

American Association of Teachers of Turkic Languages

Newsletter December 2012



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The Executive Secretary's Note

Roberta Micallef
Boston University
AATT Executive Secretary

Dear All,

Happy Holidays! It is a pleasure to work with all of my wonderful colleagues who make AATT a vibrant organization. In November we hosted a graduate student pre-conference at the University of Denver and we hosted a roundtable on assessment at the annual Middle East Studies Association Conference. We are happy to welcome a new board member, Burcu Karahan of Stanford University also a co-editor of our newsletter. We are grateful to Etem Erol (Yale University) the outgoing board member for all of his hard work and contributions. We are very proud of Erika Gilson who received the Jere L. Bacharach service award. We are in the midst of a project to update Turkish proficiency standards and we are planning next year's roundtable at the annual Middle East Studies Association Conference. (see page 11 for further details) We are delighted that after a year's hiatus the advanced Turkish fellowships are once again open for competition: program details can now be found at <http://ccat.sas.upenn.edu/ARIT/ARITSummerLanguageProgram.html>. Please remember to nominate your excellent students for the Halide Edib Adivar Prize and the Red House award.

Best Wishes,

Erika H. Gilson to receive Jere L. Bacharach Service Award at MESA 2012

Our heartfelt congratulations go to Erika H. Gilson who received the Jere L. Bacharach Service Award at 2012 MESA Annual Meeting in Denver, CO. The award was presented to Gilson with the following text:

"In recognition of her exceptional dedication for over 30 years to the development and promotion of Turkish and Turkic language studies,

With admiration for her accomplishments as co-founder of, and 26 years' service as Executive Secretary-Treasurer of, the American Association of Teachers of Turkic Languages, and for her work as editor of the AATT Bulletin; For all her work building and professionalizing the field, and training teachers and students, all the while developing new materials, tools, standards and resources, and securing funding and opportunities that have benefitted so many.

In acknowledgment of her years as a tireless advocate for language learning and superior teaching via the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of Less Commonly Taught Languages (NCOLCTL) and the National Middle East Language Resource Center (NMEELRC),

It is an honor to recognize Erika H. Gilson, a creative, dedicated, and generous colleague whose lifelong commitment to integrating language research and education has enriched so many programs of study and inspired so many students and colleagues."

2012 REDHOUSE AWARDS

We congratulate **the 2012 Redhouse AATT Best progress in an academic year winners:**

- Ryan Donaghy**, PhD candidate at UCLA (nominated by Güliz Kuruoğlu, UCLA)
- Seth O'Malley**, Undergraduate at Portland State University (nominated by Pelin Başçı, Portland State University)
- Kate Costello** (nominated by Erika Gilson, Princeton University)
- Damian Harris-Hernandez** (nominated by Züleyha Çolak, Columbia University)

Turkey's **Tutuklu Öğrencilerle Dayanışma İnsiyatifi** (The Initiative for Solidarity with Detained Students) received **2012 MESA Academic Freedom Award** for its hard and important work in the context of the very difficult conditions confronting advocates of academic freedom in Turkey today.

Workshops

DEEP APPROACH WORKSHOP AT IU

On Saturday, October 20, from 9am – 4pm, the Turkish Flagship presented a one day workshop given by [Dr. Francois Tochon](#), University of Wisconsin, on [the Deep Approach to Turkish Teaching and Learning](#).

Dr. Tochon and the Turkish Flagship opened the workshop to any member of the instructional, research or administrative communities at IU for whom a discussion of methodologies related to second language acquisition, self-directed language study, the 5Cs Standards of ACTFL, and how Deep Approach may suit one's own instructional style.

STARTALK TURKISH STUDIES AT PENN 2012-2013

Startalk Excellence in Leadership Institute was hosted at University of

Pennsylvania, Philadelphia June 1-5, 2012. Turkish Language participants were Sevgi Açıık (Lewis U), Ebru Ergül (Stanford U), Gamze Girgin (Fauquier County Public Schools), and Umida Khikmatillaeva (Indiana U).

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.

During specific workshops participants collaborated and exchanged views on resource collection, material design and development. They explored different course management systems, web sites, blogs and teaching

activities among which were [shutterfly.com](#) (for creating simple websites), [smilebox.com](#) and [storybird.com](#) (for writing stories), [edutopia.org](#) and [wonderopolis.com](#) (for task based teaching tools), and [muze.gov.tr](#) (for using authentic materials). DLI's GLOSS and Deep Approach to Turkish Teaching and Learning project resources were explored.

TPRS (Teaching Proficiency Through Reading and Story-telling) was another useful method that was discussed.

Online Turkish Level and Turkish Proficiency test websites (CASTLS, www.languagecourseuk.co.uk/test/turkish_test) and information and grant application websites such as ACTFL, STARTALK, COLLEGE BOARD and our own AATT were mentioned. University of Pennsylvania hosted a follow up meeting in the beginning of December with same group of participants and will discuss the outcome of the Summer institute and reflections.



