

AATT

American Association of Teachers of Turkic Languages

Near Eastern Studies, 110 Jones Hall, Princeton University, Princeton, NJ 08544-1008

NEWSLETTER 15-16
Fall 1994

- ** Reorganization Meeting in Chicago (1) ****
- ** Language Learning Framework (2) ****
- ** Announcements (6) ****
- ** New Teaching Resources (8) ****
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1. NCOLCTL Funding

AATT applied for and received funding from the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) for two projects, 1) a planning conference to reorganize AATT, and 2) a project on curriculum development, the Language Learning Framework which will be further discussed below, #2. Projects in Progress.

CHICAGO MEETING

March 5-6, 1994

NCOLCTL funding was used as seed money for a planning conference designed to promote the expansion of the Association and to strengthen its capacity to exert national leadership in the increasingly visible field of Turkic languages and area studies by incorporating teachers of the other languages of the Turks and by initiating plans for the development of the field of Turkology in this country. Leading specialists on the languages and culture of the Turks of Eurasia and Turkey were brought together for a two-day workshop: "On Teaching the Languages of the Turks: Rethinking Priorities and Curricula."

The need for such a reassessment has become critical with the break-up of the Soviet Union and the increased attention being paid in American academic, business, and political circles to the new Turkic republics in the Caucasus and Central Asia. Few universities are equipped to teach the languages of the Turks; fewer still offer basic courses in those languages. As inadequate as are textbooks and other teaching materials for Turkish, they are virtually non-exis-

tent for the related Turkic languages. An expanded and strengthened AATT could provide guidance and leadership in addressing the very real needs of the field of Turkic Studies.

After the conception of the project in June 1993, Richard Chambers and Erika Gilson collected information on the status of the teaching of Turkic languages and identified leading specialists in the field. The Center for Middle Eastern Studies of The University of Chicago agreed to host the meeting on March 5-6, 1994, and to obtain additional financial support as needed. The estimated budget of \$7,000 was double the amount of NCOLCTL funding available to AATT, but the Center for International Studies at The University of Chicago agreed to provide a matching the grant. The organizers of the conference were Richard Chambers and Erika Gilson.

In announcing the conference at the AATT annual meeting in November 1993, it was noted that members of the Association, other than invited participants, were welcome to attend at their own expense. Invitations to participants went out in December, and a draft agenda was circulated among the participants for feedback.

The invited participants were András Bodrogligeti (UCLA), Kathleen Burrill (Columbia U.), Ilse Cirtautas (U. of Washington), Larry Clark (Indiana U.), Ender Creel (ILR), Walter Feldman (U. of Pennsylvania), Erika Gilson (Princeton U.), Güliz Kuruoğlu (independent consultant), Uli Schamiloglu (U. of Wisconsin), Engin Sezer (Harvard U.), Nazif Shahrani (Indiana U.), and James Stewart-Robinson (U. of Michigan). Host institution participants included Richard Chambers, Cornell Fleischer, Rashid Khalidi, and John Woods. Regrettably, Dr. Cirtautas was unable to attend due to an illness. Turkish Consul General and Mrs. Timoçin Arbak and Consul and Mrs. Basat Öztürk joined the other guests for dinner on Saturday, March 5. Further invited, but unable to come were Yuri Bregel

(Indiana U.) and Edward Allworth (Columbia U.)

The Agenda was as follows:

Day I

The Past and the Present State-of-the-Art: Field-Wide Assessment

Chairperson: Kathleen R.F. Burrill, AATT President

Introductory Presentation: John Woods, University of
Chicago:

Turkic Languages:

A Middle East Historian's Perspective

A. Theoretical underpinnings:

1. Defining the Field:
 - Languages for performance (skill paradigm)?
 - Languages for analysis (research paradigm) ?
2. Justification for inclusion as academic subject:
 - Place in curriculum ?
3. Need: What has the demand for instruction been?
 - Less commonly taught: Turkish
 - Least commonly taught: Uzbek, Kazakh,
Azeri, Uigur
 - Rarely or never taught: Kirghiz, Turkmen,
Tatar
4. Objectives: What have they been?
5. Achievements: What has been achieved?

B. Practice:

1. Historical background of the Field at US institutions
 - Private universities
 - State universities
2. Where has funding come from?
 - Institutional commitments
 - Government funding
 - Private funding (Mellon, Ford)
3. What has been the 'fit' in academe?

Area Studies

Language and Literature

Special programs (e.g., Penn Language
Center, Critical Languages Institute)

4. What languages have been taught?
 - What has been the depth (2 years? 4 years?)
 - Who have been the instructors?
 - Who have been the students?
 - What methods have been used?
 - summer programs
 - intensive language programs
 - What materials have been available?
 - What credit has been awarded?
5. Accreditation:
 - How have programs been assessed?
6. Utilization:
 - Where did students go?

C. Role of a National Association:

1. AATT 1985-1994
2. Review of amended AATT constitution

Day II

Rethinking Priorities and Curricula: Future Planning and Strategies for Field Development

Chairperson: Erika H. Gilson, AATT Executive Secretary-
Treasurer

Introductory Presentation: András Bodrogligeti, U.C.L.A.:

1. Why are we teaching?
2. What are we teaching?
3. Whom are we teaching?
4. How are we teaching?
5. Where are we teaching?

