

American Association of Teachers of Turkic Languages

Newsletter December 2015

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The Executive Secretary's Note

Ercan Balci
Brown University



Happy New Year,

I hope you are enjoying the holiday season with friends and family recovering nicely from a busy semester and getting ready for the new one. As you might remember, last spring we created and circulated the 2015 AATT survey to gauge how we are doing and to figure out what else we can do to serve our community better. Three key words: "Networking", "Community" "Communication" emerged and repeated on this survey, which will be the focus of our efforts in 2016 and beyond. I would also like to share this anonymous quote about the role of AATT "Bringing teachers of Turkic together, giving us a sense of community, keeping us informed of what projects are going on across the country/what we're all doing, what research, funding, and development opportunities are available to both faculty and students."

At the AATT Board meeting in Denver in November and the follow-up virtual Board meeting in December, among other things discussed the most important decision reached is to organize the very first AATT Conference in 2016. Although AATT held various workshops

dealing with specific projects, it never had a bona fide AATT Conference since the very first gathering of Turkish teaching faculty was held in 1985 at the University of Pennsylvania, resulting in the founding of AATT. The idea came about because of the fact that in 2016, the fact that we have MESA and ACTFL in Boston at around the same time, and we are lucky to have Roberta Micallef at Boston University. We have a tentative date for this one-day conference: November 16, 2016. We also decided that we should still continue our tradition with our Graduate Student Pre-Conference in conjunction with MESA on November 17th, 2016. The AATT Conference will focus on language and literature, and pedagogy of Turkic languages, but the actual theme will be determined soon. We already got a confirmation from Roberta Micallef about reserving space at BU and from the Turkish Consul General in Boston for the AATT conference reception at his residence.

You can not only submit a proposal for the AATT conference, but also submit proposals for the 2016 Annual MESA meeting, whose abstract submission deadline for panels, roundtables, individual papers is February 16, 2016 and for the 2016 ACTFL Convention, with the January 13, 2016 deadline to submit proposals. For the AATT Conference, the deadline to submit proposals will be determined by the Conference Organizing Committee once it is formed and will be announced to our community.

We also decided that the Facebook group should no longer be a closed group. We will make the necessary changes following the suggestions on the AATT survey like this one: "It's good to have this tool, however, postings are scarce. Maybe allowing members to post would make this a more vital tool. Opening up the page for members' postings would enable us to not only make more material/information available but also to have exchanges, post comments."

Another major decision reached at the AATT Board meeting is regarding the new AATT project. After completing the Proficiency guidelines project under the leadership of Roberta Micallef, as AATT our new project is revising the Language Learning Framework for Turkish considering the World Readiness Standards which will also be the theme of next year's roundtable at MESA 2016 organized by Funda Güven. I would like to include this quote to explain what we mean by World Readiness

Standards: "The World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural understanding. "World-Readiness" signals that the Standards have been revised with important changes to focus on the literacy developed and the real-world applications. Learners who add another language and culture to their preparation are not only college- and career-ready, but are also "world-ready"—that is, prepared to add the necessary knowledge, skills, and dispositions to their résumés for entering postsecondary study or a career." For more information, you can visit: <http://www.actfl.org/publications/all/world-readiness-standards-learning-languages>

I have some more exciting news, the details of which will be announced in the coming months. The first one is the Turkish essay writing competition. Turkish Airlines would give our first place winner a round trip ticket to Turkey. Second and Third place winners could get a gift card to Barnes and Noble or Amazon, which could be funded by AATT. We'll need some volunteers to serve on the selection committee.

I am also excited to announce that AATT will give out Conference Attendance Awards for two members (one student, one regular member). We will send out the details in the coming months.

I would like to thank our outgoing Board Member Burcu Karahan for her dedicated service, and welcome our new Board Member Nilay Sevinç from University of Michigan, who has been actively involved in AATT projects for years. We are excited to work with her even more closely in the coming years.

Thank you for taking time to read this longer-than-originally-planned note. Before closing, a quick reminder: if you haven't had a chance to renew your membership yet, please consider renewing your membership and check with the Department Chairs and Center Directors to become an institutional member. I would like to encourage you to read the rest of this newsletter, where you will find information about the AATT Graduate Student Conference, 2015 MESA AATT Roundtable, Ayverdi Prize, the new Turkish Lecturers this academic year, the Enrollment Survey compiled by Ebru Ergul and the Turkish language programs.

Have a restful and a peaceful winter break!