Participants of Deep Approach Workshop at Indiana University

DEEP APPROACH WORKSHOP FOR THE IU FLAGSHIP PROGRAM

On September 8th and 9th, 2012 The Turkish Flagship hosted Züleyha Çolak, currently an adviser of the Flagship program at IU and the coordinator of the Turkish Language Program in the Middle Eastern Studies Department at Columbia University, and a Ph.D. from Indiana University. Çolak presented a two day workshop on OPI certification and the Deep Approach to Turkish language acquisition at Indiana University for the Turkish Flagship staff. Çolak's presentation was the first in a series of special events for both Flagship personnel and students that engage IU and external experts in methodology, language acquisition, and the possible ways to incorporate ACTFL criteria in teaching with Tochon's Deep Approach.

Please click on the link for more details on [the Flagship program at IU](#)

ACTFL REPORT

Mehmet Darakçioğlu

The ACTFL Assembly of Delegates was held on November 15, 2012. Dr. Mehmet Darakçioğlu, associate director at Penn's Middle East Center, represented AATT at the meeting. The primary agenda for the Assembly of Delegates was discussing how to "align the national standards for learning languages with the common core standards." These core standards in English language, arts and literacy in history, social studies, science, and technical subjects are defined as reading, writing, speaking, listening, and language. Delegates discussed how can three modes of communication—interpersonal, interpretive, and presentational skills—in learning foreign languages be related to these common core standards. For instance, interpersonal skills in learning foreign languages can be associated with the core standard speaking and listening. By underlining the link between these

two set of standards, the ACTFL administration hopes to bring foreign language instruction into a central position particularly within the American PK-20 education. This initiative was briefly named as "languages at the core;" and delegates further discussed the ways in which language instruction can be related to literacy, college and career readiness, and STEM.

The other main issue discussed at the Assembly of Delegates was the future of foreign language education in the face of recent budget cuts in the US Department of Education which affected programs such as Title VI and Fulbright Hays. The ACTFL administration shared the lobbying efforts that they have been doing with the delegates to prevent further budget cuts in the US congress that may also affect foreign language instruction in America. In addition to professional lobbyist hired by the ACTFL, the delegates discussed various initiatives which may be undertaken at the level of constituent organizations. One important idea which came up in these discussions to reach out to congressman through letters or calling their staff to make a case for the importance of foreign language instruction in America. The outcome that ACTFL is hoping achieve through this initiative is to recruit "champions" of foreign language instruction in the US Congress to prevent further budget cuts that may impact the teaching of foreign languages in America.

ARIT SUMMER FELLOWSHIPS FOR INTENSIVE ADVANCED TURKISH LANGUAGE

After a year's hiatus, ARIT is again running a fellowship program. [Click here](#) to find the announcement of the 2013 ARIT Summer Fellowships for Intensive Advanced Turkish at Boğaziçi University, Istanbul, application deadline February 5, 2013.

EIGHTH ANNUAL AATT GRADUATE STUDENT PRECONFERENCE IN TURKISH AND TURKIC STUDIES

By Funda Güven

The 2012 AATT Graduate Student Preconference in Turkish and Turkic Studies was held at the University of Denver in conjunction with the 2012 ME-SA Conference in Denver. Roberta Micallef (Boston University) organized the conference and a delicious Turkish meal catered by Ali Baba Restaurant. The Preconference took place at the Sié Chéou-Kang Center for International Security and Diplomacy at the Josef Korbel School of International Studies. We were able to use this facility thanks to the assistance of Professor Joseph Szyliowicz (University of Denver).

The Preconference opened with welcoming remarks by the AATT President, Uli Schamiloglu (University of Wisconsin-Madison) and Roberta Micallef. Sandra Carter (University of Houston_Victoria) was the moderator. Erika Gilson (Princeton University), Uli Schamiloglu, Roberta Micallef, Suzan Ozel, Pelin Başçı (Portland State University), and Funda Güven Derin (University of Wisconsin-Madison) were also in attendance and contributed their questions, comments, and suggestions.

The first presenter, Vasileios Ioannou (Boston University) presented his paper on "Analysis of Turkish Loanwords in the Greek Language". He examined how the interaction between Greeks and Turks affected the Greek language since Byzantine times. He considered how common words which were borrowed from Turkish have survived despite of Greek nationalism.

The second presenter, Nalan Erbil (University of Wisconsin Madison) gave her paper on "The Black Book and Orientalist Discourse". Following Edward Said's *Orientalism*, she analyzed *The Black Book* regarding the tension between the modern and traditional, including Pamuk's deconstruction of *tasavvuf*.

The third presenter was Zeynep U. Kaşlı (University of Washington-Seattle). Her paper entitled "From Antagonism to Partnership along the Greek-Turkish Borderland: Insights from Edirne in Historical Perspective" examined interaction between Turks and the various minority ethnic groups in Edirne.

The fourth presenter was James E. Moran (Portland State University). His paper

entitled "Turkish Intervention in Cyprus: A Poliheuristic Analysis" gave an analysis of the ongoing conflict in Cyprus focusing especially on the factors underlying decision-making in the 1970s-1980s.

