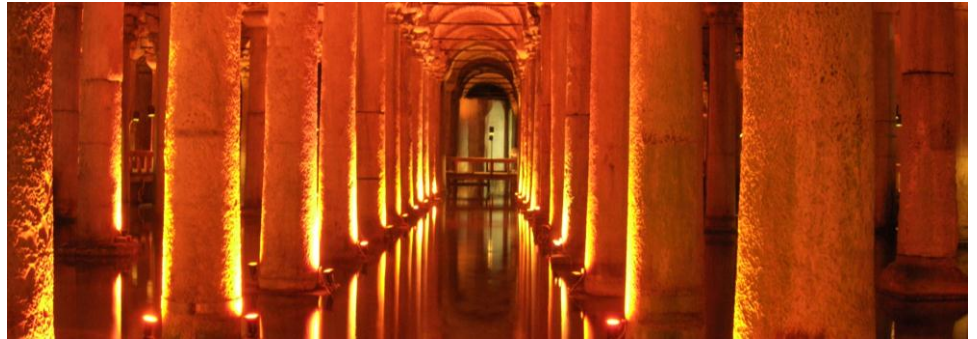


# American Association of Teachers of Turkic Languages

## Newsletter June 2012



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## The New Executive Director's Note

**Roberta Micallef**

Boston University  
AATT Executive Secretary

Dear All,

July 1, 2012 marks a new year for AATT. We have much to celebrate. A robust, dynamic academic community; well-attended graduate student conferences are entering their 8<sup>th</sup> year, rising enrollments, exciting new projects – updating proficiency guidelines (insallah), a new bi-annual newsletter and a new editor for the AATT bulletin. There is also news that while not surprising is bitter sweet. Dr. Erika Gilson who led the Turkic languages teaching community with much professionalism and energy has decided to handover some of her duties. We anticipate that Erika Gilson will remain an active and dynamic member of the board and the Turkic languages teaching community for many years to come. Please help us recruit new members, participate in our annual meeting at MESA and encourage graduate students working with Turkic languages to attend the AATT graduate student pre-conferences.

# Summer Turkish and Turkic Courses in the USA

## Indiana University

The Indiana University Summer Language Workshop (SWSEEL) offers intensive summer language study at multiple levels in Tatar, Turkish, Uzbek, and Uyghur. A broad range of extracurricular and cultural programming complements all language instruction. FLAS, Title VIII, and Project GO fellowships and scholarships are available to graduate students, undergraduate students, area study specialists, and faculty. All participants pay in-state tuition. Graduate students in Bosnian/Croatian/Serbian, Czech, Hungarian, and Romanian will receive tuition-waivers. The priority deadline is March 1, 2012. For more information and to apply go to <http://www.indiana.edu/~swseel/> Please email [swseel@indiana.edu](mailto:swseel@indiana.edu) with questions.

## The University of Chicago

Intensive Advanced Turkish (TURK 30101-30102-30103/NELG 30101-30102-30103) will once again be offered during Summer Session 2012 at the University of Chicago

## The University of Illinois in Urbana-Champaign

The Department of Linguistics at the University of Illinois in Urbana-Champaign in collaboration with the Center for South Asian and Middle Eastern Studies, Center for African Studies, CIBER, Center for Global Studies, European Union Center and REEEC is pleased to host the 4th Summer Institute for the Languages of the Muslim World in summer 2012 (June 11 - August 4, 2012). SILMW is offering intensive courses in a variety of Muslim world languages, including Arabic, Arabic Translation, Persian, Swahili, Turkish, Wolof, and Urdu.

Application Quick Links:

1. Undergraduate, Non-degree

application:

[http://admissions.illinois.edu/apply/app\\_nondegree.html](http://admissions.illinois.edu/apply/app_nondegree.html)

2. Graduate, Non-degree application:

<http://www.grad.illinois.edu/admissions/apply/nondegree>

In addition to classroom instruction, SILMW will offer a variety of extracurricular activities which include research forums, picnics, conversation tables, cooking classes, music & dance performances, movie screenings, field trips, lectures and other cultural activities. Please see: <http://silmw.linguistics.uiuc.edu/index.html>

## The University of Wisconsin-Madison

The Central Eurasian Studies Summer Institute (CESSI) offers intensive Central Eurasian language courses alongside a cultural enhancement program which introduces students to the rich world of Central Eurasian history and culture. The Center for Russia, East Europe and Central Asia (CREECA) will host CESSI in the summer of 2012 (June 18 - August 10).