Uli Schamiloglu
University of Wisconsin-Madison

Dear AATT members,
AATT was founded in 1985 by Professors Kathleen R.F. Griffin-Burrill (Columbia University) and Erika Gilson (Princeton University). As it enters 31st year as an organization devoted at first to the field of Turkish language instruction and has expanded to embrace all the Turkic languages, it has established itself as the principal forum for communication and collaboration between teachers of Turkic languages at various levels across North America. AATT members have worked on a language learning framework, guidelines for assessment, teacher resources, etc. for Turkish and other Turkic languages. In addition to our regular roundtable at the annual meeting of the Middle East Studies Association of North America, our other prominent annual activity has been the AATT Graduate Student Preconference in Turkish and Turkic Studies. This preconference is intended to encourage our younger colleagues conducting research using Turkish and other Turkic languages to present their research to their peers. We recently held our 11th successful preconference at the MESA meeting in Denver and we look forward to organizing our 12th annual preconference in 2016. We are grateful to the Institute of Turkish Studies, Inc. for its continuing support of our preconference and we look forward to continuing our collaboration with them in the future.



Feride Hatiboğlu
University of Pennsylvania

Dear AATT members,

AATT had another successful year, creating initiatives, programs and conferences. We have expanded our membership base, kept a balanced budget, met our financial obligations throughout the fiscal year, and our assets are growing as well. We have strong numbers and we are aiming to improve even more. This year the institutions below supported AATT with generous grants and/or membership fees and we thank them all: the Institute of Turkish Studies, Georgetown University, Princeton University, University of Pennsylvania, University of Arizona, and Boston University. Institutional membership process and granting funds take time and effort, and we appreciate the support and co-operation as always. Our special thanks go to: Sinan Ciddi, Sylvia Önder, Şükrü Hanioğlu, Anne-Megan Betteridge-Young, Firoozeh Kashani-Sabet, Mehmet Darakçioğlu, Peter Cobb, Margaret Guinan, and Roberta Micallef. We also thank very much Güliz Kuruoğlu for her generous donation to AATT.

I would like to thank you all for the support provided to AATT. I apologize for the delay in delivering you the official thank you letters. I want to take this opportunity to thank you for everything you do for AATT and helping us sustain a strong financial standing.

We continue to enjoy the pleasure of having Samiha Ayverdi award funded by Kubbealti Foundation in the field of Ottoman Studies and Redhouse Prizes funded by Erteğün Foundation in the field of Modern Turkish Studies. We had another successful Pre-Conference event with the support of ITS and seven graduate students received their awards at the MESA 2015 conference in Denver.

I would also like to share with you the news that we are in the process of having University of Chicago, Brown University and University of Texas at Austin among our institutional members in the new fiscal year. Thank you for all your support!



Introducing New Board Member

*Nilay Sevinç
University of Michigan*



Nilay Sevinç is a lecturer in the Department of Near Eastern Studies at the University of Michigan since 2011. Sevinç holds an M.S in the program of Educational Methodology, Policy and Leadership and an M.A. in Linguistics with a Language Teaching Specialization both from the University of Oregon. Prior to her current position, she worked as a language coordinator at the University of Oregon, where she also taught Turkish. Additionally, she taught Turkish language and culture at CLS program in Turkey, the SILMW at the University of Illinois, and APTLII summer intensive program at the University of Wisconsin Madison. She worked on a number of projects including the ACTFL proficiency guidelines for Turkish and the Turkish Graded Reader project. Sevinç is interested in curriculum design and materials development in Turkish.

*If you want to share your news and
announcements relating to
Turkic language instruction
with AATT community,
please contact Newsletter Editor
Burcu Karaban at bkaraban@stanford.edu*

*AATT,
American Association of
Teachers of Turkic Languages,
would like to thank below
institutions and Universities
for their support in 2015*

The Institute of Turkish Studies

Arizona University

Boston University

Georgetown University

University of Pennsylvania

Princeton University

The University of Texas at Austin

*The Mediterranean Studies Forum
at Stanford University*

If you would like to become
an institutional member of AATT,
please contact AATT treasurer Feride Hatiboğlu
at feride@sas.upenn.edu
for more information

Past Conferences

2015 MESA AATT Roundtable on “Technology in the Service of Pedagogy”

Jeannette Okur

This year's AATT Roundtable at the 2015 MESA Meeting in Denver focused on the topic, “Technology in the Service of Pedagogy”, and was very well attended, not only by instructors of Turkic languages, but also by colleagues teaching Arabic and Persian. The roundtable featured four presentations, each of which generated a lively discussion.

Jason Vivrette (UC Berkeley) described mobile apps created specifically to support foreign language study via inclusion of sound, images, games and drills that can aid with vocabulary acquisition and retention. He first demonstrated how these apps enable students of Turkish to efficiently activate vocabulary at an accelerated rate by tapping into their already well-developed proficiencies in mobile technologies. He then showed how - by relocating vocabulary acquisition to the mobile space - the classroom can be used as a space for negotiating the boundaries of Turkic culture through the activation of the very same vocabulary in situated communicative and cultural activities, drawing upon examples of mini-lessons built around film clips stored in the BLC Library of Foreign Language Film Clips (LFLFC).