A. Components of Field Development:

1. Expertise base:
 - Linguistic expertise (theoretical/Turkic language specific)
 - Cultural expertise (historical/anthropological/literary)
 - SLA expertise
 - Pedagogical expertise
 - Technological expertise
2. Curriculum design:
 - Educational purpose
 - Objectives and goals
 - Guidelines for teaching resources
3. Plan for development:
 - Needs assessment
 - Materials
 - Teacher training
 - Research
 - In-country programs
4. Means for implementation:
 - Individual efforts
 - Collective efforts: AATT**
5. Field Models:
 - Arabic Studies
 - Slavic Languages

B. Collective efforts: AATT

Is AATT capable of leadership?

1. Are we able to speak for the field?
2. Can we come up with a position paper on the teaching of the languages of the Turks?
3. Can we work on curricular guidelines and standards?
4. Can we agree on prioritizing the development of instructional materials?
5. Can we develop programs to expand the expertise base?

6. Do we have the resources?

- Human
- Financial

This was a full agenda which generated a lot of participation by everyone present. Comments conveyed to the organizers have thus far been uniformly positive. The proceedings were tape recorded and a summary report, including recommendations made and decisions reached, will be included in the final report, as will initiatives suggested at the meeting which are being actively pursued. The report will be published in the next AATT Newsletter.

Editor's Note: The Agenda has been printed here to generate discussion among members of the field who could not be present. All are urged to submit their thoughts—criticism, additions, suggestions—which will be published and/or incorporated into the final report. Your input should reach the editor by the end of April.

2. Projects in Progress

LANGUAGE LEARNING FRAMEWORK FOR TURKISH:¹ A PROGRESS REPORT

The committee which is at work on devising a Language Learning Framework for Turkish met at U.C. Berkeley between May 20-22, 1994 for the second time in order to establish a general Language Learning Framework (LLF) for Turkish within the American experience, and to set curriculum guides for formal programs in Turkish in academic settings in the US.

¹ Funded by the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Please see AATT Newsletter 13-14 (Fall 1994) p. 3 for the announcement and project description. *The Editor*

This group consists of five teachers of Turkish, Ayla Algar (UC Berkeley), Sibel Erol (Washington University), Ralph Jaeckel (UCLA), Engin Sezer (Harvard) and myself. The committee had met for the first time in November 1993 during the MESA Conference. At the Berkeley meeting, the working committee discussed various issues concerning the establishment of a Language Learning Framework. The discussions made and the decisions taken at the meeting will help us to write a report outlining what the Language Learning Framework for Turkish should be. This, we hope, will enable instructors who are teaching Turkish at American universities to follow the same general curriculum and will guide them in devising their syllabus. The content of these discussions is summarized below:

A. Diagnosis of Needs: The committee first discussed the role of Turkish in an academic setting in the US. Clearly, describing the conditions in which Turkish is taught will determine the kind of curriculum and the kind of framework the committee will recommend. In order to determine these conditions, two questionnaires, one for teachers and another one for students was developed by Ralph Jaeckel. This questionnaire was sent to a limited number of teachers to obtain comments and responses. This preliminary questionnaire will be modified further during the summer and a final, more complete version of it will be sent to all the teachers in the fall.

Turkish as a less commonly taught language is offered at several major American universities. In the institutions where the language is offered, the enrollments are generally small. In most of these universities, Turkish courses are not an integral part of an M.A. or Ph.D. program where the language may be the main focus of a student's career. In other words, Turkish is not generally a part of "career-oriented" programs but it is often a product of "language learning career" which aids students to do research in their specif-

ic fields. As an example, not many students take Turkish to get degrees in that language, but many do attend language courses in order to fulfill specific language requirement of their departments when they specialize in a field related to Turkish linguistics, anthropology, history, comparative literature, etc. The number of students who want to specialize in Turkish language and literature are extremely small. The working group agreed that this is one of the causes of relatively small classes. This affects the attitude of university administrations who do not make the development of Turkish Programs at their university a high priority. This situation also has a negative effect on teachers who often find themselves teaching many extra hours sometimes without the help of teaching assistants. In most universities only the first and second year Turkish classes are offered as organized courses. Third year and other advanced courses are often conducted on an individual basis. Since Turkish language courses aid other major programs such as history, anthropology, archaeology, etc., many of the students who sign up for them are graduate students who want to use their language skills in the target culture in order to conduct graduate research. The working group pointed out that one of the major causes of low enrollments is the fact that graduates who get degrees related to Turkey sometimes have difficulty in finding jobs. The negative public image of Turkey in the US. society and in the media may be one of the other causes of low enrollments.

Partially as a result of the above reasons, there are not very many good textbooks which have been developed for teaching purposes. Most materials which are available are not compatible with the particular needs of language programs. Teachers spend a lot of time developing their own materials in order to meet the needs of their program. Some of those who develop their own materials do not know what other additional teaching aids and materials are available na-

tionwide. The working group felt that a group of teachers should begin to work on new teaching materials and source materials in consultation with the teachers who might make use of them. Developing new materials would provide better alternatives for teachers and learners. They also felt that a list of all the existing textbooks, teaching materials, and reference grammars should be made available to teachers.