Instruction in first- and second-year Kazakh, Uyghur, Uzbek, and Tajik will be offered. Scheduling of classes is contingent on sufficient enrollment. Please apply as early as possible. Other Central Eurasian languages may be offered on demand. Please contact CESSI if your language of interest is not listed:

[cessi@creeca.wisc.edu](mailto:cessi@creeca.wisc.edu)

## The University of Wisconsin-Madison

The UW-Madison Arabic, Persian, and Turkish Language Immersion Institute (APTLII) is an eight-week intensive summer language immersion program for undergraduates, graduate students, and professionals. Courses are offered for academic credit at the beginner, intermediate, and advanced levels (depending on sufficient enrollment). Outside of the classroom, students commit to using their target language at all times - in their shared living space on campus, at meals, and at co-curricular activities that combine to create a language immersion experience.

Each language class is equivalent to two semesters of study, with full academic year credit. Instruction is given in small groups taught by native speakers and experienced language teachers. The classes are intensive, involving a minimum of 4.5 hours contact hours Mondays through Fridays, plus extra hours for homework.

In addition to formal classes, on most afternoons and evenings students participate in co-curricular activities covering a range of topics relating to the history and culture of the region. This combination of formal classes, cultural and language activities, movies, field trips, and language tables provide students with opportunities to expand their vocabulary and practice using the language in different settings.

### **Boston University**

BU Summer term introduces two Turkish language courses that cover the fundamentals of speaking, writing, and comprehension.

Visit [bu.edu/summer](http://bu.edu/summer)

#### 1<sup>st</sup> Semester Turkish CAS LT 111:

Summer 1 (May 22-June 28): MTWTh  
10 a.m.-12:30 p.m.

#### 2<sup>nd</sup> Semester Turkish CAS LT 112

Prereq: CAS LT111 or equivalent

#### Summer 2 (July 2-August 9):

MTWTh 10 a.m.-12:30 p.m.

### **University of Pittsburgh**

Summer 2012: Beginning Intensive Turkish

June 4-July 13, 2012

Slavic Department / Summer Language Institute (SLI)

Generous scholarships are available to both Pitt students and guest students from other institutions, including graduate and undergraduate FLAS Fellowships.

Apply by March 16 for scholarship consideration. Contact: Christine

Metil [slavic@pitt.edu](mailto:slavic@pitt.edu)

Visit [www.slavic.pitt.edu/sli/](http://www.slavic.pitt.edu/sli/)

### **Yıldız Technical University**

Intensive Summer School

Ottoman Paleography I-II

18 June- 3 August

For more information contact Sevim Yılmaz Önder

[seyilmaz@yildiz.edu.tr](mailto:seyilmaz@yildiz.edu.tr)

## Summer Content Courses in Turkey

### **Koç University**

Surveying the development of Ottoman inscriptions

Intensive Graduate Summer Seminar (09 July 2012 - 20 July 2012)

The aim of this two-week course is to train a new generation of Ottomanists to make use of these valuable historical sources.

As collaboration between Koç University and the University of Chicago, the course will take place at the Koç University Research Center for Anatolian Civilizations, located in Beyoğlu in the heart of Istanbul. Classes will meet five days per week (Monday-Friday), with the first Saturday reserved for the field trip to Bursa. The course has two thematically divided sections. Morning sessions offer a chronological survey of the development of Ottoman inscriptions, starting with the earliest examples in Anatolia. Afternoon classes will be designed around specific themes and will be conducted on site in various locations in Istanbul. Assoc. Prof. Hakan Karateke (University of Chicago) & Prof. Cornell Fleischer (University of Chicago) will present Istanbul & Bursa through a combination of lectures, seminar discussion, site visits and field trips.