Funda Derin (U of Wisconsin-Madison) discussed the various challenges she faced while teaching an advanced level synchronous Turkish class between the U of Wisconsin-Madison and the U of Minnesota and how she addressed issues related to distance learning by incorporating the flip classroom model and using various technologies that facilitate web participation, such as Pexip, Skype, Google hangouts, Box, Qualtrics, and the Remind app. In particular, she explained how to use the Internet and apps to prepare students for the class meetings and assignments. Funda noted that while the transforming universities and the expanding Internet make it possible for individuals and communities to benefit from connections between local colleges and universities, program coordinators of less commonly languages (LTCTs) still face the challenges of securing funding, institutional cooperation, and valid forms of assessment.

Ahmet Okal (U of Arizona) presented the use of web apps in his Turkish Global Simulation class, a fourth semester class in which the students become virtual “renters” in an Istanbul apartment building, and must use an array of websites, Facebook, Google docs, Wordle, crosswordforge, geni and other apps to complete “real life” tasks related to socio-cultural norms and socio-economic survival in their new environment. Ahmet also introduced the Forum for Education Abroad, a platform for developing standards across study abroad programs, and recommended that AATT members make use of it.

Finally, Jeannette Okur (U of Texas at Austin) presented the piloting results of 230 auto-correct online exercises and drills she and Duygu Uslu-Ok developed to help their Turkish language program increase its language teaching and learning capacity through more effective use of time and effort by teachers and students. The pilot results confirmed the project leaders' conviction that the proper implementation of auto-correct technology in novice- and intermediate-level language courses provides opportunities for language-learning practice that complement in-class instruction, allowing students to work at their own pace and with immediate feedback, and encouraging them to take responsibility for their own language learning. Implementation of this technology has contributed to her institution's overall student-centered methodological and philosophical approach and decreased the amount of time required to correct daily homework assignments by at least 50%, enabling instructors to make better use of the curriculum and focus on the activation of materials during class time. Students' regular engagement in level-appropriate online listening and viewing tasks involving culturally relevant audio and video material, in particular, has resulted in multiple learning successes on their part such as more accurate reproduction of L2 phonemes and L2 intonation; greater reliance on audio-memorization; improved semantic and syntactical recognition; improved written reproduction of phonemes, semantic units and communicative utterances; improved ability to mentally organize aural semantic material; improved recognition of particular words or phrases' communicative function; greater ease in simple text comprehension and interpretation; and increased curiosity in the target culture.

*The 11th AATT Graduate Student Preconference**Funda Derin*

The AATT Graduate Student Preconference in Turkish and Turkic Studies was held in conjunction with MESA annual Conference in Denver on November 21, 2015. Three papers in the morning panel and four papers in the afternoon were presented at the preconference. The participants and organizers met at Maggianos's Litta Italy to have traditional preconference dinner together on November 20. Erika Gilson, Uli Schamiloglu and Funda Derin organized the dinner, breakfast and lunch as well as the conference room. Ann Williams (Metropolitan State University of Denver) arranged the conference room.

The preconference started in the Plaza Building 329, Auraria Education Center Metropolitan State University of Denver at 9:00 am. Uli Schamiloglu, Erika Gilson, and Funda Derin participated in the conference from the beginning to the end. Virginia Aksan and Sinan Ciddi chaired the morning and afternoon panels. Ercan Balcı, Janet Okur, and Lisel Hintz contributed to the discussions in the afternoon panel. We appreciate all the scholars who attended and gave their valuable support and contributions to the discussions.

Oscar Aguirre Mandujano, Kameliya Atanasova, and Seçil Uluişik presented their work at Panel I which was chaired by Virginia Aksan.

Oscar Aguirre (U Washington), in his paper "Service and Seclusion: Praising Dervishes at the Ottoman Imperial Court during the 15th century" discussed that charismatic leaders of dervish orders in Anatolia struggled for their own conquest of the city, hoping for the sultan's support after Mehmed II's conquest of Constantinople in 1453. He brought Ahmed Paşa's and Cafer Çelebi's praise poems written for the Zeyniye and the Halvetiye orders respectively. He argued that panegyric poetry displayed and negotiated allegiances between dervishes and political factions at the court.

Kameliya Atanasova (U Penn), in her paper, "An Exercise in Moderation: Ismail Hakki Bursevi (1653-1725) and the Elite Relations in the 17th Century Ottoman Balkans" contextualized that Ismail Hakki Bursevi (1653-1725 C.E.), a Celveti sufi, settled in Uskup commanded his students to strike the offender in his class twenty three times with a stick.