Existing teaching methods vary from one university to another. A number of programs still use grammar based approaches to teaching and some instructors employ a variety of eclectic approaches. A number of teachers are unaware of new developments in the field of second language teaching. Teacher training workshops are necessary for teachers to share ideas and learn new techniques.

B. Formulation of Objectives: The working committee also discussed the significant overall objectives of Turkish programs at American universities in order to meet the needs of students as fully as possible. Establishing realistic goals by translating needs and expectations into operational and attainable goals was one of the main objectives. The working group felt that the goal of teachers should be to prepare students to communicate in the target culture with necessary cultural sensitivity. In the first year classes, four basic skills should be introduced. In the first year, the syllabus needs to be designed to prepare students to speak at intermediate low to intermediate mid level in the proficiency scale. Students should be able to reach intermediate low in listening, and intermediate mid in both reading and writing. Second year classes may emphasize speaking and reading, and students may be expected to attain intermediate-mid to intermediate-high levels of proficiency in speaking, and advanced level in reading. The committee also felt that both first and second year classes should have a minimum of five contact hours each week. Teachers are recom-

mended to use notional-functional or situational-functional approaches in order to achieve the best results. Teachers are recommended to test their students in the four basic skills. In order to aid the teachers in this matter, a standard sample test may be prepared and made available nationwide.

The working group also recommended that the following topics be taught in the first year:

- ❖ Greetings and salutations
(introductions, leave taking, greetings, commands),
- ❖ professions,
- ❖ describing self, classmates and others
(numbers, colors, etc.),
- ❖ knowing one's environment
(classroom, house, city, etc.),
- ❖ family,
- ❖ weather, time,
- ❖ daily activities
(food, class schedules, and other schedules),
- ❖ past experiences,
- ❖ leisure time,
- ❖ habits,
- ❖ travel (buying tickets, etc.),
- ❖ special occasions (birthdays, bayrams),
- ❖ dealing with money (post office, bank, market, etc.),
- ❖ health (parts of the body, drugstore, etc.),
- ❖ invitations.

In the second year, more abstract topics may be taught. Topics like history and the geography of Turkey, important dates, feelings, arguments, situations which make use of inferential expressions, and more complex situations need to be introduced.

In order to achieve these goals, the committee felt that new source materials need to be collected, edited and made available. Teacher training should also become available to teachers.

The working group also discussed general principles of a curriculum for Turkish. These principles are given below:

Teaching:

1. Teaching should be learner centered: in class, students do most of the work. Teachers monitor their performance.

2. Teaching should be learning centered: teaching should take cognitive and developmental factors into account. The learner's ability to recognize utterances, and his ability to declare and to perform occurs at different stages of learning.

3. Learners must acquire the ability to perform in a cultural setting.

4. Programs should be goal-oriented: the structure of the course should be determined by its place in a larger curriculum or program.

5. Content of the curriculum should adapt to the changing range of language. Teaching should reflect, to the greatest extent possible, socio-linguistic diversity (sex differences, etc.)

6. Programs should have a humanistic orientation: teaching must be concerned with each individual's linguistic development.

7. The language is taught as a foreign language in an American setting. Learning is limited to classroom and limited by it.

Learner:

1. Learners must be responsible for their own learning.

2. The learner must develop his/her own learning preferences.

3. Learners must be open to cultural differences.

Teacher:

1. The teacher acknowledges different learning preferences and is flexible.

2. The teacher creates opportunities for the learner to acquire ability to perform in L2.

3. The teacher adapts to local conditions. These local conditions may vary from one university to another depending on who the teachers are, when the classes are taught, where these classes are taught and whether or not the university dictates a particular approach or whether the teacher can use a variety of mediums to teach.

C. Selection of Content: The working group also discussed how these goals and objectives could be realized through instructional plans. In this context, some of the most debated points were:

- a) the place of grammar in the teaching of Turkish,
- b) the place of culture in the teaching of Turkish,
- c) the place of literature in the teaching of Turkish.

The committee agreed that it was extremely necessary to teach the students grammar, but there was some disagreement about how it needed to be introduced in the class. Whether it should be introduced linearly starting from simple grammar points to more complex ones or whether the presentation of the grammar should be cyclical where each grammar point could be introduced and reintroduced whenever it appears in a particular context was somewhat undecided although a situational approach to teaching is more conducive to cyclical introduction of grammar. The working committee also agreed that culture needs to be introduced from the first year. The cultural points which need to be introduced are socio-linguistic rules that Turkish people utilize in their everyday speech such as gestures, body language, linguistic fillers (such as *şey*, *efendim*, etc.), slang, names, etc. Culture also encompasses other values, traditions, and persons that are crucial aspects of cultural identity such as holidays, (Bayrams, etc.) history, national heroes and

leaders. All these need to be integrated into the program by means of utilizing appropriate texts and contexts. The committee also agreed that introducing literature into the syllabus from the first stages of teaching was very important since it is one of the forms of cultural expression. Songs, poems, and simple literary texts could be included as a supplement to teaching materials.

