

NEWS OF ASSOCIATED ORGANIZATIONS

AATA: Recent Audio-Visual Developments in Arabic Pedagogy

At the 1977 MESA meeting AATA presented a workshop entitled, "Innovations in Arabic Pedagogy," under the chairmanship of Carolyn G. Killean of the University of Chicago. During this workshop the following two exciting new audio-visual developments in the field of teaching Arabic as a second language were discussed:

1. Computer-Assisted Instruction for Elementary Arabic Vocabulary

Dr. Victorine C. Abboud, as the principal investigator, is designing a new Arabic vocabulary program to be used in conjunction with a visual-display computer terminal system. The program, being written by Dr. Abboud and tested on students at the University of Texas, utilizes the visual terminal screen to present vocabulary items to students in the context of complete Arabic sentences. Wherever possible, visual cues or graphics are used to eliminate the need for English translation. This program is designed so that each lesson emphasizes vocabulary associations with previously learned words and includes a review section that covers all of the vocabulary in different contexts. During this review the student can ask the computer for help whenever he/she forgets the meaning of a new word. A specific number of exercises chosen at random from a pool of stored exercises in the computer accompanies each unit. Exercises vary from sentence constructions to questions and answers, to matching of translations and filling in blanks.

This program also includes a special module called "The Dictionary." By typing a word using the independent form of the letters, the computer will join the letters correctly and the student can summon words that he/she has learned in a previous unit. The printout on the screen provides the student with grammatical information, as well as any unusual plural, gender, or other morphological features.

Each unit of vocabulary closes with a test composed of questions drawn at random by the computer from a stored pool. This random process of selection allows for the students to review or repeat a unit without encountering the boredom born of total familiarity with the order of the presentation.

At present, Texas is utilizing another program designed by Dr. Abboud to teach the *ruq'aa* Arabic script to beginning students via the same type of visual computer terminal. The development of this new program of vocabulary instruction and drill adds a further dimension to the field of audio-visual assisted instruction in Arabic. In particular, as Dr. Abboud states in her report:

"The use of cleverly drawn graphics will greatly increase the instructional prowess of the Arabic vocabulary program and decrease dependence upon English words as vocabulary equivalents."

For further information on this project, contact: Dr. Victorine C. Abboud, Center for Middle Eastern Studies, University of Texas at Austin, Austin, Texas 78704.

2. Videotape Instruction in a Self-Paced, Individualized Arabic Course

Roger Allen at the University of Pennsylvania has developed a series of videotapes (34 hour-long, 3/4") which introduce the Arabic script and sound system, as well as the fundamentals of Arabic grammar to students at the elementary level. These videotapes are coordinated to a textbook and reel-to-reel or cassette audio tapes. They have supplemented regular classroom instruction and drill at Penn and have been used, in addition, to develop a self-paced, individualized Arabic course. The format of the tapes provides a clear statement of what will be covered, a step-by-step presentation, and finally, a short review in conclusion.

As the instructor explains the point (or letter shape) aurally, half or more of the screen presents the simultaneous projection of an example of the phenomenon. In the case of letters, for example, the student can clearly see the motions involved in producing the finished shape. Thus, the addition of moving pictures, via a TV screen, to what has been presented previously in "still" form either in books, or only aurally on regular tapes, is a tremendous advance in capturing and holding the student's interest and ensuring better mastery of the visual and aural dimensions of the language simultaneously.

For further information on these tapes, contact: Dr. Roger M.A. Allen, Oriental Studies, 847 Williams Hall, University of Pennsylvania, Philadelphia, PA 19104.

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The Islamic Teaching Materials Project

The genesis of the Islamic Teaching Materials Project dates from 1974-1975, when the American Council of Learned Societies gathered together a group of senior scholars in the field of Islamic studies to focus on research and graduate training in the field. Among the recommendations of that group was that the development of teaching materials at the undergraduate level be given attention.

Shortly thereafter the University of Chicago held a workshop to explore methods that would improve the teaching of Islamic studies in the United States. A member of that workshop, Prof. Francis E. Peters of New York University, had been a member of the earlier group and approached ACLS in search of financial support and sponsorship in order to pursue the workshop's preliminary project of identifying the instructional tools most needed and the best means of producing and disseminating them. Thus, the American Council of Learned Societies became the sponsor of a Committee on Teaching Materials in Islamic Civilization, the members of which were: Paul Forand (Kentucky), William A. Graham (Harvard), Stephen Humphreys (Chicago), Marilyn Waldman (Ohio State), and John Woods (Chicago).