This incident took on a much broader significance, and for the next six years Bursevi had to defend himself at an ongoing trial involving the council of elders in Uskup. She examined how this conflict is presented in Bursevi's own writing, particularly in his works, entitled the *Tamâmü'l-feyz* and *Silsilenâme-i Celvetiye* as well as in his teacher Osman Fazli's letters to him. She argued that the narrative structures and rhetorical features of these texts indicate the various audiences and distinct definitions of orthodoxy that Bursevi and his master engaged as bearers of religious authority.

Seçil Uluişik (U Arizona), presented her paper titled "Untold Histories of the Ottoman Balkans: Continuity, Negotiating the Power, and Non-Muslim Provincial Elites, 1790s-1850s". Seçil brought up non-Muslim provincial power holders such as Çorbacıs of Rumelia who remained understudied despite their remarkable roles in Ottoman political culture. She examined the cross-cultural and multi-tiered networks of this scholarly neglected group of non-Muslim provincial elites called Çorbacıs, who held central roles in provincial governance between 1780s and 1860s in the Ottoman Empire. She argued that Çorbacıs negotiated a space for themselves in provinces, as influential members of multi-tiered elite networks that adjusted themselves to the transformations of the previous centuries, thereby remaining powerful throughout the mid-nineteenth century.

Panel II was chaired by Sinan Ciddi and Özgür Özkan, Rachel Wigen-Toccalino, Eileen Slesman, and Zeynep Elbasan presented their papers.

Özgür Özkan (U Washington), in his paper "Cultivating Patriotism: Minorities and Conscription in the late Ottoman Empire" sought to understand the dynamics of state and society relations in the Ottoman Empire by focusing on conscription. His main objective was to understand the response of multicultural Ottoman society to the introduction of universal conscription throughout the period between 1908 to 1918, during which the Ottoman society experienced three major wars and mass mobilizations before the break-up of their empire. He focused in particular on the Jewish response and discussed how the Jews understood their belonging to the state, and how they reacted to the dilemma, posed by the introduction of compulsory military service, between proving patriotism and becoming modern citizens or facing the risk of being accused of evasion and even treason.

Rachel Wigen-Toccalino (U Kansas), in her paper “Treaty of Lausanne, Minorities, and Turkey’s EU Application” sought to understand whether the EU has treated Turkey differently from Bulgaria in its application process concerning the issue of religion and minorities. Using path dependence theory, she examined the relationship between Turkey and Europe in their historical treatment of religion and minorities at the Treaty of Lausanne, hypothesizing that the EU would more strongly emphasize minority concerns in Turkey’s accession process. She performed content analysis on all Progress Reports published by the EU on Bulgaria and Turkey focusing on the vocabulary of religion and minority that the EU used in the reports.

Eileen Slesman (U Washington), in her paper “Turkish Christian Community ‘Işık Abla’” explored the use of communication technologies by the small, and often overlooked, community of Protestant Evangelical Christians in Turkey and the role these technologies play both in the growth of these groups as well as in the negotiation and expression of religious, ethnic, and national identity among converts to Christianity. She focused on Işık Abla herself rather than the members of the converted community.

Zeynep Elbasan (Indiana U), in her paper “Feminine Voices within Masculine Boundaries: Comparison of the Female Poets of Amasra and the Women Troubadours of Occitania” addressed the question of gendered discourse and the use of multiple voices in writing about different topics, and the extent to which it affected women writers’ literary styles. Her launching point for a comparative study was that both flourished as independent literary movements in specific regions, Occitania (in the southern part of France), and Amasya (in the northern part of Anatolia). To understand these urban centers, as well as the extent to which they were significant in the advancement of women poets or not, the historical setting of both groups, she focused to works of Lombarda (born c.1190) and Castelloza (born c.1200); Zeynep Hatun (d. 1474), and Mihri Hatun (d.1512). Additionally, she investigated interactions, between male and female poets. Finally, she argued that the female writers used techniques of multiple voices as negotiation tools to achieve status in a literary domain that lay within the borders of male hegemony.

Congratulations to Seçil Uluişik for the Best Presented Paper.



*2015 MESA AATT Roundtable on “Technology in the Service of Pedagogy”
Left to Right: Jason Vivrette, Ahmet Okal, Funda Derin, and Jeannette Okur*



The 11th AATT Graduate Student Preconference in Turkish and Turkic Studies crew: organizers, panel chairs, and presenters.

