

American Association of Teachers of Turkish

Provisional
Proficiency Guidelines for Turkish

1993

Provisional AATT Proficiency Guidelines for Turkish

The Provisional Proficiency Guidelines for Turkish presented here were prepared by the AATT Proficiency Guidelines Working Committee; they are based on the generic ACTFL Proficiency Guidelines. The ACTFL Guidelines afford the language teaching communities a means to describe proficiency levels that are language specific while at the same time providing linkage to the corresponding proficiency levels in other languages.

The representative samples cited for the proficiency levels in Turkish were taken from actual performances elicited from language learners. These citations are intended to display the *characteristics* of each proficiency level rather than prescribe a discreet set of requirements. Each level is an organic part of all previous levels, and the particular range of ability displayed in previous levels is understood to be solidly incorporated into all following levels. The present set of guidelines for Turkish will remain provisional for one year to allow for a thorough discussion in the field.

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Generic Guidelines

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SPEAKING

NOVICE

This level is characterized by the ability to communicate minimally with learned material.

Novice-Low

Generic: Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Turkish: No functional ability to communicate in Turkish. Oral production is limited to a few isolated utterances and cognates: *Merhaba* “Hello,” *çok güzel* “very good,” *tamam* “okay,” *şiş kebab* “shish-kabab.”

Novice-Mid

Generic: Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor’s words. Speaker may have some difficulty producing even the simplest utterances. Some novice-mid speakers will be understood only with great difficulty.

Turkish: Can communicate minimally with memorized material responding to the most basic common courtesies, greetings and leave taking, but cannot sustain conversation: *İyiyim* “I’m fine,” *Teşekkür ederim* “Thank you,” *Memnun oldum* “I’m pleased [to meet you],” *Efendim?* “Pardon me?” *Günaydın* “Good morning,” *İyi günler!* “Have a good day,” *Güle güle!* “Bye!”

Can give some memorized answers to questions about self: *Ben Amerikalıyım.* “I am an American.”

Pronunciation of unfamiliar words presents some difficulties, and stress pattern in utterances is generally foreign. Working vocabulary tends to be very limited.

Novice-High

Generic: Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some novice-high speakers will have difficulty being understood even by sympathetic instructors.

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Turkish: Can initiate and respond to basic rehearsed exchanges that are culturally neutral: *Bu ne?* “What is this?” *O kim?* “Who is he/she/that?” *Otel nerede?* “Where is the hotel?” *Hava nasıl?* “How is the weather?” *Hava güzel değil.* “The weather is not good.” *Bu kaç lira?* “How much is this?” *Çok pahalı.* “Very expensive.” *Nerelisiniz?* “Where are you from?” *Austin’de oturuyorum.* “I live in Austin.” *Türkçe öğreniyorum.* “I am learning Turkish.” *Bin dokuz yüz doksanda.* “In 1990.”

Vocabulary is limited and typically includes cognates, numbers, basic colors, names for immediate family members, public buildings and immediate personal needs of the individual speaker: *Babam hariciyeci.* “My father is a diplomat.”

Level Summary for Turkish

There is little evidence of functional ability to deal with most simple problems. Isolated phrases and words are characteristic of the Novice:

Evet, bir...Anlamadım...Büyük...Evet iki kardeş...Öğrenciyim. Georgetown’da.

INTERMEDIATE

The intermediate level is characterized by the speaker’s ability to:

- create with the language by combining and recombining learned elements, though primarily in a reactive mode;
- initiate, minimally sustain, and close in a simple way basic communicative tasks;
- ask and answer questions.

Intermediate-Low

Generic: 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.

Turkish: Can initiate and sustain at a minimal level basic exchanges which meet personal needs and which are culturally neutral. Responses and statements are limited in length and scope: *Nasılsınız?* “How are you?” *Banka saat kaçta açık?* “When is the bank open?” *Buralarda iyi bir restoran var mı?* “Is there a good restaurant around here?” Can elicit and supply basic personal information: *Kardeşiniz var mı?* “Do you have any brothers and sisters?” *Annem Amerikalı.* “My mother is American.” *Ben Texas’ta doğdum.* “I was born in Texas.”

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Can order food in a restaurant, and ask for very basic directions: *Bakar mısınız?* “[Waiter!]” *Üç çay lütfen!* “Three teas, please!” *Su var mı?* “Do you have water?” *Ihlamur Sokağı nerede?* “Where is Ihlamur Street?” *Tren ne zaman?* “What time is the train?” *Bir taksi istiyorum.* “I want a taxi.”

Vocabulary, though selective and limited, typically suffices for survival needs. Discourse may not be cohesive and repetition is often necessary.

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.

Turkish: Can handle with greater ease and spontaneity simple question-and-answer situations, often relying on repetition and rewording of question to produce the answer: *[Bugün daha iyisin çünkü Türkçe dersin yok, değil mi?] Evet, bugün daha iyiyim çünkü Türkçe dersim yok.* “Yes, I feel better today because I don’t have Turkish lessons.” *Niçin geldiniz Austin’a?* “Why did you come to Austin?” There is improvement in both the quality and quantity of the exchanges: *Kitap okumağı çok severim.* “I love reading books.” *Hafta sonları futbol oynuyorum.* “On weekends I play soccer.”

Intermediate-High

Generic: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocutions. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Turkish: The Intermediate-High speaker can narrate with some accuracy autobiographical information, provide simple descriptions, and express some feelings: *Sigarayı hiç sevmem.* “I don’t like cigarettes at all.” *Ama siz çok iyi öğretmensiniz.* “But you are a very good teacher.” *Babam tatil istedi yani hep dolaşmak iyi değil...kendi evimiz orada, meyvalar, yemekler, taze ekmekler...çok rahat orası...* “My father wanted a vacation, that is, it is not good to always be on

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the go; we have our own house there, fruits, food, fresh bread—it is very comfortable there.” *Senin için bir buçuk oldu mu?* “Is 1:30 okay for you?”

Level Summary for Turkish

At the intermediate level, longer paragraphs incorporating basic cohesive features characteristically begin to emerge. Language is mostly culturally neutral. Although vocabulary appears to be adequate, the speaker cannot perform in the language consistently:

*O zaman biz Ankara’da *oturduk [oturuyorduk]. °Oturken [Orada otururken] *ben [benim] için biraz... ilk defa biraz zor geldi. Çünkü onlar sık sık bize *geldi [gelirdi]. Yani mesela bir gün gittim. O zaman *çalıştım [çalışıyordum]. Ankara’da bazan işten geliyordum baktım birisi oturuyor, bekliyor. İlk defa biraz ters geldi, ondan sonar *alıştırdım [alıştım]. Çünkü böyle...orada.*

Dün kütüphaneye gittim. Bir °kitabı [kitap] aldım.

