework assignment on one doc you can work like in parallel, on one doc. Everyone can modify at the same time. You can see what other students do.” NO7

“Whatever you find interesting for example, you would tell teacher and he immediately puts a link to the ahmetokal.com.” NO7

“First of all, as I said like you have access to everything whereever whatever whichever you have questions you get immediately answers. You do not have to carry your dictionary with you. The instructor showed us a very nice dictionary website, and also Google Docs as I said. Also, yeah that collaboration in class. Like Sometimes gives us assignments working in groups. open one doc everyone works from his computer. You kind of follow.” NO7

“The instructor's website is really grand. It's incredibly extensive in addition to having, you know, just the resources for our class and you know, what's necessary for your own work and the course schedule and things like that, there are whole other websites and it's full of resources and other information to consider and to look at. That's very useful as a reference as long as you can kind of navigate it. It can be a little jumbled I guess sometimes, but that's, in a way that's enjoyable because you can move from link to link, and page to page.” NC8

“One big advantage to using the web is it tends to be totally up to date, so if you're reading a newspaper article, or if you need to find information on something, for example, you can find it right away and it will be current. You're not learning words or vocabulary or grammatical structures that are archaic or that nobody uses anymore. As well as it's useful to learn sort of how to interact on the Internet as well. You know, there's a special kind of Internet grammar and Internet vocabulary. And it's nice to be constantly connected to more information on some things. I read Turkish Wikipedia a lot during the course. Or go to other online resources in Turkish too, to just look for more information.” NC8

“I guess just with the technology part, you can edit it a lot, and it's much more interactive. The instructor can just, middle of the night he can log onto it and edit it and I can see what he changed. And I can compare the previous one to the current one and see what I was doing wrong and what concepts I didn't have right.” BC3

“Whereas with the prompts that you have through the Global Simulation, which we answer through Google Docs, there's a much greater flexibility in your responses. You can respond the way you want to, it's not about what a textbook wants you to write. It gives you the ability to develop your own personal writing skills.” BO6

5.3.2. Negative Reflections

“Some of the homework assignments they were not clear enough. We had to personally make sure and confirm with the instructor what the homework was. It is not hard to communicate with the instructor. He is always pretty good answering the emails. Detailed homework assignments will be easier.” NF1

“But in the end, you're learning both Turkish and how to use technology, which can be over-burdening for some people.” BT1

“Like at times was kind of overwhelming, and at times confusing.” BC4
“I've forgot my password, I'm not sure if I can get on my [apartment] email, well I can now, but for a while I couldn't. So it was challenging to figure out where we were… Yeah, that was another thing, too. I didn't know when I was supposed to put my homework in Google Docs and when I was supposed to post it on the blog, and that sort of thing. Yeah, that just goes with clarity of expectations too, where he wants the assignment turned in.” BH5

5.3.3. Improvements

“I had trouble focusing on what the instructor thought was important for any given week. We had a general theme. We had 15-20 things to look at. I did not choose the right one. And in class in terms of speaking opportunities, I would have appreciated more either structured guided speaking opportunities. You do not have the vocabulary to talk about all about these things. What if there were the list of words related to the topic.” NN4

“And I feel like if I was going to check [apartment] email, it would be just when I was doing my homework, or just before the class or something. So if he wants constant access, which he's very good about communication, there were a lot of times when we would communicate between classes and stuff. I think that was made easier by texting, mostly, and then by email, when I got stuff to my regular email which I usually did.” BH5

“I think maybe if we used it more as a blog actually, would be a nice addition as well. If we were encouraged to comment on other people’s posts and things like that.” NC8

“I wish we would have started Global Simulation in the 3rd semester, because it was a little overwhelming. So, you sort of feel like, if the instructor was to use this in the future, then you feel like it should probably be spread out over two semesters to help students to feel comfortable.” BB1

Students Comments on the Open-ended Questions on ACTFL Standards-based Textbook Evaluation Guide and TCE Online Teacher Course Evaluations for Web-based Courses