*Report from 2015 ACTFL Annual Convention**Saadet Ebru Ergül*

American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Language Expo was held on November 20-22 at San Diego Convention Center, San Diego, CA. The theme of the 2015 ACTFL Convention was “Inspire, Engage and Transform” and for three days the convention had offered extraordinary professional learning experience and networking opportunities to world language educators of all languages and levels.

This year there were 700 professional development opportunities, besides pre-convention workshops, sessions, interactive round table discussions, and electronic poster presentations. This year’s keynote speaker was Rick Steves, columnist, author of over 50 travel guidebooks and host of a travel series on public television, addressing on the topic of “Developing a Global Perspective Through Travel”.

American Association of Teachers of Turkish Languages (AATT) members, Güliz Kuruoğlu, Feride Hatiboğlu and Saadet Ebru Ergül attended the convention. Saadet Ebru Ergül, Lecturer in Turkish Language at Stanford University and her colleague Eva Prionas, Lecturer in Modern Greek presented “Progress indicators as Tools to Advance Learner Proficiency”. This presentation had examined the use of progress indicators as important tools to advance learner proficiency, assess progress and accommodate learners of various backgrounds. Multiple examples from Turkish and Greek illustrated how teaching practices are impacted and how the use of iPads in the classroom enhanced student engagement.

For those who have doubts about attending next year’s convention, I would like to urge you to submit an abstract and attend ACTFL 2016 Annual Convention in Boston since there are various opportunities in terms of professional development, networking, and addressing national level language learning and teaching practices.

*Report from 2nd International Linguistics and Language Conference - LILA’15**Saadet Ebru Ergül*

2nd International Linguistics and Language Conference (LILA) has been held on 29-30 June 2015 at Cezayir Meeting Halls in Istanbul. LILA aims to bring researchers from various subfields to share their research and experiences and create a platform where scholars can exchange their ideas.

C. Nedret Öztokat from Istanbul University, Turkey and D. Freiderikos Valetopoulos from University of Poitiers, France were the keynote speakers of LILA’15. Öztokat delivered her keynote address on “Metamorphosis of Cities: Reading Urbanization Issues Through Signs” and Freiderikos on “Emotions Across Learner Corpora”. The conference consisted of various concurrent sessions presentations, virtual and poster presentations. Sample themes for LILA’15 were language and culture, teaching and learning, translation and bilingualism, phonetics, meaning and narration, ideology and language learning.

AATT Executive Secretary Ercan Balcı, Brown University and AATT Member Saadet Ebru Ergül, Stanford University participated in LILA’15 as session chairs and presenters. Ercan Balcı presented on “Aspectual Status of –iyor in Turkish” and Saadet Ebru Ergül presented on “The Impact of Turkish TV Series on Azerbaijani Viewers: An exploratory Study Examining the Formation of Tourist Identity Through Language and Culture.”

LILA’16 will be held in Istanbul on **June 24-25, 2016** and abstract submission deadline is **March 18th**.



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NOVEMBER 20-22



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*National and International Conferences on the Teaching of Turkish**Erika Gilson*

It is becoming difficult to follow the various conferences held in Turkey and Europe on the subject that concerns us, the teaching of Turkish. This is a major change from just a few years ago when there was no measurable interest in the teaching of Turkish in Turkey. Looking at nine months in 2015, there were at least nine meetings that I was able to document:

1. 1st International Congress of Teaching Turkish as a Foreign Language [ULUSLARARASI YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİ KONGRESİ] organized by Sakarya University, Institute of Educational Sciences, and supported by the Yunus Emre Enstitüsü, Ankara, held at Ghent University, Belgium, April 25, 2015.

2. 2nd international Linguistics and Language Conference – LILA'15, held in Istanbul, June 29-30, 2015. AATT members Ercan Balcı and Ebru Ergül both presented.

3. UTEOK 2015 8th International Congress on Turkish Language Education and Teaching, was held October 1-3, 2015, at Istanbul University, Istanbul. This was the third time that I attended, this time I presented a talk entitled 'Time for a Standard International Turkish Test.'

4. Uluslararası Türkçenin Yabancı Dil Olarak Öğretimi Sempozyumu: "Türk Dillilere Türkiye Türkçesi Öğretimi," held October 8-10, 2015, at Atatürk University in Erzurum, supported by the Türk Dil Kurumu and the Yunus Emre Enstitüsü. I note with interest that a subject to be discussed was "Türk dillilere Türkiye Türkçesi öğretiminde ölçme ve değerlendirme."

5. 2nd International Congress on Turkish Culture: "Teaching Turkish in the World, Teaching Turkish for the World" October 9-10, 2015, Indiana University, Bloomington, IN, and Süleyman Şah University, Istanbul. A subject featured at this congress also attracted my interest: "The accreditation standards for the Turkish language programs in the world." Some of our members were present, and I hope they will share their experience.