For all matters related to this program, please contact Çiçek Dereli at [cdereli@ku.edu.tr](mailto:cdereli@ku.edu.tr)

### **Duke University**

Istanbul, Summer, July 2-Aug. 10  
Located in Istanbul at the beautiful campus of Bogaziçi University, overlooking the Bosphorus, this six-week, two-course summer Duke in Turkey

program introduces students to the cultural, historical and religious issues emerging at the intersection of Europe and the Middle East, with particular attention to the unique position of Turkey within the global context. The program is co-directed by Profs. Erdağ Göknaç and Banu Gökarişel who teach the following courses, respectively: Between Europe and Asia: The Geopolitics of Istanbul from Occupation to Globalization and Gender, Politics, and Space in the Middle East. The program offers excursions to regional and national places of interest, as well as many cultural activities in and around Istanbul.

Accommodations are provided in Bogazici's newest residence hall. Follow this link for the online application: [http://studyabroad.duke.edu/home/Programs/Summer/Duke\\_in\\_Turkey/Application\\_Process](http://studyabroad.duke.edu/home/Programs/Summer/Duke_in_Turkey/Application_Process)

### **Ege University**

June 24 -July 8, Foça  
Zeytin 2012 is a program that is inspired by 21<sup>st</sup> century liberal (arts) approach but it is specifically designed for the Aegean coast. It is international, interdisciplinary and has no boundaries between classroom and community. Well, it has no classrooms. The program uses the olive, a native and centrally important topic for Foça, as a tool for bringing disciplines and cultures together and for facilitating communication and collaboration among them.

For more information please see

<http://www.egedeatolye.org/2012/Content.html>

Contact the editors if you want your courses to be featured in upcoming AATT Newsletters.

## Turkish Flagship Program at Indiana University



On September 30, 2011, Indiana University–Bloomington was awarded a substantial amount of funding from the US Department of Defense in order to establish an undergraduate Turkish Flagship Center under the directorship of Principal Investigator Dr. Kemal Silay, Professor of Central Eurasian Studies, Ottoman and Modern Turkish Studies Chair, and Director of the Turkish Program. Dr. Silay will collaborate closely with the Turkish Applied Linguist of the Center and Assistant Professor of Turkish, Öner Özçelik, and Ms. Umida Khikmatullaeva. The director

will also work with a multidisciplinary team of support specialists—ranging from theoretical and applied linguists to HCI (Human-Computer Interaction) experts in order to establish and run the Turkish Flagship Center. The Center will fulfill the objectives of The Language Flagship, the most important of which is to provide a program that will lead its students to the achievement of superior level of proficiency in Turkish (ACTFL Superior/ILR 3). The Turkish Flagship Center will train a target cohort size of 15 undergraduate students

per year in Turkish. It will combine domestic programs at IU with an overseas component built in partnership with the American Councils for International Education. It will also have a Central Eurasian Turkic (CET) component which will bridge certain students from Turkish to Uzbek, Azerbaijani, and Turkmen (with a possibility of adding Kazakh later). The purpose of the CET bridge component is for students to achieve ACTFL Advanced/ILR 2 in at least one of these Turkic languages.

## Deep Approach to Turkish Teaching and Learning (DATTL)

Deep Approach is a project to create educational material to teach Turkish to English-speaking students world-wide. It aims at teaching Turkish with an important cultural component: the audio and video materials relate with the Turkic cultures and environments to help instructors teaching Turkish with the context of authentic settings. DA is based on self-directed projects, which link together various disciplines within a self-actualizing, empowering perspective and small group achievement that

target global issues. Thus the disciplinary Communication contents and Comparison tasks are integrated into interdisciplinary Connections within a broader trans-disciplinary, Cultural and Community framework. The deep approach supports the 5Cs standards of the ACTFL. Instructional modules are proposed for various possible projects. For many instructors, organizing deep classroom activities is a paradigmatic shift. Contacts with colleagues within the deep approach is crucial to

resolve issues that may pop up; we can send you a password to be part of our online forum: <http://deepapproach.wceruw.org/forum.html> Feel free to ask for blurbs and documentation to present the deep approach to your language coordinator. We are available to present the deep approach in your education institution.

For more information contact Francois Victor Tochon  
UW-Madison

[ftochon@education.wisc.edu](mailto:ftochon@education.wisc.edu)

# Turkish Language and Content Course Descriptions

## **BOSTON UNIVERSITY**

### **Turkey and Middle East in Comparative Perspective**

Social and cultural diversity of the modern Middle East with particular attention to Turkey. Focus on the interplay of tradition and socio-economic changes that have occurred during the twentieth century and their implications for the future.