*O zaman küçük bir köy gibi *vardır [idi]. Bir büyük yol *var [vardı], °Bursa’a kadar *gitti [gidiyordu]. Çok az *Amerikalılar orda. Daha büyük kasaba olmuş şimdi.*

ADVANCED

The Advanced level is characterized by the speaker’s ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph length connected discourse.

Advanced

Generic: Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-Level speaker can be understood without difficulty by the native interlocutors.

Turkish: Able to carry out interactive exchanges on concrete topics such as family and interests, work, travel, and current events. Can narrate personal factual or chronological events with ease and usually, with precision:

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*Üç senedir Türkçe konuşmadım, ama aşağı yukarı altı sene Türkiye’de kaldım. İlk *zaman olarak 1972/73 senesinde, ve asker olarak oraya gittim, ve askerliğimi orada yaptım.* “For three years I have not been able to speak Turkish, but I stayed about six years in Turkey. I went there for the first time in 1972-73, as a soldier, and did my military service there.”

Although able to support an opinion on abstract topics, the level of syntactic competence is not sustained:

*Şimdi Suriye’ye *karşı [ile] (pause) °savaşlamak [savaşmak] istemiyor.* “He doesn’t want to fight Syria now.” *Herkes *diliyor [diyor] ki...* “Everyone says that...” *Herhalde yirmi kişi oturabilir.* “Probably it could seat twenty.”

The advanced speaker will use culture-specific formulae, but at times inappropriately: *Tamamlamak istiyorum *zahmet olmazsa.* “I want to finish if it is not a bother [meant: if I may?]”

Advanced-Plus

Generic: Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks may break down or prove inadequate.

Turkish: Speaker can narrate, describe and give supporting opinion on a variety of familiar topics. Delivery is spontaneous, yet there are pauses, and vocabulary is still restricted. The speaker tends to display strength in either grammar or vocabulary but not both: *Z. diye birisi. Çok temiz bir adam, onu tekrar bir görmek istiyorum.* “Someone called Z. A very decent man. I want to see him again.” *Esasında bir hükümet *dairesi [merkezi] idi, yani banka, okul, büyük bir cami, ve diğer bakanlık daireleri vardı.* “Basically it was a government center, that is, there were banks, schools, a large mosque, and other ministerial offices.”

There is a marked breakdown in performance when faced with unexpected tasks: *Niçin? Çünkü *kalabilirse...Irak silahlarını (pause) iletmet—iletmez, iletmez çünkü istedikleri parçaları *dışından *içine [dışarıdan içeri?] gelemeyecek. Anlıyor musunuz?* “Why? Because [?Iraq won’t be able to procure armaments.] Do you understand?”

Meaningful but inappropriate loan translations will occur occasionally: *İç savaş *geldikten sonra* [read: *başladıktan*] “with the arrival of civil war.” *Dışışleri Bakanlığına *gittim* [read: *girdim*] “I entered the foreign service.”

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Level Summary for Turkish

The advanced speaker typically has control over the grammatical formations when presented with tasks appropriate for the level. Patterned errors usually do not occur; however, occasional miscommunication because of mispronunciation, inaccurate use of, or lack of vocabulary, or ungrammatical structure does occur.

Discourse is beginning to display language- and culture-specific properties:

*Gayet zor bir şey. Hiç kimse harp istemiyor. Mesela hanımın kızkardeşinin oğlu şimdi orada, çok tehlikeli bir durumda bulunuyor. Fakat aynı zamanda, bu Saddam tarafından *gelen hareket—olmaz!*

*Lisan öğrenmeyi çok severim. Bana kolay geliyor. Herhalde uluslararası *sahnesinde kullanacağım.*

*Köprü ortasında iki tane araba çarpıştı. [Nasıl çarpıştı?] Bilmem, *çarpışmasını görmedim fakat işte duruyor köprüünün ortasında.*

SUPERIOR

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies

Superior

Generic: Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor the language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior-level speaker is only partially familiar with regional or other dialectical variants. The Superior-level speaker commands a wide strategy of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Turkish: Able to handle formal, informal, concrete, and abstract topics. Can perform at paragraph level comfortably. Pronunciation does not affect communication with native speakers. Has almost native-like mastery of tenses, can manipulate word order for affect, and there is evidence of appropriate culture-specific expressions: *Ondan sonra evledim. Kocam İsveçli. Çorbayı biraz daha karıştırıyoruz şimdi.* “Then I got married. My husband is Swedish. Now it's getting confusing [lit.: Now we are stirring up the soup some more].” *Türkçe'yi*

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kullanmamıştı İngilizce öğrenme çabasındayken. “While struggling to learn English he did not use Turkish.”

The speaker is able to create with the language according to the logic of the particular typology of Turkish: *Gelen yabancı öğretim üyelerine buradaki vakitlerini daha iyi bir şekilde değerlendirmeleri için bazı programlar hazırlıyorum.* “I prepare some programs meant to help foreign visiting faculty to better utilize their time here.”

Can generally tailor speech to audience, although culturally correct formal respectful address is not always achieved: *Evladım, niye korkuyorsun, ne var?* “Why are you afraid, my child, what’s the matter?”

Can use different stylistic registers: *Ege’nin incisi* “the pearl of the Aegean”; *Ağustos’un 27’sinde, sıcak bir günde dünyaya geldim.* “On a hot day, the 27th of August, I came to this world.”

Level Summary for Turkish

The superior speaker has good control of the formal aspects of the language. Lexical depth and familiarity with discourse strategies allow effective participation in most formal and informal conversations on practical, social, professional, and abstract topics. Pronunciation will often be ‘foreign’ and speech will usually remain culturally neutral compared to native speech:

Onların arabalarını milletin kullanabilmesi için petrol fiyatlarının düşük olması lazım, ve çok petrole ihtiyaçları var. Japonlar bütün petrollerini Orta Doğudan getiriyorlar. Onlar için felaket olur eğer petrol fiyatları yükselirse.

Çok telâşlı geçti. Epey erken çıktım evden yani bol bol vaktinde gelmem gerekirken trafîğe takılınca—birde burada park yeri bulamayınca--çok kötü oldu. Neyse, Washington böyle.

O yapılacak iş değil. Yani, o şekilde sorunlar halledilmiyor. Kuveyt’i ‘anneks’ etmesi tatsız, fakat Amerika’nın orada bulunması da iyi bir olay değil. Araplar aralarında, veya Birleşmiş Milletler, yavaş da olsa, Birleşmiş Milletler’in araya girip [...] sakinleştirmesi gerekirdi. Belki Irak’ın Suudi Arabistan’a girmesini engelledik.

LISTENING

These guidelines assume that all listening and viewing activities take place in an authentic environment using standard or near-standard, formal and informal, speech.

NOVICE

The Novice level is characterized by an ability to recognize learned material and isolated words and phrases when strongly supported by context.