Conclusion:

The motivation behind enunciating a Language Learning Framework for Turkish is to enable teachers of Turkish to have a model for curricular design, and a model syllabus which they could use as basis for instruction at the institutions where they teach. This framework would help the Turkish programs by establishing guidelines and standards for their language teaching. For this reason the working committee encourages all interested teachers to comment on the contents of this report and send us their ideas, suggestions, and criticism in order to further develop and finalize a Language Learning Framework for Turkish.

Güliz Kuruoğlu

ganized by Walter Feldman and Brian Spooner, and partially funded by the U.S. Department of Education's Center for International Education. Güliz Kuruoğlu, Suzan Oezel and Don Stilo served as consultants to the project.

The set was distributed for testing through AATT in late 1993, and was used in the Universities of Pennsylvania, Texas, Chicago, Wisconsin and Michigan, and Indiana, George Washington and Princeton Universities. Sezin Barlas, Ender Creel, Walter Feldman, Erika Gilson, Güliz Kuruoğlu, Suzan Oezel, Engin Sezer, Brian Spooner, and James Stewart-Robinson attended the workshop, the purpose of which was to work out what needed to be done in order to improve the modules with a view to publication.

The overall objective of the project was to create a set of materials that would make it easier for students to make the transition from intermediate to advanced competence in the language. The materials were grouped in twenty nine modules, each with three or four subsections, dealing with the principal grammatical structures defining the upper intermediate to advanced levels of Turkish. Each subsection includes a dialogue, some model sentences, and a graded series of mechanical and creative exercises. Each module has its own glossary and teacher's notes. Altogether the modules comprise close to five hundred pages.

The first day of the workshop was dedicated to discussion of the optimal uses of the modules. Major issues included home versus classroom use and the grading of the material. For this discussion the actual classroom experience of the participants and the responses of their students furnished the principal criteria. The second day was devoted to discussion of possible areas for improvement, including corrections and the identification and prioritization of additional topics. On the morning of the third day the participants discussed the feasibility of pursuing the same approach in creating teaching materials for the other Turkic languages.

ENTRY TO ADVANCED TURKISH Report on a Workshop at Penn

A workshop was held at Penn's Middle East Center June 9-12, 1994, on a set of modules for Turkish language instruction that have been prepared and tested over the past four years. The set, provisionally entitled "Entry to Advanced Turkish," were written between 1990 and 1993 by Sezin Barlas and Ümit Turan under a project designed and or-

The idea of composing the modules arose from the sense that almost no material is available that would assist students to rise beyond the intermediate level of proficiency. Consequently students tend to be poorly prepared for the Boğaziçi summer program. Since the 1960s considerable work has been done on the beginner and intermediate levels, but in fact, for English speakers these were not the most difficult stages. The real difficulty of Turkish begins at the upper intermediate level, and it is this and higher levels that need the greatest attention.

Rather than await the creation of the perfect course, it seemed preferable to start by creating the kind of materials which could be integrated into any modern course. Therefore the module format was chosen over the textbook, and the modules were designed to be as self-contained as possible. Even each subsection can be used separately, and in fact often contains different levels of material that should be taught at different times in the course.

Materials which have been published since the beginning of the project have not duplicated its approach. Rather, one could argue that they require something like the Penn modules to complement them. For example, the Bayraktaroğlu's *Colloquial Turkish* (Routledge, 1992), which was welcomed in the Fall 1993 issue of this newsletter, but which attempts to go from the beginner to the advanced level in 169 pages should obviously be used in conjunction with a large set of dialogues, sample sentences and exercises in order to be effective in the classroom.

The general response to the modules was favorable. In fact the suitability of the exercises for classroom as distinct from home use appeared to be much greater than expected. Several of the participants had already modified some of the exercises for that purpose. The applicability of the dialogues and exercises to a situation-based course seemed obvious to most users. However, if the exercises were to be used

in class, it was felt generally that they should not be the initial exposure of the students to the new grammatical topics; other in-class material should precede them. The need for certain structural improvements was felt universally: such as more descriptive tables of contents, indexing, and avoidance of idiosyncratic grammatical explanations. The exclusive use of Turkish would have to be modified to allow for English instructions in the more complex and creative exercises. A real problem arose in the naming of grammatical structures in both Turkish and English; there is simply no universally accepted terminology. One advantage of the minimal use of English is that it makes the modules more attractive for students outside the US.

The most speculative part of the workshop involved the possible applicability of the principles of the modules to other Turkic languages as they are taught in the United States. We were able to see some results of the early stages of the Turkmen Project being conducted in Indiana University, of Ismatulla's Modern Literary Uzbek, soon to be completed at Indiana, of some Azerbaijani materials, and of a research project on spoken Uzbek which is in progress at Penn. However, the major problem in creating advanced materials in these language is that what might be considered the standard spoken language in each case is still inadequately described. Modules comparable in scope and authenticity to Entry to Advanced Turkish would require the collaboration of educated, and linguistically trained native speakers with Western language-pedagogues who could rely on sufficient reference materials and examples of recorded speech. Until these requirements are met it would seem that advanced Turkish instruction will remain considerably better developed than advanced instruction in the other Turkic languages.