5. Reflections/Evaluations

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<tr>
<th>5.1. TGS</th>
<th>5.2. Textbook/traditional classroom</th>
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</thead>
<tbody>
<tr>
<td><strong>5.1.1. Positive Reflections</strong></td>
<td><strong>5.2.1. Positive Reflections</strong></td>
</tr>
<tr>
<td>- Student-to-student interactions, and student-teacher interactions.</td>
<td>- Some translations are misleading; some vocabulary is outdated. Otherwise I like the book. SJ4</td>
</tr>
<tr>
<td>- Different levels were recognized, work was assigned accordingly.</td>
<td>- Very well laid-out book. SR5</td>
</tr>
<tr>
<td>- It was a creative learning environment.</td>
<td>- Overall a good book. I like the way it is organized and the exercise sessions. SA6</td>
</tr>
<tr>
<td>- We did not have to be students every day.</td>
<td>- The book is good for learning Turkish but… SS9</td>
</tr>
<tr>
<td>- The enthusiasm from the teacher towards his students.</td>
<td></td>
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</tbody>
</table>
- Vast resources of authentic materials were used much more than a regular language class.
- It was mock immersion.
- Technology was utilized in different way than many other language classes we ever had.
- Asked questions were always answered.
- Individual attention was given to each student.
- We were called by the teacher when we were late due to an accident.
- The teacher took time to get to know the students.
- Students focused on communication instead of grammar.
- Collaboration, discussing current world issues/headlines.
- Cultural aspects (news, music, articles...).
- Creating persona for the Doğan Apartmani [Global Simulation].
- This class gives students the freedom to think and write about subjects they really care about.
- Web-based program.
- Group works, interactive works related to real-life situations like calling real Turkish companies, conversations with native speakers over Internet.
- The professor's zest for life, wealth of information, and passion for learning.
- The varied subject-matter.
- Casual environment, online course materials
- Flexibility of the schedule, students had a great influence in deciding what was taught/learned.
- The pace was excellent.
- Fascinating culture and application to language.
- It is also important to meet in person; you can get all the information on line.

- Learned much grammar as it is focused more on it. NO7
- The book is a decent book. NC3
- Elementary Turkish textbook is a good book for basic grammar and vocabulary. It is useful to have as a reference text. Appreciated clear presentation of grammatical rules. BC4
- This book's overall functionality is rated at #2, based on grammar lessons, ease of use, dictionary in the back of book, and embedded vocabulary. S23
- Very good for learning grammatical structures in terms of Turkish culture. Easy to follow. Appropriate for the comprehension level. N24
- Grammatical explanations are generally good. C25
- "Elementary Turkish" is a very practical, functional book for getting a grasp on Turkish grammar with some communicative exercises as well as a CD for some listening practice. The main strength of the book is that there is a decent logical progression of vocabulary and grammar concepts and it is easy to find them when needed. K28
- Turkish Global Simulation connects students to Turkey more. Can become a part of the people. Read more authentic and current material that makes sense with what is happening at the moment. Connections to Turkey make students feel like they’re a lifelong learner.

5.2. Negative Reflections

- [need] to have a more centralized way of conveying to the students the information like for example, we had a blog, we had a Google Docs, the instructor’s website, we had our doganapartmani web page, we had Gmail so we had about 5 different websites to keep track of where as if there was a more central location for participating, finding out what we needed to do and then being able to submit it there and keep in touch with each other, that would be ideal so that I found confusing at times or difficult or o my gosh I forgot to check this. DO3

5.2.2. Negative Reflections

- The book mostly gives the context just to teach the grammar, and there are not many activities in the book.
- I struggle most with the organization of vocabulary both at the end of chapters and in the back of the book. Verbs are given without clear objects, and the vocabulary lists at the end of the chapters do not list all significant words from the section. They are also ordered alphabetically, rather than by word type, making it difficult to learn vocabulary by association. ALC3
- The visual part could be improved. SA6
- No exposure to variations in Turkish accents. No Introduction of Turkish drama series like *Ezel*. No information about Turkish army coups/politics. SC7
- I did not really like the book because the vocabulary was very disorganized. Yes, each chapter had a control theme, but unlike other books I have used for learning Arabic or Spanish, yes there was not a core set of words per chapter that students were expected to master. This made acquiring vocabulary very difficult in my opinion. N12
- But the instructor had to update or add differences in language usage. S21
- I would have liked to see more cultural info about ethnic groups, but due to the volatile political situations, I am not surprised there is no info about the Kurds. But I am sure there are other rural ethnic groups in Turkey. S23
Conversational activities feel forced and unproductive. Vocabulary lists are often haphazard / random. C25
- The CD is in fact pretty bland. There are some cultural references and materials interspaced throughout the textbook, had not in a tremendously exciting manner. K28
- The binding is poor, though. The pages fall out. SJ4