The final presenter was Esra Bakkalbaşıoğlu (University of Washington) who presented a paper entitled "İlerici Kadınlar Derneği and Motherhood: A Discrepancy Between the Text and the Practice". The paper examined the İKD (Progressive Women's Association), Turkey's first and largest leftist women's association which was active between 1975 and 1980. She sought an answer to the question of what was their policy towards motherhood and childbearing.

Professors Schamiloglu and Micallef made closing remarks on the excellent quality of the papers, each of which offered original research, arguments, and perspectives. They also thanked the graduate students who gave presentations at the Preconference and encouraged them to attend the MESA conference as well. Finally, they encouraged colleagues and graduate students to attend future Pre-conferences.

SUMMER STUDY ABROAD PROGRAMS IN TURKEY

W.D.E. COULSON & TONI CROSS AEGEAN EXCHANGE PROGRAM

The American Research Institute in Turkey (ARIT), Ankara Representative Office is pleased to announce that it will be administering short-term fellowships of the W.D.E. Coulson & Toni Cross Aegean Exchange Program for Turkish Ph.D. level graduate students and senior scholars in any field of the humanities and social sciences from pre-historic to modern times to conduct research in Greece, under the auspices of the American School of Classical Studies at Athens (ASCSA). The purpose of these fellowships is to provide an opportunity for Turkish scholars to meet with their Greek colleagues, and to pursue research interests in the museum, archive, and library collections and at the sites and monuments of Greece. This fellowship program is funded through the Council of American Overseas Research Centers, which also provides funding for Greek Ph.D. level graduate students and senior scholars to study in Turkey.

For further information on ARIT:
<http://ccat.sas.upenn.edu/ARIT/>

For further information on the ASCSA:
<http://www.ascsa.edu.gr/>

To download the brochure for W.D.E. Coulson & Toni Cross Aegean Exchange Program, click on the pdf icon.



DUKE IN TURKEY

Duke in Turkey program directors are busy making plans for the 2013 program and wanted you to know that the online application is open and students will be considered on a rolling basis through February 1st. Apply now at MyGlobalEd at <http://studyabroad.duke.edu/>.

Location: Istanbul
Dates: 07/1 to 08/12, 2013
Program directors: **Erdağ Gökna**r (Duke) & **Banu Gökari**ksel (UNC)

Courses:
Gender, Politics, and Space in the Middle East (CCI, EI, CZ). [TURKISH 151 (343A)/AMES 132A (303A)/SES (343A)/POLSCI 169B (213A)]. Gender relations and spaces are central to historical and contemporary cultural and political formations in the modern Middle East. Taught by Gökariksel. One course credit.

Between Europe and Asia: The Geopolitics of Istanbul from Occupation to Globalization (CCI, EI, CZ). [TURKISH 150 (342A)/AMES 128A(AMES 389A)/SES 150 (342A)]. This course analyzes Istanbul as a site of historical, political and cultural interaction between Europe and Turkey. Taught by Gökna

For more information on Duke in Turkey program:

http://studyabroad.duke.edu/home/Programs/Summer/Duke_in_Turkey

A STUDY ABROAD COURSE FROM PORTLAND STATE UNIVERSITY

Sociology of Turkey: A Non-Orientalist Approach to Turkey and Turkish Society
(6 Credits- INTL 499/505)
June 17-July 7, 2013.

This study abroad course is not a touristic course about belly dancing or whirling dervishes. This study abroad course is about hard core Turkish Politics and Society from an insider and Non-Orientalist perspective. If you would like to learn about Turkish political parties (AK Parti, CHP, MHP, İşçi Partisi, Saadet Partisi, TKP, Yeşiller Partisi, BDP, Ülkü Ocakları), religious organizations (Cemevleri, Alevi Foundations, Tarikats-Zikirler), think-tanks, and the educational system, we strongly recommend this study abroad to Turkey course. You will not stay in isolated five stars hotels or university dorms in the middle of nowhere. You will stay in the historical neighborhood of Uskudar on the Asian side of the city, living within Turkish society and learning about Turkish Transformational Politics. The experience will expand your understanding of modern Turkey in the context of globalization, the economy, Islam and the Middle East.

For further information:

<http://sociologyofturkey.blogspot.com/>

If you are interested in participating in this study abroad course, please contact Tuğrul Keskin at tugrulkeskin@pdx.edu

2012 MESA ROUNDTABLE ON TURKIC LANGUAGES AND ASSESSMENT

Jeannette Okur

The 2012 MESA Roundtable on Turkic Languages and Assessment featured presentations by Ercan Balcı of the University of Illinois, Erika H. Gilson of Princeton University, and Umida Khikmatillaeva of Indiana University.