Novice-Low

Generic: Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Turkish: No practical ability to comprehend utterances. Able to identify isolated words that are international cognates: *mersi*, *futbol*, *faks*, and some isolated food items: *baklava*, *şiş-kebab*.

Novice-Mid

Generic: Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Turkish: Able to understand some learned utterances, such as simple yes/no questions referring to personal information about nationality and place of residence, primary numbers, a few common objects of daily life, some high-frequency commands and courtesy formulae: *İyi misin?* “Are you well?” *Teşekkür ederim.* “Thank you.” *Bu profesör mü?* “Is this a professor?” *Amerikalı mısın (iz)?* “Are you American?” *Kahve var mı?* “Is there coffee?” *Türküm.* “I am Turkish.” *Ben doktorum.* “I’m a doctor.” *Oturun.* “Sit down!”

In conversation the listener will often request repetition and/or a slower rate of speech. No practical ability to comprehend while viewing or hearing third-party speech.

Novice-High

Generic: Able to understand short, learned utterances and some sentence-length utterances, particularly where the context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Turkish: Able to understand longer learned utterances, particularly where context is clear and concrete, and speech is clearly enunciated. Comprehends words and phrases from simple questions, statements on basic personal background and interest of speaker, and high-frequency commands: *Lokanta nerede?* “Where is the restaurant?” *Kim telefon etti?* “Who called?” *Hangi otel iyi?* “Which hotel is good?” *Ne kadar?* “How much?” *Hava nasıl?* “How is the weather?” *Ayşe Hanım geldi.* “Ayşe arrived.” *Buyurun!* “Come in!/Please help yourself!”

Usually understands courtesy formulae of high frequency: *affedersiniz* “excuse me”; *efendim* “yes sir? pardon me?” *rica ederim* “I beg you/don’t mention it”; *sağ ol!* “thanks!”

In conversation, may require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Occasionally comprehends isolated words and phrases while viewing, but has no reliable ability to comprehend while viewing or hearing third-party speech.

INTERMEDIATE

The Intermediate Level is characterized by an ability to understand main ideas and some facts from interactive exchanges and simple connected aural texts.

Intermediate-Low

Generic: able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Turkish: Able to understand short, simple, sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas. usually comprehends simple questions regarding identity, location, agency, time, process, selection, quantity, quality in situations where context is an aid to understanding: *Hangi otobüs geldi?* “Which bus came?” *Eviniz nerede?* “Where is your house?” *Ne zaman geldiniz?* “When did you come?” *Babanız Alman mı?* “Is your father German?” *Şimdi saat kaç?* “What time is it now?” *Arkadaşım Ankara’da oturuyor.* “My friend lives in Ankara.” *Liseyi Adana’da bitirdim.* “I finished high school in Adana.” *Lokanta köşede/çok uzakta/biraz ötede.* “The restaurant is at the corner/far away/a bit further ahead.”

In conversation, understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

In viewing, able to comprehend some elements in a limited number of content areas, particularly if strongly supported by the situational context. Occasionally comprehends isolated words and phrases while listening to third-party speech.

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.

Turkish: Able to understand short, simple, sentence-length utterances which consist of recombinations of learned utterances on a variety of topics on personal preferences and needs and usually comprehends questions regarding identity, location, agency, time, process, selection, quantity, quality in situations where context is an aid to understanding: *Ben dün çok geç kalktım. Okula gitmedim. Sen ne yaptın?* “I got up very late yesterday. Didn’t go to school. What did you do?” *Bugün hiç vaktim olmayacak. Yarın gelir misiniz?* “I won’t have any time today. Could you come tomorrow?” *Doğru gidin, sağda bir cami göreceksiniz. Otobüs durağı tam karşısında.* “Go straight ahead, you’ll see a mosque on the right: the bus stop is right across from it.” In viewing, able to comprehend some elements regarding identity, location, agency, and time, in a limited number of content areas, particularly if strongly supported visually: *Haberleri sunduk. Hoşça kalın.* “(That’s the news). Have a good day.” Able to comprehend simple announcements and brief reports over the media: *Ankara’da hava çok bulutlu, yer yer sağanak yağışlı geçecek.* “The weather in Ankara will be heavily overcast with heavy downpour in places.” *Cumhurbaşkanı Özal dün güneydoğu Anadolu gezisine çıktı.* “President Özal went on a tour of southeastern Anatolia yesterday.” Understanding continues to be uneven.

Intermediate-High

Generic: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Turkish: Able to understand main ideas and some facts from interactive informal discourse and linguistically simple connected aural texts in media such as some ‘Sesame Street’ episodes, brief factual information on international news and interviews where the subject matter is familiar and topical: *Macaristandaki Sovyet askerlerinden 300 kişilik bir grup taşıyan bir tren Sovyetler Birliğine hareket etti.* “A train carrying a group of 300 from among the Soviet soldiers stationed in Hungary left for the Soviet Union.” Comprehension, however, is not consistent and where further interaction and clarification is not possible, misunderstandings will occur.

ADVANCED

The advanced level is characterized by an ability to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation, including some topics where comprehension is complicated due to an unexpected sequence of events.

Advanced

Generic: Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective.

Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in oral text.

Turkish: Able to understand routine social interaction and main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Spontaneous comprehension of complex discourse is beginning to take place from within the linguistic framework. Texts involving detailed descriptions and cultural knowledge may be uneven mainly due to lexical limitation and lack of exposure to cultural elements. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Visual clues aid considerably in comprehension. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in oral text: *Litvanya, birinci Dünya Savaşı sırasında Alman orduları tarafından işgal edildi. Alman ordularının 1918 yılında geri çekilmesi üzerine Litvanya, bağımsızlığını ilan ederek Sovyetler Birliği ile sosyalist bir federasyon oluşturdu... Litvanyalılar, Almanya ve Polonya'nın yardımı ile 1919 da demokratik bir devlet kurdular.* “During World War I Lithuania was occupied by the German Army. After the German Army pulled back in 1918, Lithuania announced her independence and formed a socialist federation with the Soviet Union. With the help of Germany and Poland, the Lithuanians formed a democratic government in 1919.” *Amerika Birleşik Devletlerinin ilk cumhurbaşkanı George Washington'un doğum günü nedeniyle resmi tatil olan bugün milyonlarca Amerikalı evlerinde Cidden'den ve öteki merkezlerden gelecek haberleri bekliyor. Gözler cephede, gözler Washington'da, gözler Başkan Bush'un üstünde.* “Today, because of the official holiday which marks the birthday of the first American president George Washington, millions of Americans are home waiting for news from Jiddah and the other centers. All eyes are at the front, on Washington, and on President Bush.”