Walter Feldman
Brian Spooner
University of Pennsylvania

3. Resources for Turkic: a Survey

Editor's Note: As we are faced with the need to teach more of the languages of the Turks, a thorough survey of materials available for the tasks is of utmost importance. We are very thankful that one of our colleagues, Larry Clark at Indiana University, has started to compile such data, and publish here the first part of the survey, covering essentially the Oğuz group. The author stresses that the survey is in draft form and hopes that readers will contribute with suggestions, corrections, and additions. His address is: Goodbody Hall 157, Indiana University, Bloomington, IN 47405.

THE TURKIC LANGUAGES: A SURVEY OF INSTRUCTIONAL AND REFERENCE MATERIALS Part I

Political realities in regions inhabited by Turkic speakers have changed impressively in recent years. In addition to founding five independent states, Turkic peoples are forging new political and economic affiliations and reformulating identities. At the same time, the developing political order in Central Eurasia has created previously unknown opportunities and potential for communication with speakers of Turkic languages. Such diplomatic, commercial, research, or other interests depend on or benefit from knowledge of these languages whose sources now are both more accessible and of greater significance to researchers in the West.

Prominent Turkic Languages

Turkic languages are spoken by approximately 125 million people in the following cultural areas of Eurasia: *Middle East* (Azeri, Turkish), *East Europe* (Bashkir, Chuvash, Tatar, Turkish, and others), *Central Asia* (Karakalpak, Kazak, Kirgiz, Turkmen, Uygur, Uzbek), and *Siberia* (Altay, Khakas, Tuva, Yakut). Turkic peoples form

the dominant population in seven countries: Azerbaijan, Kazakistan, Kirgizistan, Turkey, Turkmenistan, Tuva and Uzbekistan). They are the dominant or a prominent population in a number of political entities within countries: the republics of Bashkiristan, Chuvash, Khakas, Sakha (Yakut), and Tataristan within Russia; the republic of Karakalpakistan within Uzbekistan; the Xinjiang-Uygur Autonomous Region within China and within that region the Ili-Kazak and Kizilsu-Kirgiz Autonomous Prefectures. Large populations of Turkic speakers live within the following countries: Afghanistan (Uzbeks and Turkmen), Iran (Azeris and Turkmen), Iraq (Azeris and Turks), Turkey (émigrés from Central Asia and Europe), and Bulgaria (Turks).

By demographic weight, ten Turkic languages are spoken by more than one million people in an area of ethno-national or political definition. Turkish is spoken by nearly the entire population of the Republic of Turkey (estimated at 52 million in 1987). Such languages in new countries or political entities of the former Soviet Union include Azeri (6,770,000), Uzbek (16,698,000), Kazak (8,136,000), Tatar (6,649,000), Turkmen (2,729,000), Kirgiz (2,529,000), Chuvash (1,842,000), and Bashkir (1,449,000). Turkic languages spoken in China are dominated by Uygur (5,996,000), Kazak (903,000) and Kirgiz (112,000). Outside these countries, there are Turks on Cyprus and in the Balkans (more than 1 million); Azeris in Iran and Iraq (12-15 million); Turkmen in Iran, Afghanistan, and elsewhere (2 million); Uzbeks in Afghanistan (1.5 million); and Uygurs in Central Asian republics (263,000).²

² Soviet population figures are cited from the 1989 census as reported in: Всесоюзная перепись населения 1989 года, *Вестник Статистика* 10, 1990, 69-80; figures for smaller populations within republics are cited after R. Morozov, translated in: JPRS-UPA-91-024, 3 May 1991. Chinese population figures are cited from the 1985 estimates of Yuan Qing-li, *Population Changes in the Xinjiang-Uighur Autonomous Region (1949-1984)*, *Central Asian Survey* 9, 1990, 49-73.

Thus, according to ethnonational and demographic criteria, the following Turkic languages should be regarded as the most prominent: Azeri, Bashkir, Chuvash, Kazak, Kirgiz, Tatar, Turkish, Turkmen, Uygur, and Uzbek. Standard languages which do not meet such criteria but which may become the focus of study or research are: Altay, Balkar, Crimean Tatar, Gagauz, Karachay, Karaim, Karakalpak, Khakas, Kumuk, Nogay, Tuva, and Yakut.

Critical Turkic Languages

The prominent Turkic languages are categorized among the Less Commonly Taught Languages, and, apart from Turkish, are characterized as "critical" languages in the sense that not only are they rarely if ever taught in American universities, but learning materials are inadequate or lacking even for self-instruction.

The critical Turkic languages also merit that status by their association with significant geopolitical and sociocultural factors, including their distribution in regions of current or potential international conflict; their status as national languages in countries or regions with major resources (oil, gas, precious metals, textiles, labor surplus), military power or strong leadership; their unifying function for groups that identify with a nation or with supra-national entities; and others.

Other considerations also underline the current importance of the prominent Turkic languages. They are official languages of independent or autonomous political entities, and serve as mediums of national presses, literatures, media, and educational systems. Speakers of these languages have demonstrated a remarkable degree of language loyalty, as indicated by steady increases in numbers of speakers over the past two decades. In view of the rapidly changing political and economic conditions in Turkic regions of Central Eurasia, as well as the potential affiliations of Turkic peo-

ples there with related peoples across national borders, significant polities may dis-integrate or form on the basis of Turkic ethnolinguistic or national identities.