In 1976 this committee sent a questionnaire to the Fellows of the Middle East Studies Association to solicit opinions as to pri-

orities among specific projects for improving Islamic teaching materials and to identify projects that were already underway, as well as the scholars working on them. A second questionnaire sought to facilitate the selection of original Islamic source material in English translation for inclusion in a proposed anthology, a project to which the committee had given the highest priority. On the basis of the returns from these questionnaires, the committee, headed by Prof. Peters, drafted a preliminary proposal, by means of which the American Council of Learned Societies might seek financial support for the development of the Islamic teaching materials that had been deemed most essential.

At this point Prof. Peters felt it necessary to relinquish his leadership of the project. The committee asked Herbert Bodman (North Carolina) to assume the responsibility of preparing a complete proposal and submitting it to the National Endowment of the Humanities. At the same time, the committee was enlarged to become more representative of the various fields and periods of Islamic history. The new members were: Esin Atil (Smithsonian), Mahmoud Ayoub (Toronto), Jere Bacharach (Washington), Michael Bates (American Numismatic Society), Frederick Denny (Colorado), Gene Garthwaite (Dartmouth), Arthur Goldschmidt (Penn State), Renata Holod (Pennsylvania), Bradford Martin (Indiana), Mona Mikhail (NYU), Michael Morony (UCLA), and Donald Quataert (Houston). [Since its formation, the following changes have taken place in the composition of the committee: Francis Peters, Paul Forand, Renata Holod and John Woods have become associates of the committee; and Scott Johnston (Hamline), Abdulaziz Sachedina (Virginia), Ülkü Bates (Hunter), and William Shepard (Canterbury, N.Z.) have been added.]

The teaching materials to be produced by the project are designed for maximum flexibility in order to meet the broad spectrum of needs, represented variously by an undergraduate program at a Middle East Studies Center, the Islamic segment of general courses in world civilization or art history, and, at the same time, Islamic civilization courses offered by trained specialists at institutions, with or without adequate library resources. A second principle in the design of the proposal has been to assure, insofar as possible, that the selection of materials represents the consensus of those specialists engaged in the teaching of the subject. A third principle has been to endeavor to bring these materials to the users, both faculty and students, as cheaply as possible. There are eight projects in all. They are as follows:

1. Marilyn Waldman and William Graham are the supervisors of a project designed to bring a variety of anthology materials to Islamic studies instructors in such a form that the instructor can design his own anthology for his particular needs. The so-called "Translations Bank" will produce on microfiche some 500 selections from English translations of Islamic source materials. Each selection will be accompanied by a short introduction. Utilizing a readily available process, which returns a microfiche image back into hard copy, the instructor will be able to provide students with an anthology meeting the particular needs of that course. In view of the fact that some instructors may need guidance in the selection process, the Translations Bank will be accompanied by model syllabi suggesting selections to be used for various sorts of courses.

At the present time this project is in its selection phases. A bibliography of currently more than a 1,000 items is being stored on a computer in a fashion that will permit retrieval of selected bibliographies to be sent to various specialists for their evaluation. In the meantime, criteria have been drawn up to guide in the selection of the particular excerpts to be included in the Translations Bank.

Included in the proposal is a small budget for the translations of excerpts from Islamic source materials that are essential for continuity in the Translations Bank, but which have not yet been translated into English.

2. The first of a group of four slide sets—this one on Islamic Art and Architecture—is supervised by Ülkü Bates with the assistance of Stephen Humphreys. A set of some 250 slides covering Islamic Art and Architecture from the time of Mohammed to the present and from Morocco to Indonesia is designed to provide a balanced introduction to the Islamic visual arts.

A grid has been developed containing 15 period and region categories and up to 8 topical categories. Each of the former will contain about 40 slides, half architecture and half other arts, providing a conspectus of the best, or (where appropriate), the most typical monuments and objects produced in a given period. The emphasis will be on a few monuments, with several slides of each. The topical categories will provide a view of the way a given medium or theme has been interpreted in all the more important periods of Islamic history. Accompanying the slides will be a booklet or, if it proves not too expensive, a card catalog, each card of which will identify, describe and comment on a specific slide for the guidance of the instructor. Technical material such as bibliographical references will also be included.

At the present time this project is in the selection stage. The collecting of the slides will begin in the spring of 1979.

3. The second set of slides, of approximately the same number, will be devoted to the Lands and Peoples of the Islamic World. This project, supervised by Stephen Humphreys with the assistance of Ülkü Bates, will illustrate the relationships between lands and peoples in the Islamic world. It too will be organized according to a grid, with regional categories in the vertical dimension and topical categories—such as the Land and its Uses, Ethnography, Cityscapes, and Crafts and Industrial Technology—in the horizontal. Each topical category will have approximately 36 slides and the set will be accompanied by a descriptive catalog. This project is designed to complement the Art and Architecture set, providing in many cases an understanding of the context in which various styles of art have emerged.