Balcı opened the floor for discussion with a presentation titled "Curriculum design, Assessment and ACTFL Proficiency Guidelines," in which he argued for a Turkish program curriculum informed by the ACTFL proficiency guidelines. First-year, second-year and third-year Turkish class proficiency goals in all four skill areas may not always be met by all students; however, the proficiency goals defining each level should serve as a starting point for assessment criteria and be reflected in the instructional materials and activities, Balcı said. His own university, which offers a rigorous program of 5 credit hours of Turkish in the first year, 4 credit hours in the second year, and three credit hours in the third year, aims at the following proficiency goals:

At the end of first year 1 or 1+ (Intermediate mid or high) / At the end of second year 2 or 2+ (Advanced mid or high) / At the end of third year 2+ or 3 (Advanced high or Superior) / (if offered) At the end of fourth year 3 or 3+ (Superior)

Participants noted that the "standardization" of Turkish proficiency goals is complicated by factors like the varying quantity and quality of Turkish instruction at American universities and colleges, students' participation in summer study abroad (or lack thereof), the curricular materials used, Turkish instructor turnover, and the unfortunate frequency of mixed upper-level courses due to low student numbers.

Gilson's presentation, titled "An Under-Utilized Resource for Assessment and Testing in Turkish" focused specifically on the methodology and

procedures used to develop the NMERLRC's online assessment tool for testing learners' intermediate and advanced level reading and listening comprehension in Turkish. This presentation was particularly informative to roundtable participants less familiar with this proctored online test. Turkish language instructors and program coordinators interested in measuring students' progress in 2nd and 3rd-year Turkish are encouraged to write to Erika Gilson or the NMERLC to access this carefully designed and piloted online assessment tool.

Khikmatillaeva's talk, titled "Online assessment tools for Turkic Languages", reviewed the following online assessment tools for Turkic Languages:

- [CenAsiaNet](#) (Azerbaijani, Kazakh, Turkmen, Uzbek).
- [Intermediate Reading and Listening Modules for Central Asian Languages CelCAR](#) (Kyrgyz, Tajiki, Uyghur, Uzbek).
- [Interactive Materials for Beginners](#).
- [PTP](#) (Turkmen, Uyghur, Uzbek).
- [Uzbek Video and Audio Modules](#).
- [Central Asian Interactive Listening Series for Advanced level students](#) (Kazakh and Uzbek).
- [Global Language Online Support System \(GLOSS\) Project](#) (Azerbaijani, Turkish, Turkmen, Uzbek).
- [Computer Aided Turkish Tutor](#).
- [Digital Dialects Turkish Language Games](#).
- [Turkish Vocabulary Building Exercises](#).

Khikmatillaeva demonstrated the features (and limits) of these online assessment tools and interactive materials live via Internet and raised theoretical and practical questions related to learners' motivation, creativity, critical thinking skills, and need for cooperative learning. Her review of these websites highlighted the existence of online assessment tools for comparative Turkic language learning (Kazakh and Uzbek, in particular).

OTTOMAN HISTORY PODCAST

By Chris Gratien and Emrah Safa Gürkan

Ottoman History Podcast is an internet radio program recording weekly with scholars and students of history, society, and culture on topics related to the Ottoman Empire, Middle East, and Turkey. Our episodes are always available through our website (ottomanhistorypodcast.com) or by searching in programs such as iTunes that handle podcast feeds.

Since March of 2011, we have recorded more than 80 episodes featuring the contributions of over 40 researchers representing eight countries and some twenty academic institutions. We started the podcast as graduate students with an interest in channeling the collaborative potential of a large community of researchers in need of more versatile outlets for their work. We hoped that recording a podcast that can be downloaded and played instantly on mp3 players, phones, and laptops anywhere and at any time would create a new arena for informed discussion and reach audiences of students and individuals who are excited about academic topics but unable to attend conferences or university seminars on specialized topics.

We feature the work of active scholars and students in order to display emerging and exciting areas of research in an accessible yet academic manner, and alongside interviews and roundtables, our episodes include an ongoing series of "historiographical mixtapes" that discuss history through collections of music from the former Ottoman Empire. We have recently expanded to provide other materials such as historical photographs and primary sources to diversify our reach. We have also begun recording episodes in Turkish in response to our listeners following in Turkey. We believe that with its broad scope, Ottoman History Podcast makes an excellent companion to a range of undergraduate and graduate courses in history, the social sciences, area studies, and Turkish and Middle Eastern languages.

Ottoman History Podcast is an unaffiliated, non-profit and advertising-free forum, and we are

always looking for new contributors and collaborative opportunities. As the site continues to grow, we hope for many more opportunities to work with educators and researchers interested in sharing in this new approach to knowledge and learning.