Learning Centers

Only a few American universities present opportunities for the study of Turkic languages other than Turkish. Uzbek tends to be the focus language at these institutions, although occasionally Kazak or another Turkic language is offered during academic years. Several summer language programs offer Uzbek, Kazak, Azeri and occasionally other languages. Currently, Turkic languages are offered regularly at the universities of California, Indiana, Washington, and Wisconsin, although that line-up may be changing. For example, regular instruction in Kazak recently was introduced at the University of Kentucky.³

Despite their demonstrable importance, teaching of Turkic languages in the United States is hampered by the insufficiency of educational centers with qualified teachers who have adequate materials at their disposal. The few Turkic specialists trained at these centers must contend with the poverty of reference aids necessary to successful research or media coverage, or to the performance of other services for interested institutions and agencies.

Instructional Materials

Those who seek to learn or do research in one of the major Turkic languages face an insufficiency or lack of works in English, not to mention features of composition or pedagogical approach that may impede learning. Among the critical Turkic languages, an adequate instructional and research corpus exists only for Turkish, although professionals in that field certainly seek to improve their lot. Under

³ Lists of centers and language offerings appeared in: *Association for the Advancement of Central Asian Research. Bulletin* 4/2, 1991, 8-11; *Umid. Journal of the Turkistonian American Association* 1/1, 1992, 46-49.

the aegis of the American Association of Teachers of Turkish (AATT), "Proficiency Guidelines for Turkish" were produced and a number of young teachers were encouraged to incorporate communicative techniques into their instruction.

For the other Turkic languages defined above as critical (Azeri, Bashkir, Chuvash, Kazak, Kirgiz, Tatar, Turkmen, Uyгур, Uzbek), the prospects for instruction and research are dismal to bleak, with a few hopeful signs. Instruction in these languages nearly always relies on phrasebooks, self-study 'textbooks' and 'school' dictionaries of various kinds using grammar-based or other outmoded methodologies and published in Russian or one of the national languages. The material in such textbooks typically is scripted and rarely reflects actual speech patterns. Even their grammatical presentations conform Turkic grammar to the Russian paradigm. Nearly all such materials for Turkic languages have been produced by national instructors or scholars without training or experience in communicative or other effective approaches to teaching and learning.

Another characteristic of a number of existing works is that they are written within the province of an ill-defined branch of area studies called Turkology. As practiced, Turkology largely consists of philological treatments of the literary languages of medieval Turkic states and comparative-historical analyses of the relationships between and development of Turkic languages and their connections with other Eurasian languages. In general, Turkologists writing in English have not concerned themselves with applied linguistics, that is, with the preparation of textbooks and reference aids for the teaching and translation of Turkic languages. European Turkologists have focused upon philology and comparative-historical treatments. Works produced within the Turkological tradition, even including many of those in the more descriptive tradition of Soviet Turkology, frequent-

ly integrate comparisons with other Turkic languages or historical explanations that baffle learners or that distract from the tasks of learning and research.

On the positive side, at least two initiatives merit attention. First, the U.S. Peace Corps commissioned the writing of four manuals of Turkic language materials (Kazak, Kirgiz, Turkmen, Uzbek) that were competency-based and expressly intended to provide instructional materials for national-born teachers trained in ESL methodology. Second, the Center for the Advancement of Language Learning established a project at Indiana University for the development of Turkmen language materials that will follow the communicative approach.

However, support of such initiatives should not proceed without an equivalent concern for the crucial variable in language learning of the quality of instruction. Even the worst of language materials may be brought to life by an instructor trained in communicative methods. Development of Turkic language materials should not be separated from the provision of training in teaching the materials developed. Until this need is addressed, Turkic languages will remain among the Less Commonly and Most Poorly Taught Languages.

Survey

The primary goal of this survey is to provide a list of available English-language publications for practical aspects of the study and use of the Turkic languages. Because few aids exist in English for these languages, I also cite prominent works in Russian and national languages and, when available, in German, French or Turkish. It is confined to the standard written languages, all of them created by committee in this century—in some cases, several times. None of these standards embody real languages in a diachronic sense, although all take on social and cultural reality

through the mass media and educational establishments. Turkish is omitted from consideration here because adequate opportunities for the study and application of this language exist in the United States.

This survey focuses on the textbooks, descriptive grammars, manuals, readers, and dictionaries published in English for the standard Turkic languages. Because they may provide a source of instructional materials, a selection from the "raz-govorniki," teach-yourself manuals, school dictionaries, and even school primers that appear in ever increasing numbers is included in some cases. On the presumption that professionals in the field control other languages necessary in Near Eastern or East European studies, works in those languages are cited as well.

The difficulty of judging the effectiveness or general value of any of the works cited is obvious. Few of these instructional aids have been used in classrooms for the reason that there are few classrooms to use them in. Individual abilities and learning styles vary so widely that generalizations could be presumptuous. If available, a teacher may play the critical role in language learning, and may be able to bring to life even the most vapid of instructional aids. Finally, I have not used all of the cited works or even consulted some of them in depth.