Advanced-Plus

Generic: Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows a partial awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Turkish: Able to understand the main ideas most speech; however, the listener may not be able to sustain comprehension in extended discourse and comprehension will be uneven in very formal or very colloquial speech. Culturally implied meanings beyond the surface meanings of the communication will often be missed: *Pakistan’da eski Başbakan Benazir Bhutto, önceki gün yapılan genel seçimi kaybetmelerine rağmen yarın yapılacak genel seçime katılacaklarını açıkladı.* “Pakistan’s ex-prime minister Benazir Bhutto announced that she will run in tomorrow’s general election even though she lost in the general election two days ago.” *Aliyev Bakü’de Moskova’dan gelen otuz kadar yabancı gazeteci için düzenlediği basın toplantısında Moskova’nın Ermenistan’a tanıdıklarını Azerbaycan için de tanınmasını istedi.* “At the press conference held in Baku for about thirty foreign correspondents from Moscow Aliyev demanded that Moscow recognize the same (rights) being recognized for Armenia to Azerbaijan.” Visual clues greatly aid in comprehension by supplying context and vocabulary as in this interview in which mushrooms in a woodsy setting and grieving old people were shown: --*Geçen yıllarda çevrenizde buna benzer olaylar oldu mu, zehirlenme? -- Olmadı. Duymadım yani. – İlk kez oluyor. – Evet. Topladığınız mantarların zehirli olabileceği hiç aklınıza gelmedi mi? -- Şimdiye kadar her zaman devamlı yiyoruz mantarı. -- Kaç yıldır burda mantar topluyorsunuz? --Onbeş senedir burdayız, memleketten aynı böyle devam eder.* (sic) “Did things like this happen in recent years around here, poisoning? No. That is, I did not hear about it. Is it happening for the first time? Yes. Did it ever occur to you that the mushrooms you pick might be poisonous? Up to now we’ve always eaten the mushrooms. How many years have you been collecting mushrooms here? We’ve been here now fifteen years, we’ve gone on picking just as before in the (old) country.”

SUPERIOR**Superior**

Generic: Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting.

Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones.

Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Turkish: Able to understand the main ideas of all speech, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex and characterized by long sentences consisting of several topic sentences, as in academic/professional settings, in lectures, speeches, and reports. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Listener shows some appreciation of aesthetic norms, idioms, colloquialisms, and register shifting. Vocabulary is adequate; misunderstandings will occur due to excessively rapid, highly colloquial or specialized very formal speech or speech that has strong cultural references: *Evine gönderilen bombalı paketin patlaması sonucu ölen eski senatör ve milletvekillerinden Sosyal Demokrat Halkçı Parti Parti Meclisi Üyesi Doçent Bahriye Üçok'un cenazesi Ankara'da toprağa verildi.* “The body of Assistant Professor Bahriye Üçok, Ex-Senator and Representative, Member of the Social –Democrat Republican Party Assembly, was laid to rest in Ankara. She died as a result of an explosion caused by a package which was mailed to her home and which contained a bomb.” *Ben Oniki Eylül'den evvelki günlerin tekrar Türkiye'ye gelmesini istemediğimizi ve buna fırsat vermeyeceğimizi defaatla söyledim ve söylüyorum. Ama o günleri yaşatmak isteyenler ve bu arzuda olanlar vardır ve hep beraber bunlarla mücadele edeceğiz.* “I have said it repeatedly and I say it again: we do not want the return of the days prior to September 12 to Turkey and we will not let it (happen). But, there are those who have this desire and want to resurrect those days. And, we all together will fight them.”

DISTINGUISHED

Distinguished

Generic: Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Turkish: Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

READING

These guidelines for Turkish Reading Proficiency are based on analysis of the results of reading tests developed and field-tested by members of the Working Committee over a period of one year. The original Proficiency Assessment of Reading Skills (PARS) test included 20 reading passages and four to six questions for each passage. The graded passages were taken mostly from current media in print. The average time a native speaker needed to complete the test was two hours. These guidelines assume all reading texts to be authentic and, by target language standards, legibly reproduced.

NOVICE

The Novice level is characterized by an ability to

- identify isolated words and phrases when strongly supported by context;
- identify learned material.

Novice-Low

Generic: Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Turkish: No functional ability to read Turkish but is able to recognize some signs with international cognates: *taksi, otel, doctor, sinema*.

Novice-Mid

Generic: Able to recognize the symbols of an alphabet and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Turkish: Able to handle the writing system. Recognizes memorized material, reads street and building signs, timetables: *gazino* “casino; restaurant,” *eczane* “drugstore,” *İstanbul Radyosu, Garanti Bankası, tren istasyonu* “train station,” *Ankara’dan Antalya’ya* “from Ankara to Antalya.”

Novice-High

Generic: Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra-linguistic background knowledge are supportive.

Turkish: Usually able to read and understand only straightforward loosely connected prose in areas of learned vocabulary. These include simple personal messages and directions, lists of exchange rates, some items on menus: *bira* “beer,”

su “water,” *süt* “milk,” *kahve* “coffee,” *salata* “salad,” *Dur!* “Stop!” *giriş* “entry,” *çıkış* “exit,” *Telefon çalışmıyor.* “The telephone does not work.” *Yarın dersimiz saat dörtte.* “Our lesson is tomorrow at four.” *Aşağıdaki sorulara cevap veriniz.* “Answer the questions below.” *Kütüphane üst katta.* “The library is on the floor above.”

INTERMEDIATE

The Intermediate level is characterized by an ability to understand main ideas and some facts from simple connected texts.

Novice-Low

Generic: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically non-complex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Turkish: Able to understand basic registration forms, bills, and tickets; facts supplied in biographies and follow a simple, culturally familiar story line: *K. 1885’te İzmir’de doğdu. Küçük yaşta ailesi ile İstanbul’a geldi. Orada büyüdü, okula gitti. Liseden sonra tahsiline Almanya’da devam etti. Şimdi Arabistan’da çalışıyor.* “K. was born in 1885 in Izmir. He came to school in Istanbul with his parents at a young age. He grew up and went to school there. After high school he continued with his studies in Germany. he is now working in [Saudi] Arabia.” Will often miss the message in public announcements not previously encountered because of unfamiliarity with derivational formations and embedding.

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 noncomplex 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.

Turkish: Able to read simple dialogue: *Sonra adamı yanına çağırdı. --Adın ne? -- Mehmet. --Ne iş yaparsın? --Askerim. --Asker olmadan önce ne iş yapardın? -- Çiftçiydim.* “Then he called the man to his side. –What is your name? –Mehmet. –What do you do? –I am a soldier. –What did you do before becoming a soldier? –I was a farmer.” *Videonuzu gönderiyorum. ‘Refererence’ için çok teşekkür*

ederim. Tekrar konuşacağız inşallah. “I am sending your video. Thank you very much for your reference. I hope will talk again.

Able to understand general message of some culturally neutral material in graded Turkish school readers, some advertisements and newspaper headings:

Otomobilinizi şimdi alın. Akbank’ın Otomobil Kredisi ile. “Buy your car now. With a car loan from Akbank.” *Demirel: Azerbaycan’a yardım edeceğiz.* “Demirel: we will help Azerbaijan.”