4. The third set of slides deals with Islamic Ritual Practices and is supervised by Frederick Denny, assisted by Abdulaziz Sachedina. This set will number approximately 250 slides and will cover not only the formal rituals of Islamic worship, both Sunni and Shi'ci, but also the observance of feasts, religious customs in family life, the major forms associated with Islamic mysticism, popular and regional practices, and basic Muslim religious symbols. These slides will be accompanied by a descriptive and explanatory

text that will contain, in addition, materials on the Islamic calendar, suggestions for classroom use, potential correlated readings, and an annotated bibliography. Under consideration is the production of a cassette tape keyed to these slides.

This project seems to be on schedule, the major difficulty thus far experienced being the unearthing of appropriate slides.

5. The American Numismatic Society is preparing for this project, under the supervision of Michael Bates, a set of 36 slides illustrating Islamic coins and medals. This set will complement the existing ANS slide sets on Greek, Roman and Byzantine Coins and medals. As with the existing sets, the Islamic coins and medals slides will be accompanied by an illustrated booklet with explanatory material.

6. An Historical Atlas of Islamic Civilization will be produced under the supervision of Herbert Bodman. The prospectus for this atlas divides it into three sections. The first, Lands and Peoples, will provide basic topographic, climatological, economic and demographic information for the Muslim world as a whole and various sub-regions. The second section, devoted to History, will comprise the bulk of the volume. A number of maps, comprehensive or sectional, will trace the history of the Muslim world from the time of Mohammed to the 20th century. The third section will deal with Contemporary Issues in the Islamic World through detailed maps of particular regions. A total of some 50 maps are projected for this volume. On the page facing each map or group of maps will be a descriptive text.

Negotiations with potential publishers of such an atlas have commenced. The objective is to produce a soft-cover volume with maps in two colors, in order to distinguish clearly the bodies of water from the land mass. An index and gazeteer will also be included in the atlas. The goal of this project is to produce an atlas to accompany Islamic civilization courses at a cost within reach of the student.

7. A catalog of films, filmstrips and recordings will be produced under the supervision of Mona Mikhail. This catalog is designed with the needs of the teacher in mind. It will be organized according to genre, will include procurement information, and will contain evaluative commentary. Some feature films with English subtitles will also be included. This catalog will be selective rather than comprehensive. Recordings will identify the medium as a disk or a tape, monaural or stereophonic.

8. A teacher's guide to instruction in Islamic Civilization is to be prepared under the supervision of Herbert Bodman. The purpose of this guide is to supplement those aids previously discussed with a manual that will incorporate:

- a bibliography of basic reference work needed for undergraduate instruction;
- an annotated list of classroom maps for use in Islamic civilization courses;
- a table of the more common systems of transliteration from Arabic, Turkish, Persian and Urdu into English;
- a list of the commonly used abbreviations for periodicals;

- a guide to familiarization with the more common personal names and titles in the Islamic world;
- a glossary of technical terms in Islamic studies; and
- a catalog of the Translations Bank and of the slide sets.

When the teaching materials have been completed in draft form, they will be evaluated initially by the Project Committee. They will then be produced in a limited number of copies for teaching evaluation in a variety of courses and institutions. On completion of this evaluation process, they will be cleared for publication.

Although it was initially anticipated that the materials would be completed in draft form by the summer of 1979, these projects have turned out to be more complicated than anticipated and the processes of starting up the projects are time-consuming. Therefore, the schedule for completion of these projects has been delayed by about a year. The teaching materials should become available by the fall of 1981.

Herbert Bodman
University of North Carolina

The Turkish Studies Association

In its seventh year, the Turkish Studies Association in 1977-1978 continued its commitment to promote high standards of scholarship, communicate useful information among its members, and press for further international scholarly cooperation. Its over 250 dues-paying members participated in many national conferences in related subjects, and also co-sponsored six panels with MESA in the 1978 meeting at the University of Michigan. A system of regional contact among the members has produced greater interaction through the *Newsletter* (two issues) and short articles and reviews in the *Bulletin* (one issue).

A growing relationship with the Permanent Mission of Turkey to the United Nations, continuing support of the American Research Institute in Turkey, and contacts made by individual members with scholars and officials in Turkey, have helped to further understanding between North Americans and Turks.

New officers for 1978-1979 include:

Prof. İlhan Başgöz (Indiana University)	- President
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