Certainly, I am aware of the opinions of my colleagues in the field—and I have my own—about the quality of existing works in English. The kinds of judgments that travel word-of-mouth through a field of study typically are harsh and dismissive, and often are based on methodological preferences or on no more than errors in spelling or phraseology. But to attach such opinions to a survey would make it just that—an opinion poll. None of these works can be blamed for having been written prior to or outside of the currently mainstream communicative approach. Therefore, I confine

my remarks on cited works to those aspects that affect their relevance to the study of standard languages, or their clarity and utilization.

TURKIC LANGUAGES OF THE NEAR EAST

Turkic dialects are spoken throughout the northern tier of the Near and Middle Eastern cultural area, but standard languages have been established only in Turkey and the Azerbaijan region.

AZERI

Depending on the exact number of speakers in Iran, Azeri may be the second most spoken Turkic language after Turkish. It forms the basis of two written standards. One, using a modified Cyrillic alphabet, is the official language of the Republic of Azerbaijan in the Transcaucasus, or northern Azerbaijan. The Azeris had been the first to adopt a Latin alphabet in 1926, prior even to the Turkish Republic in 1928. Between 1929 and 1932, the standard language was written in a reformed Arabic script, in the Unified Turkic Latin Alphabet in 1932-1940, and after 1940 in Cyrillic. In 1992, a policy was adopted to replace Cyrillic with Latin in coming years. A second standard, written in Arabic script since the 16th century, serves the Azeris of southern Azerbaijan, in northwest Iran. Both forms of the language frequently are called Azerbaijani.

In 1989, there were 6,770,403 Azeris in the former Soviet Union, of which 5,804,980 lived in the Republic of Azerbaijan (86% of its population), another 307,556 in Georgia, 90,083 in Kazakhstan, 84,860 in Armenia, 44,410 in Uzbekistan, 33,365 in Turkmenistan, and 15,775 in Kirgizistan. Nearly a third of Iran's population—between 12

and 15 million—speak a Turkic language, most of them Azeri.⁴

English

Azerbaijani Basic Course. Washington, DC: Foreign Service Institute, 1993. Lessons individually paginated. [Tapes not available.]

The first version of this course in northern standard Azeri now under preparation at the Foreign Service Institute observes some communicative principles. Each of its 10 lessons has both situational and grammatical objectives to be reached through dialogs, grammatical explanations that should be comprehensible to most students, a variety of drills and exercises, brief readings, and cultural notes. Copious instructions to learners (and, often, teachers) aid in self-study.

Fred Householder, Jr., Mansour Lotfi. *Basic Course in Azerbaijani.* Uralic and Altaic Series 45 Bloomington: Indiana University Publications, 1965. 275pp. [Tapes available from Indiana University Language Lab.]

Designed as a course in spoken Azeri, this textbook uses materials derived primarily from a single speaker, Mansour Lotfi, from the town of Marand, which essentially conforms to the Tabriz dialect of southern Azerbaijan. The work includes a unit with texts in Cyrillic (pp. 202-207) and brief appendices on the standard of Baku (pp. 221-226). The author cites Azeri forms in phonetic transcription, but at points consciously generalizes the data in order to make the course applicable to other varieties of Azeri; overall, however, the language is authentic and the topical conversations are natural. Beside grammatical notes offered within the structuralist framework, the work includes a glossary

⁴ I wish to thank Dr. Shahyar Daneshgar of Indiana University for his review of and additions to this section.

and is accompanied by audiotapes.⁵

C.G. Simpson. *The Turkish Language of Soviet Azerbaijan.* Oxford: Central Asian Research Centre, 1957. 124 pp.

This pamphlet outlines some of the grammatical structure of standard northern Azeri and offers some typed Azeri texts in Cyrillic script.

Абдулла Гараев. *Азәрбајҹанҹа-инкилисчә, инкилисчә-азәрбајҹанҹа данышыг китабы Azerbaijan-English and English-Azerbaijan Phrase Book.* Бақы: "Маариф," 1985. 251 pp.

This work contains standard northern Azeri dialogs, phrases and sentences with English translations. Most of the Azeri-English section consists of conversations on various topics. The English-Azeri section follows the same format. The conversations are scripted and many of the English renderings are awkward.

Х. Әһмәдова, И. Рәһимов. *Азәрбајҹанҹа-инкилисчә, инкилисчә-азәрбајҹанҹа мүхтәсәр фразеолозжи лүгәт.* Бақы: Азәрбајҹан дәвләт тәдрис-педагожи әдәбијјаты нәшријјаты, 1962. 134 pp.

Potentially a useful reference tool, this glossary contains over 900 northern Azeri phrases translated into English.

Russian

З.И. Будагова, Ш.М. Саадиев, А.К. Алекперов. *Самоучитель азербай-джанского языка.* Баку: "Элм", 1977. 206 pp.

This is a self-study manual with 10 introductory lessons on the pronunciation and 41 lessons on the grammar of stan-

⁵ Reviews: T. Tekin, *Journal of the American Oriental Society* 87, 1967, 318-321; W. Aslanov, *Orientalistische Literaturzeitung* 63, 1968, cc.485-487.

dard northern Azeri. Its presentation is grammar-based and its organization adheres to paradigmatic notions of Russian grammar. Russian translations accompany all the Azeri material except for the dialogs of each lesson. An appendix contains phrases, proverbs and sayings, poetry, riddles, and Molla Nasreddin anecdotes, all translated into Russian.