Intermediate-High

Generic: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items.

Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Turkish: Able to read limited kinds of material such as simplified anecdotes and Nasrettin Hoca stories, basic personal communication, general newspaper reports on familiar topics, often with full comprehension. *Akşam üstü Chris ve Vicki ile Taksim’e gittim. Akşam yemeğini Beyoğlunda yedik ve yemekten sonra Atlas sinemasına gidip bir Amerikan filmi seyrettik. Film şöyle böyleydi, ama aynı filmi Amerika’da görmeğe gitseydim, giriş fiyatı çok daha pahalı olurdu.* “Towards evening I went to Taksim with Chris and Vicki. We had supper in Beyoğlu and after supper went to the Atlas Cinema and watched an American film. The film was so-so, but, had I gone to see the same film in America the entrance would have cost much more.” *M. 1919’da Antakya’da doğdu. İlk ve orta öğrenimini Antakya’da, lise öğrenimi İstanbul’da Kabataş Lisesinde yaptı. Son sınıfı Hatay Lisesinde bitirdi. 1 yıl Hukuk Fakültesinde okuduktan sonra İ.Ü. Edebiyat Fakültesinin Sosyoloji bölümünde okudu.* “M. was born in 1919 in Antakya. He attended elementary and middle school in Antakya, and attended high school at the Kabataş Lise in Istanbul. He finished the last grade at the Hatay Lise. After attending law school for one year, he studied sociology in the department of literature at Istanbul University.”

However, consistent mastery of grammatical relations is not evident. Confronted with new text, inaccuracies and misinterpretations do occur even of basic structures. Deliberate rereading is necessary, which may result in full comprehension.

ADVANCED

The Advanced level is characterized by

- an ability to read with consistent understanding prose several paragraphs in length, dealing primarily with factual information and intended for the general reader;
- in areas of special interest or knowledge, an increasing ability to understand parts of texts which are propositionally and linguistically complex.

Advanced

Generic: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Turkish: Able to read personal and some business correspondence, longer texts written for the general public getting the main ideas and facts: *Sizi, Federasyonumuzun Türkiye Başbakanı Sayın Demirel onuruna 14 Şubat 1992 Cuma gecesi New York Hilton Oteli, Grand Ballroom balo salonunda vereceği akşam yemeğine davet etmekten mutluluk duymaktayım. Saat 19:30'da bir kokteyl ile başlayacak olan gecemiz, saat 20:30 ile saat 1:00 arasında müzikli bir akşam yemeğiyle devam edecektir.* "It gives me great pleasure to invite you to a dinner given by the Federation in honor of the Prime Minister of Turkey, Mr. Demirel, on Friday, February 14, 1992 at the Grand Ballroom of the New York Hilton Hotel. The evening will start with cocktails at 7:30 p.m. Dinner will follow at 8:30 with live music until 1:00 a.m."

In addition to straightforward news accounts, able to read short feature articles on universal topics: *2000 Olimpiyatları için resmen başvurduk: Türkiye istekli, İstanbul hazır. Olimpiyatların İstanbul'da yapılması için yoğun bir propaganda çalışmasına başlayan Türkiye Milli Olimpiyat Komitesi, hazırlattığı multivizyon gösterisinin video bantlarını IOC üyelerine gönderdi.* "We have applied officially for the 2000 Olympics: Turkey is interested and Istanbul is ready. The National Olympics Committee of Turkey has started an intense propaganda campaign to bring the Olympics to Istanbul. Video tapes of a multimedia show commissioned by the Committee were sent to the IOC members."

Advanced-Plus

Generic: Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts that are conceptually abstract and linguistically complex, and/or texts that treat unfamiliar topics and situations, as well as some texts that involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences.

An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Turkish: Has increasing familiarity with discourse organization, sentence structures and length. Can understand the essential information presented in various kinds of written input on a range of subjects, but might miss nuances: *Z. 'e yaşgünü için yolladığın kitabı S. getirdi. Ne kadar duygulandım, anlatamam: bizi düşünmüşsün, çok güzel bir kitap almışsın, çok güzel bir not yazmışsın. Çok teşekkür ederiz. Z. büyüdü, keşke sizlere gösterebilsek!* “S. brought the book which you sent to Z. for his/her birthday. I cannot tell you how touched I was: here you thought about us, bought a beautiful book, wrote a lovely note. Thank you very much. Z. has grown, if only we could show him/her to you!” *Rusya eski gücüne yeniden dönmedikçe ve Avrupa'nın kontrolünü eline geçirmeye kalkmadıkça, Sovyetler Birliği tehlikesi bitti.* “The Soviet threat is over as long as Russia does not regain her old power and try to wrest control of Europe.” *Ancak 2010 yılına kadar bu gerginliğin savaşa dönecek kadar dejenere olması beklenmiyor.* “It is, however, not expected that until 2010 this tension will result in war.”

Misunderstandings will occur mainly due to insufficient knowledge of culture and limited vocabulary. Some syntactic patterns may require rereading: *NATO üyelerinden sadece Türkiye, Körfez bunalımından aşırı derecede zarar gördüğü gerekçesiyle mali yardım yapmayacak, tersine yardım alacak.* “Among the NATO members only Turkey will not give financial aid due to the fact that she suffered excessive damage during the Gulf Crisis. On the contrary, Turkey will receive financial aid.”

Can understand some poetry and short stories that are stylistically simple by authors such as Orhan Veli Kanık, Ömer Seyfettin, Aziz Nesin: *Bir türlü istediğim gibi çalışmıyorum. Aklım fikrim hep askerlikte...Ah, şu askerliği bir bitirsem, gece gündüz demeden çalışacağım.* “I just can't work the way I want to. I keep thinking of the draft. I will work night and day without fail once my time (in the service) is over.”

SUPERIOR

Superior

Generic: Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure.

Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading.

At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge

with the meanings derived from the knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms.

At the superior level the reader can match strategies, top-down or bottom-up which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on the actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Turkish: Able to read with almost complete comprehension expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on cultural knowledge or which stylistically rely heavily on rhetorical devices and allusions. Further, even with appropriate control of general vocabulary and structure, the reader's ability for smooth and efficient reading of diverse texts is often compromised due to the complex lexical situation of Modern Turkish. Although the reader is able to utilize extant dictionaries, these will offer only partial insights, and rereading will be necessary.

Samples of Superior-level texts: *Amerika'daki Türk nüfusunun her geçen gün artış çalışmalarını yapılmadığını öne süren Sandıkçıoğlu, Amerika Türk Kadınlar Birliği bünyesinde faaliyette gösteren 'Atatürk Okulu' gibi okulların yaygınlaştırılması gerektiğini bildirdi.* "In spite of the fact that the Turkish population in America increases with every passing day, Sandıkçıoğlu points out that concerned organizations and (the Turkish) society are not making any efforts and said that there is a need to establish more schools such as the 'Atatürk School' operating under the sponsorship of the Turkish Women's League of America."