### **Turkey and The European Union: The History and Contemporary Aspects of Turkey's European Path**

Examines Turkey-EU relations in terms of European integration. Explores theoretical and operational factors shaping discourse and processes of Turkey-EU engagement, in order to answer core question: "Is Turkey part of Europe?"

### **Turko-Persia in the Twentieth Century**

The twentieth-century history of the non-Arab Muslim Middle East, i.e., Turkey, Iran, Afghanistan, and Central Asia. Analysis of the constitutional revolutions in Turkey and Iran, Kemalism, the Islamic revolution in Iran, and communism in the Soviet Union and Afghanistan.

### **Istanbul at the Crossroads**

The image of the city of Istanbul in novels, autobiography, short story, poetry, as well as music videos and popular films. Themes include modernization, urbanization, isolation, cosmopolitanism, and the struggle between East and West.

## **BRIGHAM YOUNG UNIVERSITY**

**Intermediate Turkish** (online) – Suzan Özel

## **FLORIDA STATE UNIVERSITY**

**Elementary Turkish I, II, III** - Arzu Gungor Leushuis

## **Turkish Culture and Civilization -**

Arzu Gungor Leushuis  
This class will offer an in-depth exploration of contemporary Turkish culture and civilization through films, readings, and discussions.

## **Turkish Cinema** - Arzu Gungor Leushuis

Introduction to the fascinating history and development of Turkish cinema, and an opportunity to learn about Turkish history and society through the lens of the movie camera.

## **INDIANA UNIVERSITY**

**Introductory Turkish**  
**Intermediate Turkish**  
**Advanced Turkish** – Kemal Silay

## **PORTLAND STATE UNIVERSITY**

**Turkish Literature in Translation** – Pelin Basci  
Study of texts representative of major Turkish authors, themes or genres from the modern period in translation. Examples are modern drama, realism, autobiography, contemporary novel.

## **Turkey Through Film** – Pelin Basci

Viewing of feature films or made-for-TV series followed by discussion of social, historical, and artistic significance of the visual narratives. Individual directors like Yılmaz Güney, genres like comedy and period-dramas of the 1970s or 1960s maybe used.

## **STANFORD UNIVERSITY**

**First Year Turkish** (Three quarters) – Ebru Ergül  
Designed for students who have interest in learning Turkish language, culture, history, cuisine and social life.

**Second Year Turkish** (Three quarters) - Ebru Ergül

Continuation of First Year Turkish

## **Reading Turkish I&II, and Advanced Turkish for Research**

– Burcu Karahan  
Introduction to the structures of Turkish language necessary for reading. It is designed to develop reading competence in Turkish for graduate students

## **Love alla Turca: Tales of Romance in Turkish Literature**

– Burcu Karahan  
Introduction to the theme of romantic love in Turkish literature, with particular attention to key classical and contemporary works that influenced the development of the Turkish literary tradition. Particular attention to the characters of lover and beloved.

## **Istanbul the Muse: The City in Film and Literature**

– Burcu Karahan  
The class focuses on the idea of "inbetweenness" (past and present) through art, literature, music, and popular culture seen chronologically.

## **Interplay between Turkish Cinema and Literature**

– Burcu Karahan  
The scope of discussions will include themes like masculinity, representation of women, honor killings, the divide between East and West, as well as the problems of translation from one medium to another.

## **COLUMBIA UNIVERSITY**

MESAAS, Turkish and Ottoman Program

## **Elementary and Intermediate Modern Turkish, Advanced Turkish and Beginner and Intermediate Ottoman**

– Zuleyha Colak  
Instruction with the deep Approach methodology and guided by ACTFL proficiency guidelines.

# Turkic Language Courses Student Count

Summary of results for the Fall 2011 Student Count for Turkic Language Courses\_at post-secondary institutions in the U.S. and Canada

Suzan Oezel

We would like to thank all AATT members, instructors as well as administrators who helped us to collect the data for the 2011 survey. We are especially grateful to Ahmet Okal and the Center for Middle Eastern Studies of the University of Arizona for creating an online survey which did not only allow us to count enrollments but also to gather institutional and program information for Turkic language instruction. Thanks to this new database, future enrollment surveys promise to be conducted with more speed and efficiency.