For contact, please email

chrisgratien@gmail.com

Visit Ottoman History Podcast at

<http://www.ottomanhistorypodcast.com/>

APTLII TURKISH IMMERSION PROGRAM

The Arabic, Persian, Turkish Immersion Institute (APTLII) of the University of Wisconsin-Madison offers the only summer Turkish immersion program in the North America. Courses are offered for the beginner, intermediate, and advanced levels. Students sign a contract which limits their use of English or any other languages for two months; they have a chance to interact with the Turkish community in Madison. In addition to academic improvement in Turkish, the program includes cultural activities and mini-courses such as reading Ottoman texts and exploring Turkish cuisine and folk dancing to broaden their experience with Turkish culture. Students have many reasons for joining the program. One loves Turkey while others need to conduct research for their dissertations. There are also heritage students who find a chance improve their Turkish in a short period of time. You can find more information in Turkish in the newsletters:

http://aptlii.global.wisc.edu/docs/aptlii2011_news.pdf

http://aptlii.global.wisc.edu/docs/APTLII_2012_news.pdf

Students began blogging as a part of their program. Links for selected blogs are listed below:

<http://fatihahjacob.wordpress.com/>

<http://www.wix.com/beebout/aptlii>

<http://www.nathanieladavis.com/blog>

<http://aptlii3.blogspot.com/>

<http://aptlii.blogspot.com/>

UNIVERSITY OF TEXAS AT AUSTIN'S TURKISH PROGRAM TURNS TO MUSIC!

Jeannette Okur

Academic and artistic collaboration among the faculty and students of the Department of Middle Eastern Studies and Butler School of Music's Program in Ethnomusicology at the UT-Austin is nothing new; however, in spring 2011, the UT Turkish Program Coordinator, Dr. Jeannette Okur, and Director of the UT Middle Eastern Ensemble, Dr. Sonia Seeman, organized the first-ever UT Turkish Choir to accompany the orchestral ensemble in its spring concert of Middle Eastern Mystical and Sacred Music. Two graduate students of Ethnomusicology and Turkish, singer/bağlama player Christina Hough and percussionist Nick Ragheb, accompanied UT students of Turkish and Turkish community members in rehearsals for 8 weeks. Their performance of "Uyan ey gözlerim gafletten uyan" and "Mevlana Peşrevi" brought standing ovations from audience, as did "Pir Divanına Uğradım", "Pervane" and "Ey Şahın Bakışım".

In Spring 2012, the UT Turkish choir resumed rehearsals to perform lively renditions of "Caney, Caney" and "Çay içinde doyme taş (Bir mumdur)", a heartfelt "Sarı Gelin" and the world premiere of "Izdirap" and "Bu dünyaya sevmeye geldik", two poems recently set to music by local Azerbaijani composer Dr. Ziraddin Taghiyev. The guest performers at this "Anatolian Mosaic" concert were the Armenian jazz group from New York, "Transition." Their guest percussionist Polly Tapia Ferber told one Turkish newspaper: "The concert was very ambitious, well-rehearsed, thoughtful, inclusive, and a lot of fun!"

UT students of Turkish agree that singing in Turkish is fun and also improves their pronunciation and intonation skills. The connection between second language acquisition and music has been documented by Posedel et al. in "Pitch perception, working memory, and second-language phonological production" (Psychology of Music 2012 40: 508); yet, it doesn't take a scholar to see that making music in Turkish is great motivator for second language learners. The UT Turkish Choir will begin its 2013 rehearsal season in February!



Graduate students Christina Hough (currently researching Laz and Kurdish music groups in Istanbul) and Nick Ragheb (recipient of a 2012 ARIT-AATT Scholarship for summer study of Intensive Advanced Turkish at Bosphorus University) lead members of the UT Turkish choir in rehearsal, while Dr. Sonia Seeman accompanies them on the kanun.

Book Review

How to use Şenel Symons' *The Routledge Intermediate Turkish Reader: Political and Cultural Articles* (Routledge Modern Language Readers), 2012.

Ercan Balci

Symons' *Turkish Reader* offers a great selection of newspaper articles with introductions written by distinguished Turkish academics and journalists. The author's goal is "to cover a wide political spectrum of a highly controversial nature which mirrors the inflammatory nature of Turkish politics". The selections consist of 20 articles that appeared in the Turkish press between the years 2004 and 2010. The unusual feature of this reader is that it is both in English and Turkish. Each Turkish article is preceded by an introduction in English written by an expert in a related field, which is then followed by some notes in English on political and cultural issues, people and historical events that are mentioned in the article. Also each chapter includes a vocabulary list with definitions in English and usages in sample sentences. In addition, this book includes short grammar explanations of some structures encountered in the text which are followed by text-related comprehension questions, language exercises and subject specific questions to generate class-discussion and essay writing in Turkish.

I would like to address two main issues with this reader:

the use of two languages and the level of the readings. First of all, the author intends to help the readers by providing background information before the article and notes after the article in English. However, readings in English and Turkish can rarely be used in the same class efficiently. While the Turkish passages might be appropriate for students in 3rd and 4th year Turkish classes, and the English passages are appropriate for students in Turkish culture classes. In Turkish classes, the focus is the language itself although cultural or political passages are used to provide language practice. However, the culture classes focus on content. Ideally in Turkish classes at higher levels, the target language is used in the instruction, discussions, and readings.