Public announcements, governmental and municipal announcements are often Superior-level texts: *İstanbul Üniversitesi Kardiyoloji Enstitüsü Araştırma ve Yardımlaşma Vakfı yararına 25 Temmuz 1990 Çarşamba günü Baltalimanı'nda düzenlenen yemek, görülen lüzum üzerine ileri bir tarihe ertelenmiştir.* "The dinner on Wednesday, July 25, 1990 at Baltalimanı, organized for the benefit of the Istanbul University Institute of Cardiology Research and Aid Fund, has been postponed to a later date." *Dünyanın en popüler yüzme havuzu olarak adlandırılan Akdeniz'in alanı dünyadaki denizlerin toplam alanının 1/100'i kadardır. Oysa Akdeniz'e, bütün denizlere dökülen kirli petrolün 1/5'i dökülür. 120 şehrin kirli sularının döküldüğü Akdeniz'e akan Ron, Nil, Po gibi nehirler deniz sularını temizleyecek yerde kirli sular getirirler.* "The Mediterranean, which is called the world's most popular swimming pool, covers an area of about one percent of all the seas of the world. Yet, one fifth of all the dirty oil spilled into the seas is spilled in the Mediterranean. 120 cities pour their waste-water into the

Mediterranean. Instead of cleansing the sea, rivers flowing into the Mediterranean, such as the Rhone, the Nile, and Po, bring (more) polluted water.”

In the passage that follows, the infrequent verbal form *kırlası* and the use of *kelle* and *satır* in this context might not be completely understood: *Çünkü Türkçe’yi kirpan, Türkçe’yi budayan kırlası eller bir değil, yazık ki binlercedir. En iyisi, ‘budanan her sözcüğe karşı bir kelle!’ deyip elde satır köklü bir temizlik işlemine girişmektir ya şimdilik bu korkunç yıkımı durdurulabildiği yerde durdurmakla da yetinilebilir.* “Because it is not only the one wretched (‘wouldst they be broken!’) pair of hands that chops and prunes the Turkish language; unfortunately, there are thousands. The would-be best to demand a head for each pruned word, and, cleaver in hand, start a thorough cleansing. Or, for now, one could be satisfied by halting this frightening destruction wherever it can be halted.

Distinguished

Generic: Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understanding almost all socio-linguistic and cultural references by processing language from within the cultural framework. Able to understand a writer’s use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such material as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Turkish: Able to read fluently and accurately most styles and forms written since the 1920s. These include sophisticated editorials, specialized journal articles, humor, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader. The reader is familiar with Arabic-Persian conventions such as *izafe*, compounding, as well as with neologisms. Has greater knowledge of the culture acquired mainly through exposure. Misunderstandings or misjudging of author intent due to cultural, literary, or socio-linguistic allusions will seldom occur.

WRITING

NOVICE

The Novice level is characterized by an ability to produce isolated words and phrases.

Novice-Low

Generic: Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to copy both and produce the basic strokes. Can produce romanization of isolated characters, where applicable.

Turkish: Production of the Turkish writing system presents no difficulty. However, force of habit often interferes with consistent presentation of the Turkish alphabet: °*Nasilsin? [nasılsın?]* “How are you?” °*ögle [ögle]* “noon,” °*cıkmak [çıkmak]* “to exit,” °*Izmir [İzmir]*, °*telephon [telefon]*.

Novice-Mid

Generic: Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Turkish: Can reproduce phrases and words from memory. Usually cannot communicate meaningfully even though wider vocabulary range is evident: *Ne korkunç hava!* “What horrid weather!” °*Izmir hava hayır güzel.* “Izmir/ weather/ no/ beautiful.” **Baba gel Amerika tıbbi üniversite.* “Father/ come/ America/ medical/ university.” °*Tari öğrenciyim [tarih öğrencisiyim].* “I am a history student.”

Novice-High

Generic: Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Turkish: Can supply personal information on simple forms such as hotel registration. Can reproduce memorized sentence-length material and recombine it meaningfully for limited communication: *Hava çok güzel ve sıcak. Dün, yağmur yağdı. Ben alışveriş yaptım. Bugün Pazar.* “The weather is very beautiful and hot. Yesterday it rained. I shopped. Today is Sunday.” *Mektubunuzu aldım, teşekkür ederim.* “I received your letter. Thank you.”

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INTERMEDIATE

The Intermediate level is characterized by an ability to meet practical writing needs by communicating simple facts and ideas in a loose collection of sentences.

Intermediate-Low

Generic: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structure into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non-alphabetic symbols, but writing can be understood by natives used to the writing of non-natives.

Turkish: Able to write simple sentences on very familiar and rehearsed topics: *Babam uzun değil. Zayıf. Saçı kahverengi. Sakalı var. Muhasebeci. Adı Gary.* “My father is not tall. He is thin. His hair his brown. He has a beard. He is an accountant. His name is Gary.”

Able to write short messages and questions: *Ben İzmirdeyim [İzmirdeyim]. Dün Ephesus [Efes’i] ziyaret ettim.* “I am in Izmir. I visited Ephesus yesterday.” *Babam telefon etti mi?* “Did my father call?” *Yarın ders saat kaçta?* “At what time is class tomorrow?”

Attempts to be creative are often not successful, although writing can usually be understood as literal translations: **Hiç bir diğer şey *etmek vaktim [vaktim] yok.* “not a thing else/ to do/ I don’t have time,” **Bana [beni] *affedersiniz bu hafta derse gelemem.* “Excuse me, I cannot come to class this week.” *#Ben şemsiye alıyorum ne zaman dışarıya gidiyorum.* Literal translation: “I take an umbrella when I go outside.” *#Senin günün iyi olsun!* Translation of “Have a nice day!”

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 noncomplex 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.

Turkish: Able to write in simple language about concrete and familiar topics: *Ben Duluth’da doğdum. Benim doğum günüm #Ekim’in on sekizinci günü [onsekiz Ekim]. Ailem küçük. Kardeşim yok. Ben tek çocuğum.* “I was born in

° form error * usage error # uncharacteristic style or usage

Duluth. My birthday is the eighteenth day of October. My family is small. I don't have any siblings. I am an only child.”

Consistency in expressing a time frame can be observed: *Yarın İstanbul'a gideceğim. İstanbul'da arabe [araba] ile dolaşacağım. Ümit ederim hava çok iyi olacak.* “I will go to Istanbul tomorrow. I will go around Istanbul by car. I hope the weather will be very fine.”