6. 'Dil Politikaları ve Türkçenin Dünyadaki Durumu' was the subject of a workshop at Mersin University's School of Education, on October 12, 2015.

7. "Türkçenin Yabancı Dil olarak Öğretimi Sempozyumu" was held on November 12-13, 2015, at İstanbul Aydın University in Istanbul; it also featured a subject I was interested in: "ölçme ve değerlendirme."

8. 10th 'Dünyada Türkçe Öğretimi Bilgi Şöleni' held on December 7-8, 2015, organized by Ankara University's TÖMER.

One obviously can't be attending all, and besides there cannot be all of a sudden so much expertise developed to be shared. It is important to receive feedback from those who have attended some of these events to help us focus on those that promise to contribute to the field.

The organizers of the UTEOK events have asked for AATT participation for the 2016 congress which will be held in the fall, again probably in October, at the Mehmet Akif Ersoy University in Burdur, Turkey. I think it is important that AATT establishes working relationships with colleagues in Turkey. For example, an international standard test for Turkish, comparable to TOEFL, ultimately has to be developed in Turkey but it has to be in close collaboration with international TFL professionals and other international expertise in test development such as ETS.

Wishing all a peaceful and successful New Year!

*Turkish Language Program at University of Pennsylvania**Feride Hatibođlu*

2015 was a very active and effective year for Turkish Language program at Penn: As always our FLTAs add a lot to our program. Gülçin Üge and Abdullah Pekel taught Turkish language and became new AATT members during their term at Penn.

1) Turkish Movie screenings and Turkish Table were held every week. We had discussions, role plays, presentations, talked about daily news etc. With the \$500 grant we got from CLS Alumni Development Fund we plan to continue these activities; movies, book club and will be able to invite presenters next semester. The link about the grant is below: <http://www.clscholarship.org/news/2015/announcing-the-2015-cls-alumni-development-fund>

2) With our guest scholar from Hacettepe University, Ankara Turkish Language and Literature Dept. Koray Ustun, we conducted various workshops and seminars for our students and guests from other Institutions and Departments such as the one on November 12, 2015 on Contemporary Turkish Literature in Turkey without Borders. We were invited by Princeton University for the same presentation and the event took place on December 4, 2015 at Princeton University. Following workshops also took place in Williams Hall at University of Pennsylvania during Fall 2015 semester: Turkish Literature from beginning to today(9.9.2015), Traditional Turkish Music from past to now (9.16. 2015), Ottoman Architecture (9.23.2015), Turkish Cinema and its reflections on Turkish Literature (9.30. 2015), Turkic Republics and Azeri Literature (10.28.2015), Kyrgyz Literature and Cengiz Aytmатов (11.4. 2015), Different Alphabets in the Turkic World (11.18.2015)

3) We are in the process of offering an online Turkish course for the Summer 2016 semester..

4) Our FLTA, Abdullah Pekel, Marmara University, presented a paper titled “Interactive Worksheets: Incorporating Listening Activities in to Traditional Worksheets Through Quick Response (QR) Codes” at the 2nd International Turkish Language and Culture Conference, organized by Turkish Language Flagship Center at Indiana University, Bloomington on October 9-10, 2015. The paper discusses design and development of an active listening and pronunciation improvement module for students’ perceptions of carrying out listening and pronunciation activities through their mobile phones. We would gladly share with our members this presentation and his paper upon request.

5) I also would like to share a few notes from the ACTFL Convention this year. I was able to attend presentations related to Turkish Language teachings. I attended the ACTFL OPI Testing for Certified OPI Testers meeting. Ebru Ergül from Stanford University also attended the same meeting as an OPI Tester for Turkish Language. Elvira Swender and Andrew Amadei (aamadei@actfl.org) presented on latest developments in the field. ACTFL is offering on site OPI certifications training programs for Universities and Institutions. They recently started to accept recordings from teachers and count those recordings for the certification process. (If instructors send their OPI recording samples with their students and they send those to ACTFL (with payments of \$40 per OPI) with different levels, those will be taken into consideration for certification. I also attended Dr. Troy Cox’s presentation about OPI and OPIc strategies similarities, differences and scores.

Another interesting workshop was “Project-Based Language Learning: Inspiring Teachers, Transforming Learning” which was a very informative and engaging session. NFLRC is offering a free online, interactive session on January 12, 2016. I suggest my colleagues attend the PBL workshop, if their schedule allow. The link is: <http://nflrc.hawaii.edu/events/view/80/>

6) Turkish studies will host a new visiting scholar from Turkey for one year through Tübitak in 2016. Zeynep Dinçer is a Ph.D student and teacher at Gazi University, Ankara, and her focus is on Old Turkish Literature. Her Ph.D thesis focuses on old Ottoman Texts. Elementary, Intermediate and Advance level Turkish courses and Ottoman Turkish course will be offered at Penn in 2016 Spring semester.