Secondly, the adjective "intermediate" in the title could be deceptive since the reader is not intermediate by any measure; some passages are Superior level in ACTFL scale (3+ - 4 in ILR) with abstract topics and specialized vocabulary. Although this reader provides cultural and historical explanations in English, definitions of key phrases with authentic examples, and a reading passage in English to help students have a bet-

ter understanding of the authentic articles in Turkish, 3rd year students might still find these passages hard to comprehend. Also, the work required to tackle all these challenges can be beyond the work load of a typical 3-credit class. Another relevant issue is that the authentic Turkish passages are followed by comprehension/grammar questions to help students with language study. However, these questions are hard even for native speakers of Turkish since they combine grammar exercises, i.e. finding grammatical inaccuracies in the sentence with reading comprehension activities, i.e. finding factual inaccuracies in the same sentence. There are some useful grammar explanations and examples, but the level intended for these explanations is not clear.

I would like to suggest one way of using this book. I teach two parallel classes in the spring semester: TURK 406: Advanced Turkish II and TURK 490: Language, Culture and Identity in Modern Turkey. The former is taught in Turkish and the latter is taught in English. This book seems to be working for students who can enroll in both of these classes since the syllabi are structured to discuss similar topics

around the same time in the semester. It needs to be pointed out that if this book is purchased by the TURK 490 students, they cannot use most of the book since they do not have any proficiency in Turkish. The students in the Turkish class who are not taking TURK 490 can read the English passages at home, but there is no class time invested on discussions or explanations in English in the Turkish class. Another challenge with some of the articles is that some of them are already outdated. The instructor can bring in more recent articles written on the same topic to make the class more like a current events class.

I also would like to make a suggestion for future editions of this book or similar work. There should be two separate books; first one can be "advanced" reader for learners of Turkish where the passages and exercises are more accessible to students. It is possible to find authentic passages at ILR Level 3. The introductions can also be written in the target language providing theme-based vocabulary and some grammar and vocabulary explanations. Appropriate level of grammar explanations exemplified in the passage can also be provided. Since this is a reader, there should be reading comprehension exercises which can be in the format of matching, multiple choice or fill in the blanks rather than open ended ones. The second one can be called an "intermediate" reader, but it should be written only in English to be used in Turkish culture classes. The introductions in English should be followed by articles written in English by Turkish and foreign journalists/experts with cultural and historical notes. However, this reading does not need to have any reading comprehension exercises.

Despite its flaws, this is a very useful contribution to the field and should appeal to Turkish language and culture students who are at the superior level in their reading proficiency and who would like to have an introduction to a range of socio-political issues that Turkish people care about.

Every year AATT organizes a roundtable at MESA to foster a conversation about topics that are important to teaching Turkish as a foreign language. Please see the abstract below and if you are interested in the topic send an abstract to Micallef@bu.edu by **January 23rd** with roundtable abstract in the subject line.

DEVELOPING A CURRICULUM TO TEACH TURKISH IN THE 21st CENTURY

Call for Abstracts for MESA 2013, Oct. 10-13 New Orleans

John Franklin Bobbitt published *The Curriculum*, the first textbook on curriculum theory aimed at teacher training institution in 1918. Bobbitt was concerned with reshaping the education system to best fit the needs of the 20th century.

We here try to develop a point of view that seems to be needed by practical school men and women as they make the educational adjustments now demanded by social conditions; and needed also by scientific workers who are seeking to define with accuracy the objectives of education. (Bobbitt, v)

This roundtable aims to create a forum to identify and articulate with accuracy the objectives of Turkish as a second language courses and what kind of adjustments need to be made to existing Turkish curricula in light of changes in pedagogical approaches and new proficiency standards to foreign language education. Language curriculum development includes many processes: needs analysis, goal setting, syllabus design, methodology and assessment. We invite presentations that deal with issues and practices in each and any of these areas. Several approaches are available to negotiating any of these processes. We welcome papers that initiate a theoretical discussion of methodology in approaching these questions as well as empirical papers that offer classroom-based, concrete reasons for designing courses that lead to a coherent curriculum that produces "proficient" students. Some possible topics are the role of assessment tools in curriculum design or proficiency standards and goal setting for Turkish curricula.

ATT TEXTBOOK AND SUPPLEMENTARY BOOK SURVEY RESULTS

Burcu Karahan

Following the enrollment inquiries, "Which book are you using?" has been one of the most popular questions among Turkish language instructors. As the AATT Newsletter team we decided to conduct a survey to ease this general curiosity. We designed and conducted an online survey last December. We reached out to AATT members and instructors of Turkish Language in North America through e-mails and AATT's Facebook Page. 35 people participated in the survey. We would like to thank all participants and those who e-mailed Burcu Karahan for corrections, suggestions, and support.