Syntax is generally foreign, but can be understood by natives used to the writings of non-natives: *Geçen cumatesi [Cumartesi] evde parti verdim. Birçok misafir evime *geldiler [geldi]. #Daha ve daha misafir geldiler. Otuz üç büyük ve sekiz çocuk [çocuk].* “Last Saturday I gave a party at home. Many guests came to my house. More and more guests came: thirty-three adults and eight children.”

Intermediate-High

Generic: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Turkish: Can consistently create simple sentences: *Nasılsın? İyi misin? Bu sabah hava çok güzel! Güneşli ve sıcak--dün sıcaklık 80 derece (hemen hemen 27° C) oldu, ve bu gün belki aynı olacak.* “How are you? Fine? The weather is beautiful this morning. Sunny and warm—the temperature yesterday was 80 degrees (almost 27° C), and today maybe it will be the same.”

Can describe surroundings with simple sentences in greater detail: *Benim mutfağım çok küçük. Mutfagım kapısı yok. Girişi güneye bakıyor. Girişin sağında bir dolap var. Bu dolabın içinde paltolar var. Bu dolabın yanında iki fırın var. (Neden iki fırın var bilmiyorum. Üst ve alt fırın aynı.)* “My kitchen is very small. My kitchen does not have a door. Its entrance faces south. On the right side of the entrance there is a closet. Inside this closet are coats. Next to this closet are two ovens. (Why there are two ovens I do not know. The top and the bottom oven are both the same.)”

Use of cohesive elements is very limited, but an expanded vocabulary base and good control of the basic structures is evident: *Okul beş hafta sonra bitecek, senin okulun ne zaman bitecek? Sana dedim “Tennessee'ye yolculuk yapacağım fakat gitmedim. Arabam bozuk idi. İlk bahar tatilimde evimde kaldım ve ders çalıştım. Bir kısa yolculuk yaptım—D.C.'ye gittim.* “School ends in five weeks, when will your school end? I told you I will make a trip to Tennessee but I did

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not go. My car was broken down. On my spring vacation I stayed home and studied. I took a short trip—I went to D.C.”

Attempts at more complex structures are often not successful although the message can be understood: *Aralık tatilinde--yılbaşının önce [yılbaşından önce]—konferans için San Francisco'ya gittim. Kaliforniya'yı dört °ziyareti ettiğim halde [dört defa ziyaret], San Francisco'yı hiç °bir [delete] ziyaret etmedim.* “During the December break, before the New Year, I went to San Francisco for a conference. Even though I visited California four times, I never visited San Francisco.”

ADVANCED

The Advanced level is characterized by an ability to write narratives and descriptions of a factual nature of at least several paragraphs in length on familiar topics.

Advanced

Generic: Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writings of non-natives.

Turkish: Able to summarize, describe and narrate, with adequate consistency and depth. Writing begins to resemble target language discourse. Use of language-specific constructions increase in frequency although internal organization will often still be conditioned by the native language: *New °Jersey'da [Jersey'de] doğdum fakat hayatımın büyük bir kısmını New York'ta geçirdim. Üniversiteden mezun olunca New York'a °iş bulmağa geldim. Üç yıl °sekreterydim [sekreterdim/ sekreterlik yaptım]. Ondan sonra Columbia Üniversitesi'nde Sosyal Hizmetler Bölümü'nde okudum ve master derecesi aldım. Dört yıl hem C.'de hem de S. hastahanesinde 'social worker'dim.* “I was born in New Jersey but have spent a great part of my life in New York. Upon graduation I came to New York to find a job. I was a secretary for three years. After that I studied at the School of Social Work at Columbia University and received my Master's degree. For four years I worked as a social worker at both C. and S. hospitals.”

Adequate control of subordinating clauses is evident: *En çok sevdiğim okul Chicago'da gittiğim okuldu. Altı yaşındayken o okula gitmeğe başladım. Özel bir okuldu; babam profesördü ve #çünkü o okul çalıştığı üniversiteye aitti*

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yalnız #yarım okul taksidini ödemesi lâzımdı. “The school I loved most was the one I attended in Chicago. I started going to that school when I was six years old. It was a private school; my father was a professor and because that school belonged to the university where he was working, he needed to pay only half of the school fees.” *Borsa 6 yaşına girdi: Bu makale, İstanbul’un şimdi 6 yaşına giren borsanın tarihini #ifade eder. 1985’te #açılmasından bugüne kadar borsa iki °krizi [kriz] gördü... İkinci çöküş yeni oldu--körfez savaşından dolayı hisse senedinin fiatları düştü.* “The stock exchange is six years old: This article describes the history of the Istanbul Stock Exchange which is now six years old. Since its opening in 1985 up to now the exchange saw two crises... The second collapse happened recently—the value of the shares fell due to the Gulf crisis.”

Advanced-Plus

Generic: Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may become inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character-writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may be still obviously foreign.

Turkish: Can describe and narrate personal experiences fully: *Bodrum çok güzel bir yer. Her ev bembeyaz ve Ege Denizi çok temiz, mavi ve ılık. E. plaja gitmek istiyor ama ben turistik yerlere gitmek istiyorum. ... Kaleden sonra büyük caddede #gezdik. Ahmet Erteğün’ün evini gördük ama ped görmedik çünkü evinin önünde yüksek duvarlar var. Ama evin yanında bir tane eski dünya harikası gördük. Şimdi az kalmış çünkü taşlar büyük kalede °kullanıldı [kullanıldı].* “Bodrum is a beautiful place. Each house is sparkling white and the Aegean Sea very clean, blue and warm. E. wants to go to the beach but I want to go to touristic places. After the fort we walked along the main avenue. We saw Ahmet Erteğün’s house, well not quite because there are high walls in front of his house. But, next to the house, we saw an old world marvel. There are few left now because the stones were used for the big fortress.”

Can write about the concrete aspects of topics relating to particular interests: *Kral olunca, Frederick hemen *bir kaç [bazı] şeyleri °değiştirmeğe [değiştirmeğe] kalkmış. İlkönce, işkenceyi kaldırmış. Sonra, fen fakültesini yeniden kurmuş. Sonunda, °herkeze [herkese] dini hürriyet tanımış. Aslında, o zamanlar için, Frederick çok ileri fikirli bir adammış.* “When Frederick became king he immediately set out to change some things. First, he did away with torture. Then, he reestablished the science departments. And finally, he granted religious

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freedom to everyone. Actually, for his time, Frederick was a very progressive man.”

Can hypothesize but under time constraints and pressure writing may be inaccurate: *°Simdi [Şimdi] İsrail'in ne yapması lâzım? Ne yapabilir? Bir seçim: savaşa girmek. Gerçekten, İsrail'in °ördüsü [ordusu] çok °kuvetli [kuvvetli]. *Daha bir seçim: beklemek--°hiç [add: bir şey] yapmamak.* “What should Israel do now? What can she do? One choice: enter the war. Another choice: to wait—not do anything.”