Report on Preliminary Results for the Fall 2015 Enrollments Survey for Turkic Language Courses at Post-Secondary Institutions in the U.S.

Saadet Ebru Ergül

AATT would like to thank to all members, instructors, and administrators who already contributed to the Fall 2015 enrollment count by responding to AATT's online survey. We still strive for completion, and appreciate all your efforts to make this survey accurate, reliable and valid. The 2015 survey covered only institutions in the U.S. The survey has been sent to 53 institutions in the U.S. and 30 replied so far. Total enrollment is 547 (including Ottoman and Turkic) Undergraduate enrollment: 361, graduate enrollment 150 and other, 18.

Language courses offered:

First Year Turkish

Second Year Turkish

Third Year Turkish

Fourth Year Turkish

Kazak

Tatar

Uzbek

Uyghur

Ottoman

Turkmen, Kirghiz, Azerbaijani were not offered in the Fall 2015.

Other language courses offered:

Advanced Readings in Turkish

Research Skills

Modern Turkish Readings

Academic Turkish Reading/Writing

Intermediate to Advanced Conversation in Turkish

Courses such as literature, culture, film & politics offered in English:

Modern Turkish Literature in Translation

Women Filmmakers in the Middle East

Women and Gender

Istanbul Across the Centuries

Istanbul the Muse

Topics in Modern Turkish Literature

Turkish Movies, Media and Culture

Contemporary Turkish Politics

Institutions responding as of 11/17/2015

Cornell University, Columbia University, Stanford University, Binghamton University, University of Michigan, University of Wisconsin, University of California Berkeley, Indiana University, University of Texas at Austin, The University of Chicago, UCLA, University of Pennsylvania, Duke University, George Mason University, Brigham Young University, Brown University, Portland State University, UC Santa Barbara, Northwestern University, University of Utah, New York University, Boston University, University of Kansas, Yale University, University of Pittsburgh, Princeton University, University of Arizona, University of Maryland, Arizona State University

Survey/Statistics Committee:

Saadet Ebru Ergül, Stanford University

Suzan Özel, Independent Scholar

Introducing New Turkish Lecturers at American Universities

Melike Ünal Gezer
Cornell University



Melike Ünal Gezer joined the Department of Near Eastern Studies at Cornell University this fall as the Lecturer of Turkish. Ünal-Gezer holds a M.A. in Linguistics from California State University and a Ph.D. in Curriculum and Instruction with a specialization in English as a Second Language (ESL) from Texas A&M University. Ünal-Gezer formerly coordinated the Turkish program at Yale University and offered Turkish at elementary, intermediate and advanced levels. Her more recent teaching experience consisted of offering various interdisciplinary courses, such as Multicultural Education, Second Language Acquisition and Development, Second Language Assessment at Texas A&M University. Ünal-Gezer is certified as a “Virtual Instructor” from the Instructional Technology Services at Texas A&M University. Her former teaching experience included offering courses in face-to-face, hybrid, and online modes. Ünal-Gezer’s research focuses on second/foreign language development and teaching, bilingual literacy development and comparative linguistic policy. She has several article publications at high-impact journals as well as book chapters in handbooks. In addition to teaching Turkish, Ünal-Gezer is a keen researcher with specific research interest in the acquisition of Turkish as a foreign language. Currently, she is involved in two different projects that investigate the English morphology knowledge and English word processing abilities of Turkish adults.

Ayşe Özcan
The University of Illinois at Urbana-Champaign

Ayşe Özcan received her B.A. in English Literature from İstanbul University, Turkey in 2000. She holds two M.A. degrees: one in English Literature from Doğuş University, Turkey, and another one in Anthropology at Syracuse University. She also received a Certificate of Foreign Trade Specialist at The İstanbul Chamber of Commerce in 2001, and a Certificate of Advanced Studies in Civil Society Organizations from Syracuse University in 2013. She earned a Ph.D. in Anthropology from Syracuse University in 2015. Her dissertation was titled “Reconfiguring French Secularism: The Mosque as the New Multicultural Space of Young Muslims.”

She taught elementary, intermediate and advanced Turkish in several educational institutions: Syracuse University (as a Fulbright FLTA between 2007 and 2008), Syracuse Academy of Science Charter School (2011-2012), and Etude Plus, France (2013-2014). She also has many years of experience of teaching English: Maltepe University, Turkey (2003-2006), İstanbul Commerce University, Turkey (2006-2009), and SOS Soutien Scolaire, France (2013-2014). She had also worked as a teaching assistant in the Department of Anthropology at Syracuse University (2009-2012). She joined the Department of Linguistics at the University of Illinois at Urbana-Champaign as a Lecturer and Turkish Program Coordinator in August 2015.