Please note:

- The enrollment figures presented below are based on data collected between November 2011 and April 2012. Although numerous attempts were made to reach all institutions teaching Turkic languages, some may not have been included here.
- The last column, "Number of institutions," provides the number of colleges or universities that teach a language at the indicated level. Some of these institutions did either not offer the course in fall 2011 or did not have enrollments. An overview of these figures is also given farther below (see "Number of institutions in the U.S. and Canada teaching Turkic languages").
- "Heritage" learners, where recorded, are included in the cumulative enrollment figure for each language. However, we do not indicate whether heritage learners are graduates or undergraduates.

Languages	Azerbaijani, Kazakh, Kyrgyz, Turkish, Ottoman, Turkmen, Uyghur and Uzbek
Total enrollment	998

Enrollment figures by language:

Azerbaijani	Heritage	Student Total	Number of Institutions
total	1	1	1

Kazakh	Undergraduate	Graduate	Student Total	Number of Institutions
1 <sup>st</sup> year	-	-	-	5
2 <sup>nd</sup> year	2	7	9	4
3 <sup>rd</sup> year	-	3	3	2
total	2	10	12	

Kyrgyz	Student Total	Number of Institutions
1 <sup>st</sup> year	-	2
2 <sup>nd</sup> year	-	1
3 <sup>rd</sup> year	-	1
total	0	

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

Ottoman	Undergraduate	Graduate	Heritage	Student Total	Number of Institutions
1 <sup>st</sup> year	14	31		45	8
2 <sup>nd</sup> year	-	5		5	5
3 <sup>rd</sup> year	-	-		-	2
4 <sup>th</sup> year	-	-		-	2
Total	14	36	11	61	

Turkmen	Student total	Number of Institutions
Total	0	0

Uyghur	Undergraduate	Graduate	Student total	Number of Institutions
1 <sup>st</sup> year	3	2	5	4
2 <sup>nd</sup> year	-	2	2	3
3 <sup>rd</sup> year	-	-	-	2
Total	3	4	7	

Uzbek	Undergraduate	Graduate	Student total	Number of Institutions
1 <sup>st</sup> year	10	3	13	8
2 <sup>nd</sup> year	4	2	6	7
3 <sup>rd</sup> year	3	-	3	5
4 <sup>th</sup> year	1	-	1	1
Total	18	5	23	

## Number of institutions in the U.S. and Canada teaching Turkic languages

	Turkish	Ottoman	Azerbaijani	Kazakh	Kyrgyz	Turkmen	Uzbek	Uyghur
1 <sup>st</sup> year	50	8	0	5	2	0	8	4
2 <sup>nd</sup> year	43	5	0	4	1	0	7	3
3 <sup>rd</sup> year	25	2	1	2	1	0	5	2
4 <sup>th</sup> year	7	2	1	0	0	0	1	0

## Language News

### **TURKISH FLTA PROGRAM**

In the 2011-2012 academic year Fulbright sent 20 Turkish Language Teaching Assistants (FLTA) to the USA. Due to budget cuts suffered by Fulbright, only five Turkish FLTA's will participate in this program in 2012-2013.

According to information provided by Turkish Fulbright authorities, they are going to Stanford University, Syracuse University, Yale University, Cornell University and Brown University. Considering the increasing demand for Turkish Language education in the United States, the reduction in the number of Turkish FLTAs seems regrettable.

Gözde Çavdar  
FLTA Boston University 2011-12

### **STARTALK EXCELLENCE IN LEADERSHIP SUMMER INSTITUTE**

hosted by Penn Language Center at the University of Pennsylvania, June 2012

During the workshop subjects like educational designs, coaching techniques to help

leaders and their organizations to achieve their strategic, professional and personal goals, effectiveness and success, leadership specifications such as contacting key people, getting along well and negotiation techniques were deliberated. Contrasting issues such as, literature vs. language, less-commonly-taught languages vs. commonly-taught languages, tenured vs. untenured faculty were discussed. It was widely agreed that having a vision was one of the most important keys to achieve success together with better communication with strategic partners and creating a friendly environment.