When confronted with new material, groping for vocabulary can be observed: *Yirminci yüzyıl Türkiye'ye büyük sosyal °değişmeleri [değişiklikler] getirdi. Doğu Anadolu'dan batıya, küçük köylerden şehirlere insanlar taşınıyordu. Köylüler fabrikalarda çalışmaya başlıyordu.* “The twentieth century brought great social changes to Turkey. People were moving from eastern Anatolia to the west, from the villages to the towns. Peasants started to work in factories.”

Selection of vocabulary is often wanting as extant dictionaries provide little guidance regarding frequency of use and registers: *Baku Üniversitesi'nde #öğreten profesörün konuşmasının özeti: Bu konuşma, Azerbaycan'ın tarihi, #mevcut durumu ve geleceğine dair. Profesör, Azerbaycan'ın nerede olduğunu, kaç kişinin oturduğunu ve saire belirterek [konuşmasına] başladı. Azerbaycanlı, hem SSCB'nde hem de İran'da bulunur. #İkisi #Türkçe'nin lehçelerini konuşur, fakat aynı °lehçe [lehçeyi] değil. SSCB'nde outran Rusça sözlerinin, İran'da outran Farsça sözlerinin katıldığı bir Türkçe konuşur.* “Summary of the talk by the professor teaching at Baku University: This talk was about the history of Azerbaijan, her present situation and her future. The professor started by indicating the location of Azerbaijan, her population, etc. The Azerbaijani lives both in the Soviet Union and in Iran. Both speak Turkish dialects but not the same dialect. The one living in the Soviet Union speaks a Turkish to which Russian words have been added, and the one living in Iran uses a Turkish to which Persian words have been added.”

SUPERIOR

The Superior level is characterized by an ability to write formally and informally on practical, social, and professional topics.

Superior

Generic: Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling and nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not

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thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Turkish: Able to prepare clear text that is reasonably easy to follow by native speakers on a range of subjects as needed. Can use a dictionary advantageously but will often lack cultural background to judge appropriateness of a selected word. Below are several characteristic samples for the Superior level.

Informal narrative: *Hayatımın hikâyesi daha ilginç olsaydı, şimdi güzel bir otobiyografi yazabilirdim. Oysa hayatım şimdiye kadar oldukça sıkıcıydı ve bu yüzden okurun sabretmesi lâzım. Gerçekten hayatımın hikâyesini iki cümlede anlatabiliyorum: 1967 yılında doğmuşum ve beş yaşından beri okula giderim.* “If my life’s story had been more interesting, I could now be writing a beautiful autobiography. However, my life thus far has been rather boring and therefore the reader needs to be patient. Truly, I can write my life’s story in two sentences: I was born in 1967 and have been going to school since I was five.”

Formal note: *Size E.’nin tanıtılması amacıyla Türkiye’de Türkçe eğitimi yapılan üniversitelerin bir listesini bulmaya söz vermiştim.* “I had promised you to find you a list of universities in Turkey where Turkish is taught for the purpose of introducing E.”

Formal request: *Sayın S., Beni derneğimize üye yaparsanız çok memnun olurum. Üyelik kartımı göndermenizi ve gelecek toplantı haberlerini bildirmenizi rica eder, saygularımı sunarım.* “Dear S., I will be very pleased if you would make me a member of your society. Please send my membership card and information about the next meeting. Yours respectfully.”

Prepared notes for oral presentation: *Bekleme yolu [yolunu] takip ederse, savaşın sonunda İsrail ABD ve müttefiklerden çok yardım alabilecek. Şimdiye kadar bile ABD İsrail’e “patriot” koruma füzelerini bedava gönderiyor. Savaşa girmezse İsrail savaştan sonraki barış konuşmalarında #Arap-İsraili konusunda daha kuvvetli bir #duruşta bulunacak. Böylece uzun vade bakımından İsrail’in en iyi stratejisi savaşa girmemek, sonuna kadar beklemektir.* “If Israel follows a strategy of waiting, she will be able to get lots of help from the U.S. and the Allies at the end of the war. Even now the U.S. is sending patriot missiles to Israel for free. If Israel does not enter the war, she will be in a much stronger position at the peace talks after the war regarding the Arab-Israeli topic. Thus Israel’s best strategy for the long run is not to enter the war and wait till the end.”

Formal paper: *Sovyet Sosyalist Cumhuriyetler Birliğinin sona ermesi iyi mi, kötü mü dünya dengesinin sağlanması açısından? Bu soruyu akıllıca cevaplandırmağa çalışalım. Bir yandan bu büyük olay uluslararası barışı sağlyacağa benziyor. SSCB’nin bağımsız parçalara dağılması komünizmin ölmesi demek ise, şüphesizdir ki bu olay barış için son derece olumlu sayılacak. ... Çünkü #merhum SSCB’nin gösterdiği gibi, istibdattan refaha geçmek hiçbir*

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zaman mümkün olmayacaktı. “Is the demise of the Soviet Union good or bad as far as securing a worldwide political balance? Let us try to answer this question intelligently. On the one hand, it looks as if this great event will lead to international peace. If the dissolution of the Soviet Union into independent chunks means that communism is dead then, without a doubt, this event will have a very positive effect on peace. ... Because, as shown by the [deceased] Soviet Union, it would not have been possible to move from despotism to well-being.”

DISTINGUISHED

Distinguished

Generic: Able to write the language precisely and accurately in a wide variety of prose styles pertinent to professional/educational needs. May have some ability to edit but not in the full range of styles. Has some flexibility within a style and shows some evidence of a use of stylistic devices.

Turkish Samples: Informal style: *Ertesi sabah kalktığım zaman aşağıdaki seslerin ne olduğunu öğrenmek için kaldığımız otelin camlarını açiverdim. Aşağıya baktığım zaman hayatımda hiç görmediğim şeylere karşılaştım. Sokak hayatla dolmuş, her yerde insane vardı. Aralarından bir tanesi “Es-kiii-ci” diye bağıırıyordu. Sırtında çok büyük, içi dolu ve--ağır gözüken bir torbayı taşıyan bir adamdı. ... İstanbul’a tam alışmış, yerleşmişken bir seneliğine babamın yanına, Amerika’ya döndüm kardeşimle birlikte. İşte İstanbul’u ne kadar sevdiğimi o zaman anladım. ... Herkes yüksek sesle, sanki bağıırıyormuş gibi konuşuyordu. Herşey kocamandı--yollar, arabalar, binalar, ağaçlar bile. Sonra, yerleştiğimiz mahallede herkesin bahçe yerine çimeni vardı. Kimse kimseyi tanımazdı. Okulda da yabancı bir ülkeden geldiğim için, Amerikalı olmama rağmen, sık sık öbür çocuklar tarafından alay edilirdim. Aylar geçtikçe Türkiye’yi daha da çok özlemeye başladım.*