*Sâmiha Ayverdi Prize Winners
(for Best Translation from Ottoman Turkish to English)*

AATT has been giving a new prize for best translation from Ottoman Turkish to English for the last two years. The prize is funded by the Kubbealtı Foundation in Turkey and carries a monetary award of \$500. The Prize is named after Sâmiha Ayverdi, an important writer, poet, and Sufi philosopher, and one of the founding members of the Kubbealtı Foundation.

This year's Selection Committee included Burcu Karahan from Stanford University, David Selim Sayers from San Francisco State University, and Funda Derin from University of Wisconsin-Madison.

The 2015 prize was split between **Hüseyin Kurt** from Binghamton University and **Oscar Aguirre Mandujano** from University of Washington. We congratulate them both as AATT Community!

Hüseyin Kurt is a Ph.D. student in the History Program at Binghamton University and was nominated by **Gregory Key**. Kurt translated a twentieth century sermon from Mevaiz-i Diniye (Religious Sermons) by Şeyhülislam Musa Kazım Efendi from 1329/1911.

Oscar Aguirre Mandujano, a Ph.D. student in Near and Middle Eastern Studies in University of Washington where he works with **Selim Kuru** and Walter Andrews, holds a BA from National University of Mexico and a MA from the School of Oriental and African Studies of the University of London. He also studied Ottoman Turkish with Yorgos Dedes and Gönül A. Tekin. Kuru says that "Oscar is the first Mexican national to become an Ottoman historian." As his advisor, Kuru also describes his Ph.D. project, "Poetry and Politics in the Early Modern Ottoman World," focusing "directly upon the topic of the construction of Ottoman Turkish as a courtly language and its relation to the formation of a new imperial political culture in the late 15th and early 16th centuries." Aguirre Mandujano's was a prose translation of translated Tacizade Cafer Çelebi's 15th century narrative romance Hevesname.

Congratulations to the winners: Hüseyin and Oscar!

*James W. Redhouse Student Prize
(for Best Progress in Turkish Language 2015)*

Annually since 1991 AATT awards up to four prizes for best progress in Turkish language, now funded by the Erteğün Foundation at Princeton University. This was initially a joint TSA/OTSA award, and is still announced at both Annual Meetings during MESA. We would like to remind colleagues that faculty at each institution may select and submit only one nominee. The selection committee uses supporting documentation such as writing samples, oral samples, video clips, interview recordings demonstrating the students' language skills, to make its decision. Deadline for submission is **June 15, 2016**.

Detailed information is available on the AATT website, <http://international.ucla.edu/aatt/article/123688>

Here are this year's winners of the Redhouse Prize for Best Progress in Turkish:

Olivia Loveland, a senior, Political Science, with a minor in Turkish Studies, Portland State University Student of Pelin Başçı.

Mark Carrion, undergraduate, student in the Middle Eastern Studies Department at the University of Texas at Austin Student of Jeannette Okur.

Congratulations to the winners: Olivia and Mark!

*To learn more about
AATT awards and fundings
for students
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Brown University
Box 1982, 195 Angell Street, 2nd Floor
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Department of Languages and
Cultures of Asia
University of Wisconsin-Madison, WI
uschamil@wisc.edu

Umida Khikmatillaeva
Online Instructional Designer,
eLearning Design & Services
University Information Technology Services (UITS)
Indiana University, IN
ukhikmat@indiana.edu

Executive Secretary

Ercan Balci
The Center for Language Studies
Brown University, RI
aattsecretariat@gmail.com

Sylvia Önder
Department of Arabic and
Islamic Studies
Georgetown University,
Washington D.C.
onders@georgetown.edu

Treasurer

Feride Hatiboğlu
Near Eastern Languages and Civilizations
University of Pennsylvania, PA
feride@sas.upenn.edu

AATT Newsletter Editor
Burcu Karahan
Department of Comparative Literature
Stanford University, CA
bkarahan@stanford.edu

Board Members

Funda Derin
Department of Languages and
Cultures of Asia
University of Wisconsin-Madison, WI
fderin@wisc.edu

AATT Facebook Page Editor

David Selim Sayers
Middle East and Islamic Studies
San Francisco State University, CA
dsayers@sfsu.edu

Nilay Sevinç
Department of Near Eastern Studies
University of Michigan, MI
nsevinc@umich.edu

Webmistress

Jessica Tiregol Menteşoğlu
University of California, Los Angeles, CA
jmentesoglu@library.ucla.edu