Communicative Classrooms and Distance Language classes at Penn and Pedagogy in the 21<sup>st</sup> century were presented by Ed Dixon and Christina Frei, from Penn Language Center.

Growing Startalk programs, management of grant activities and projects as well as preparation of new proposals and leadership challenges for effective language programs were

presented by Kenric Tsethlikai from Lauder Institute. Eleni Miltsakaki's presentation was focused on Choosito project and using choosito as a web search filter for language teaching.

During language specific workshops participants had the opportunity to collaborate and exchange views and ideas and explored different web sites, blogs and teaching activities. Some of these were the following:

Factmonster.com, storybird.com (for writing stories), muze.gov.tr, wonderopolis.com for task based teaching tools and DLI's GLOSS. CTILD's culture section was explained by Umida Khikmatillaeva. Sevgi Acik presented her usage of a graphic blog as a classroom management platform, glogster.com. Also online Turkish Level and Turkish Proficiency test websites (CASTLS, [www.languagecourseuk.co.uk/test/turkish\\_test](http://www.languagecourseuk.co.uk/test/turkish_test)) and information and grant application websites such as ACTFL, STARTALK, COLLEGE BOARD, AATT were mentioned.

# Conference

&

# Book Introduction

## Conference

### 16th NCOLCTL Annual Conference Call for Papers

The 16th Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 25-28, 2013 in Chicago, IL at the Eaglewood Resort and Spa, (with pre-conference workshops scheduled for April 25th, 2013). Proposals are solicited for individual papers, colloquia, and poster sessions to be presented at this conference.

Submissions should fall broadly within the conference theme, "Expanding Opportunities for LCTL Learning at All Levels of Instruction." Although proposed presentations may focus on individual languages, each paper should strive to address issues that clearly relate to more than just that one language. The focus of session topics might include heritage language learners, bilingual education students, autonomous and self-instructional settings, distance learning, outreach and advocacy initiatives, and the use of technology in teaching LCTL's. Other topics such as curriculum and materials development, teacher training and professionalization, research, and assessment will also be welcome.

Individual papers are to be 20 minutes long which should include time for questions and discussion.

Colloquia are to be 60 minutes long. A colloquium proposal should specify three or more presenters who will address the conference theme. Preference will be given to colloquia that cut across different languages or language groups.

Poster and presentation sessions may focus on completed work or work in progress related to the teaching and/or learning of less commonly taught languages. They may be in either: the traditional poster format, such as presentation of materials, or of research completed or in progress, or demonstrations of instructional or information technology. (NB, any proposal in this category requiring technical support must specify in detail the type of hardware or software needed). Proposals may ONLY be submitted in electronic format by: Creating a user account on the NCOLCTL 2013 Conference website here

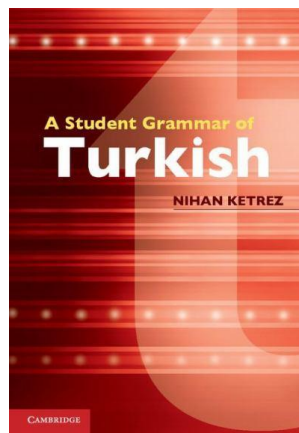
<http://ncolctl2013.acamedics.com>

## Book Introduction

### *A Student Grammar of Turkish*

by F. Nihan Ketrez

Cambridge University Press:  
Cambridge, UK, 2012



The newly published book of Nihan Ketrez (Istanbul Bilgi University) on Turkish grammar is a student-friendly and up-to-date reference and study book for the English-speaking learners of the language. Unlike most of the Turkish grammar books on the market, looking at the

contents page, it does not overwhelm the novice learners with unfamiliar linguistic terms but rather connects to them with simple and comprehensible topic titles such as "numerals and plurality", "existential var/yok", "word order", "negation" and "questions" and "future – (y)AcAk. The book originated from the classnotes of Ketrez when she was teaching Turkish at Yale University and before at Bogaziçi University, and this is reflected in the organization of the topics and the variation of exercises available. For that reason, it will also nicely accompany those studying the language in a formal setting as a review and practice book for the grammar. The discussion of each grammar point in the book seems to occupy enough space to cover the details of the topic and provide variety of examples without leading to confusion or leaving out important points. It manages to be concise and comprehensive at the same time. Chapters on "interjections and some idiomatic expressions" and "conversation" make it more than a grammar book and an answer key to all the exercises in the book attracts independent learners and those who want to practice the Turkish they have learned or test themselves on grammar and vocabulary. The list of the verbs categorized according to the case markers they assign is a valuable addition to the book as such list is not easily found in Turkish grammar books or textbooks. Ketrez joins her expertise in linguistics and experience of teaching Turkish in this book, which creates a valuable source not only for the students but also for the teachers of the language.