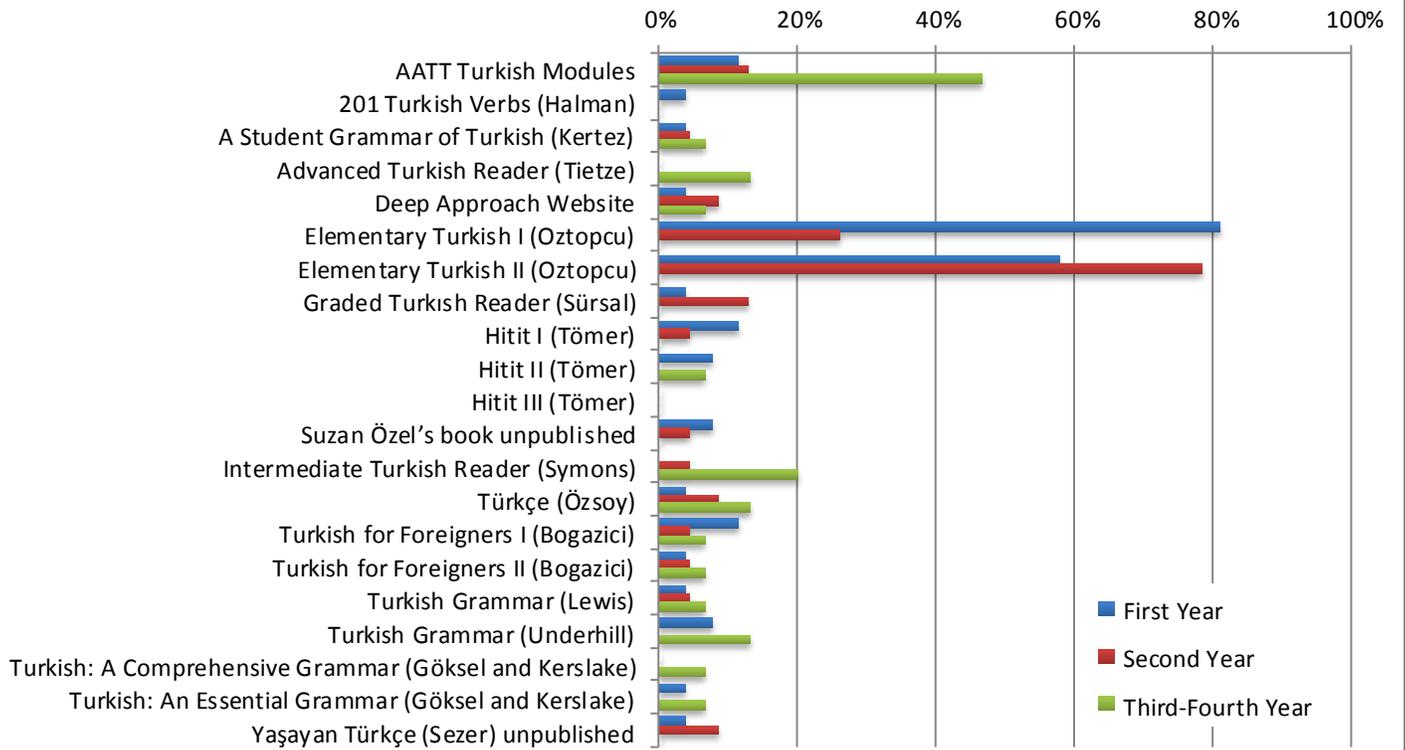
The survey was anonymous and featured 7 questions:

1. Which of the following Turkish language course(s) are you currently teaching or have you taught before?
2. Which of the books below do you use as textbook in your Elementary / First Year Turkish Language class?
3. Which of the following books do you use as a supplementary or reference book in your Elementary / First Year Turkish Language class?
4. Which of the following books do you use as a textbook in your Intermediate / Second Year Turkish Language class?
5. Which of the following books do you use as a supplementary or reference book in your Intermediate / Second Year Turkish Language class?
6. Which of the following books do you use as a textbook in your Advanced / Third-Fourth Year Turkish Language class?
7. Which of the following books do you use as a supplementary or reference book in your Advanced / Third-Fourth Year Turkish Language class?

For questions 2 to 7 the participants were given the same list of books. Participants could pick multiple books and the values in the charts are the percentage of respondents who picked a given book.



Which of the books below do you use as textbook in your Turkish Language class?



Below are the books that were not featured in the survey list of books, but provided by the participants in the "other" choice. Each book was listed once.

First year textbook

- Türkçe ile Yaşam I (Kayı--unpublished)
- Türkçe Öğretimi için Ders Kitabı (Bölükbaş)
- Colloquial Turkish (Symons)
- Learning Turkish Step by Step, Beginner and Intermediate (Evirgen)
- Lale Türkçe
- Türkçe Öğreniyoruz (Bayezit and Kemikli)
- Bu Ne Demek? (Şenduran)