<table>
<thead>
<tr>
<th>Global Simulation Students</th>
<th>Students in a Traditional Classroom</th>
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<tr>
<td>- Focus and understand using the language in real-world situations.</td>
<td>- Focus on memorizing the weekly vocabulary.</td>
</tr>
<tr>
<td>- Learn language and grammar through usage and culture.</td>
<td>- Talk in English</td>
</tr>
<tr>
<td>- Know current news and social issues in Turkey.</td>
<td>- Read through the book, what other resources we need…</td>
</tr>
<tr>
<td>- Autonomous, and learns and exposed to language through topics that interest them personally.</td>
<td>- Learn abstract sentences, like my suitcase contains many takers they are fun but not too helpful.</td>
</tr>
<tr>
<td>- Use technology and resources accessible through the Internet to learn in and out of the classroom.</td>
<td>- Do not discuss proper etiquette, behavior, manners.</td>
</tr>
<tr>
<td>- Know how to continue their studies in Turkish on their own even after their formal studies are completed.</td>
<td>- Cram for tests.</td>
</tr>
<tr>
<td></td>
<td>- Use flashcards.</td>
</tr>
<tr>
<td></td>
<td>- Do not learn but instead simply complete the course work.</td>
</tr>
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<td></td>
<td>- Not engaged by subject matter of the textbook because it was written in 1970s.</td>
</tr>
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<thead>
<tr>
<th>Global Simulation Classroom</th>
<th>Traditional Classrooms</th>
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<tbody>
<tr>
<td>- I like the overall organization of the class. It is more about learning the Turkish culture, and I like the way we follow current national issues, and worldwide as well. NO7</td>
<td>- Have a standardized textbook that you follow chapter by chapter.</td>
</tr>
<tr>
<td>- The cultural aspect of this course is unparalleled. To teach language through culture is second only to living in the country and learning through experience. NN4</td>
<td>- Start with basic vocabulary, don’t necessarily focus on what each student wants/opinions are.</td>
</tr>
<tr>
<td>- Overall the materials are very good and based on the everyday life situations. They include things like newspapers, books, politics, well-known Turkish holidays and celebrations and regular conversations that</td>
<td>- Follow a syllabus with homework assignments set in stone. Not customized for each student.</td>
</tr>
<tr>
<td></td>
<td>- More memorization based. Not based on everyday life.</td>
</tr>
<tr>
<td></td>
<td>- Not a lot of flexibility in case something pops up. Can’t deviate as much. Have to follow the schedule even if students are being left behind.</td>
</tr>
<tr>
<td></td>
<td>- Constant group work that doesn’t really help.</td>
</tr>
</tbody>
</table>
could happen in various places with different contexts. NJ5

- I enjoy the many linkages between Turkish Global Simulation and Turkish culture. The emphasis on reading real texts (newspaper articles, websites), and discussing pertinent topics from the news and culture is very useful. I also appreciate the openness of prompts and assignments. I am able to actually express my thoughts and discuss topics of substance rather than follow grammar rules or answer quotidian questions. The questions, topics, and prompts respect students as individuals and encourage us to share our views. [ ] this program has removed many of the frustrations (especially the brain working faster than the ability to competently express myself), [ ] (C14)

- Teachers may not personally know you, depends more on the effort the student makes.
- Still stays within an academic realm, really doesn’t become personal. May just be “another student.”
- Student is responsible for learning.
- The teacher knows more than the student typically.
- The teacher doesn’t try to learn anything from the students.
- Teachers don’t care about students’ learning style, it is standard across the board.
- Teachers are satisfied just with memorization.
- Students are not encouraged to bring in their own knowledge.
- Use an old textbook that is composed of someone else’s ideas. They are not necessarily updated or focused on culture.
- Students are connected to textbook and not to life.
- Textbooks tend to simplify things.
- Not as interactive. Will use PowerPoint or cheesy videos. No songs or real-life examples. - In traditional language classroom, the videos are not as realistic.
- Traditional language classrooms can be boring and make it difficult to learn a language.
- Language learning should be a fun experience.

**Improvements**

- A more complete overview of the website email and homework procedures at the beginning of the semester.
- Perhaps ref sections of the textbook that we had used that would be useful to complete the assignments as we go.
- More creative contexts writing short plays or dialogues
- Making movies.
- Online page for each student that includes all their work they did in class like links to Google Docs presentations.
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References