Emine Hosoglu Dogan



# Erika H. Gilson is...

... the name I associate with the vision, energy, dedication and hard work it took to create and nurture AATT to become the principal address to consult for matters related to the teaching of the Turkish language in the U.S., a platform that offers to our field a range of resources including standards-based testing and teaching guidelines, professional development workshops, opportunities for sharing and collaboration, student conferences and study-abroad programs -- all of which have enriched and strengthened our field immensely. Thank you, Erika, for sharing so generously your passion for Turkish with those who want to learn and teach it.

Suzan Ozel



...truly a role model with her inspirational work and modest personality.  
Emine Hosoglu Dogan

...an intellectual, a leader, a mentor, a teacher, a role model, a friend, a rock and an incredible **dancer**.

Roberta Micallef

...pure dedication to Turkish instruction.

Mehmet Darakçioğlu

...a mentor.

Mukaddes Sahin

Turkish in the US. I cannot imagine the field without her; a role model; a friend; a mentor; the reason why I enjoyed teaching Turkish in the US that much; and our inspiration.

Nihan Ketrez

I first met Erika in the 1980's at a MESA conference in Seattle. There she and I decided that we keep in touch and help each other. Over the years, we have done many professional activities together. I clearly remember the very first meetings we had together with Dick Chambers and Kathleen Burill in order to start an association for Turkish teachers. I remember fondly the wonderful meetings we had during the preparation of Proficiency Guidelines for Turkish. For years, Erika worked tirelessly for AATT. She often did most of the work herself. Because of her, AATT is a great professional organization. None of us has worked as hard as she did over the years. AATT will not be the same without Erika. As teachers of Turkish we learned so much from her and we owe her a great deal. I hope Erika, can keep contributing to our field even if she won't be active on the executive board.

Güliz Kuruoglu

...the epitome of perfection in everything she does: as a teacher, as an academic, as a colleague, as a grant writer, as an advocate, as a coordinator. She is a visionary whose energy, foresight and dedication built our professional organization, and made our field visible to others and ourselves. She is the force that makes impossible, possible

Sibel Erol

...a wonderful teacher. She is inspiring, committed to teaching Turkish, and incredibly supportive of her students. When I was still in my first years in graduate school at Princeton, Erika went out of her way to arrange for my first visit to Turkey. She is more than a brilliant teacher; she is really an ambassador for the profession of teaching as a whole.

Ussama Maksidi

...a scholar of the highest standards and a mentor of patience and gentle yet steady encouragement, a friend and colleague to whom the field of Turkish instruction in the US owes a great debt.

Pelin Başçı

a great model who inspires highly all professionals in the field of Turkish Language instructions with an amazing determination and support for a long time. we need many committees just to replace some of the work she does for years.. She is a wonderfully respected Professor with great enthusiasm .. she combines the strength and delicacy and sensitivity in her character.. She is the embodiment of love, power and, art of teaching..

Zuleyha Colak

...the mother hen of Turkish language teachers in North America, and we are all little chicks. Having to grow up and teach Turkish and other Turkic languages without her guidance and support is a terrifying prospect..."

Uli Schamiloglu

During Erika's years of service, AATT expanded its coverage to include Turkic languages other than Turkish and went from being a small group of Turkish teachers that met several times a year for joint projects, to a larger membership with a world-wide Internet presence and influence the founders could not have imagined. Her accomplishments and devotion will inspire those who follow in her footsteps, which, however, we suspect -- and hope -- we will continue to see taking shape ahead of us even as she relinquishes some of her responsibilities.

Ralph Jaeckel

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of Teachers of Turkic  
Languages

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