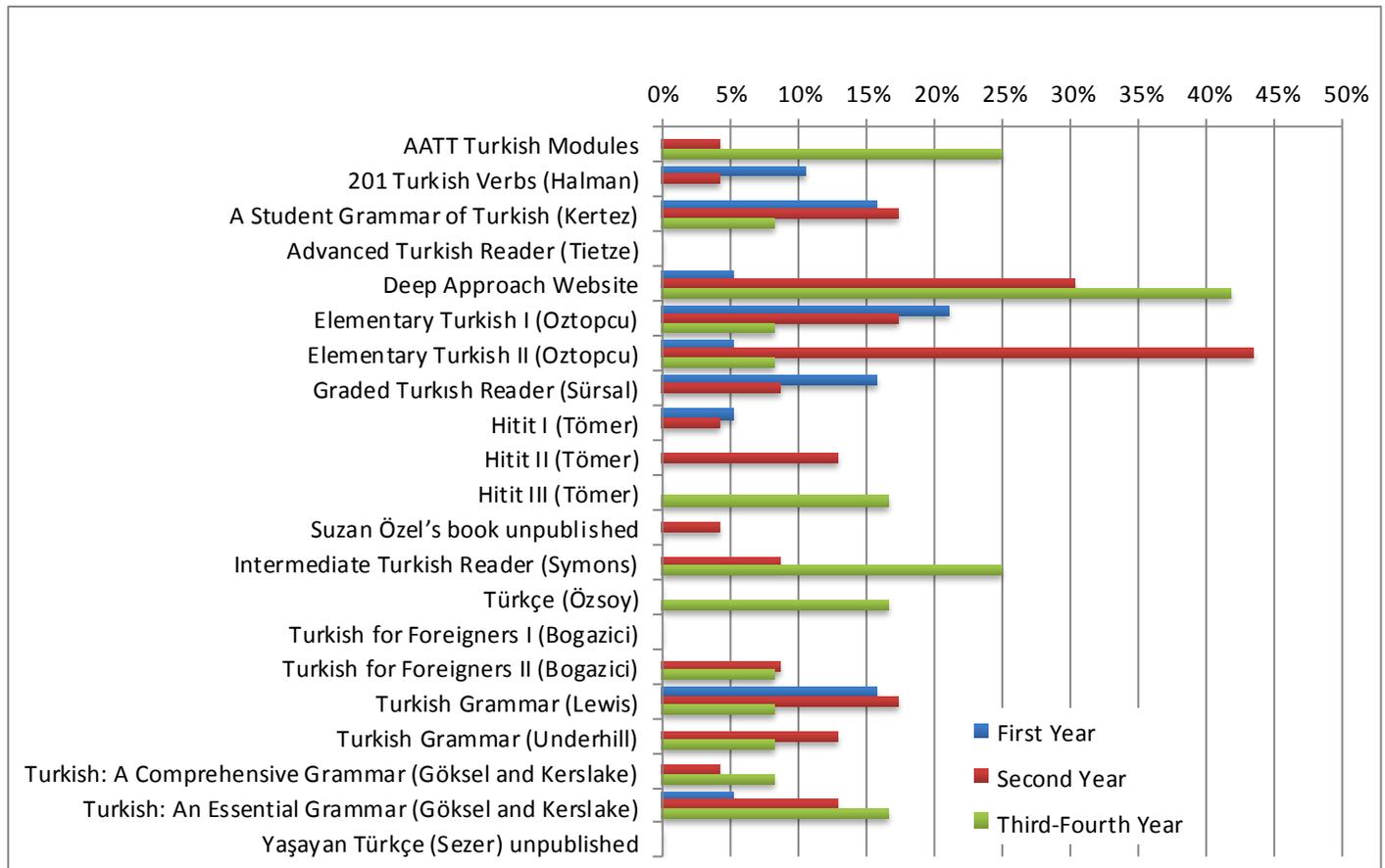
Second Year

- Contemporary Turkish Short Stories (Chambers and Kut)
- Türkçe ile Yaşam II (Kayı--unpublished)
- Türkçe Öğretimi için Ders Kitabı (Bölükbaş)
- Learning Turkish Step by Step, Intermediate (Evirgen)
- Gökkuşluğu Türkçe
- Türkçe Öğreniyoruz 2 (Hengirmen)
- Turkish Grammar II (Arslan Kechriotis and Özsoy--unpublished)

Third and Fourth Year

- Turkish Sampler: Writings for all Readers (Müge Galin)
- Türk Dili (Kemal Ateş)

Which of the following books do you use as a supplementary or reference book in your Turkish Language class?



Below are the books that were not featured in the survey list of books, but provided by the participants in the "other" choice. Each book was listed once.

First Year

Readings from Türkçe Okuyorum I-II-II (Yılmaz)
 Türkçe Öğretimi için Ders Kitabı (Bölükbaş)
 İstanbul Yabancılar İçin Türkçe (İÜ Dilmer)
 İzmir Yabancılar İçin Türkçe (Dokuz Eylül Dedam)
 Bu ne demek? (Boğaziçi)
 Turkish for Foreigners Exercise Book (Serin and Taylan)
 Okuma Kitabı (Nihan Kertez et. al.)

Second Year

Turkish Reader (Wittek)
 Turkish Sampler: Writings for all Readers (Galın)
 Türkçe Dinleyelim (Özsoy and Kelepir)
 Kayıp Çanta (Taylan and Akar)
 Okuma Kitabı (Özsoy, et.al—unpublished)
 Türkçe Yazalım (Özsoy, et.al—unpublished)

Third and Fourth Year

Okuma Kitabı (Özsoy, et.al—unpublished)
 Türkçe Yazalım (Özsoy, et.al—unpublished)

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