Азәрбајчан дили. Грамматика вә мунтәхәбат/ Азербайджанский язык. Грамматика и хрестоматия. Баку: Азәрбајчан дөвләт университетинин нәшријаты, 1972. 197 pp.

This textbook was intended for Russian sections of higher schools in the Azerbaijan SSR. Indeed, with the exception of illustrative material, a Russian translation follows every few paragraphs of the formal grammatical description in Azeri (pp. 5-154). The chrestomathy includes samples of literary genres and of writings of Azeri authors from the 16th to 20th centuries.

Грамматика азербайджанского языка. Фонетика, морфология и синтаксис. Баку: Издательство "Наука", 1971. 413 pp.

Specialists at the Institute of Linguistics in Baku compiled this normative grammar of northern standard Azeri. As a collective work, its chapters are uneven in quality, and it lacks an index.

Һ. һүсејнов. Азәрбајчанча-русча лүгәт (мисаллар илә) /Азербайджанско-русский словарь (с фразеологией). Баку: ССРИ Элмләр Академиясы Азәрбајчан филиа-льһнын нәшријаты, 1939. [Unseen]

This dictionary presents northern Azeri forms in the Unified Turkic Latin Alphabet, in use as a standard until 1940.

Худадат Әзизбәјов. Азәрбајчанча-русча лүгәт Азербайджанско-русский словарь. Баку: Азербайджанское государственное издательство, 1965. 417 pp. [Reprint: 1984]

With around 23,000 words, this remains an accessible small dictionary of the northern standard language.

А.А. Оруджев. Русско-азербайджанский словарь / Русча-азәрбајчанча лүгәт, 1-3. Баку: "Элм", 1971. 605, 712, 555 pp.

This is the standard Russian-northern Azeri dictionary.

Azeri

Ә. Дәмирчизадә. Мүасир азәрбајчан дили, I (Фонетика, орфоепия, орфография). Баку: "Маариф", 1972. 308 pp.

This textbook was intended for students of higher schools in the Azerbaijan SSR. It presents a formal description of the sound system, representation of the sounds by the writing system, and orthographical rules.

А.А. Оручов. Азәрбајчан дилинин изаһли лүгәти/Толковый словарь азербайджанского языка, 1-4. Баку: Издательство Академии Наук Азербайджанской ССР, 1966, 1980, 1983, 1987. 595, 576, 554, 541 pp.

This self-defining dictionary of northern Azeri meets the needs of the professional researcher.

Исмајыл Мәммәдов, һәсрәт һәсәнов. Азәрбајчан дилинин синонимләр лүгәти. Баку: "Јазычы", 1990. 470 pp.

This glossary provides sets of synonyms in standard northern Azeri, but does not attempt to further classify them according to semantic categories nor to define their distinctions.

Salám Alláh Jávid. *Khvud-ámúzi zabán-i ázarbáyjáni va fársi* [Self-study Manual in Azerbaijani for Persian Speakers]. Tahrán, 1343 / 1964. 201pp.

The purpose of this work is to help Persian speakers learn how to write and speak the Azeri standard of Tabriz. It consists of a phrasebook, reader, grammar with verbal paradigms, and an orthographical section.

M.A. Farzáneh. *Mabán-i dastur-i zabán-i ázarbáyjáni, I. Asavát-kalamát* [Fundamentals of Azerbaijani Grammar, I. Phonology and Morphology]. Tahrán: Intişarát-i Farzáneh, 1357/ 1979. Second edition.

This is a reference grammar in Persian of the standard Azeri language used in Tabriz.

S.M. Jád. *Ázarbáyjáni díliná makhsus sarf va nashv* [Declension and Conjugation Specific to the Azerbaijani Languages]. [Place and year unknown.]

This book provides a chapter on the phonology and orthography of the written standard of Tabriz, followed by a description of the grammar.

Behzád Behzádí. *Farhang-i ázarbáyján-i fársi* Tahrán, 1369/1990.

Even though it is based on the Latin script dictionary of Husejnov 1939 (see above), this dictionary provides the Cyrillic script forms of standard northern Azeri. It cites the Arabic script equivalents of southern Azeri and includes definitions in Persian.

Turkish

Recep Albayrak Hacaloğlu. *Azeri Türkçesi Dil Kılavuzu. Güney Azeri Sahası Derleme Deneme Sözlüğü*. Ankara: Türk Tarih Kurumu Basımevi, 1992. 315pp.

This is a dictionary of forms and meanings of words used in the "southern dialect area" of Azeri that are different from northern Azeri and from Turkish. Hacaloğlu cites the words in the Turkish Latin script.

German

Ahmet Caferoğlu–Gerhard Doerfer. *Das Aserbeidschanische. Philologiae Turcicae Fundamenta, I*. Ed. Jean Deny, Kaare Grønbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 280-307.

The authors synthesize the data on northern and southern dialects and the northern standard, but cite forms only in transcription in this grammatical sketch.

Horst Wilfred Brands. *Aserbaidshische Chrestomathie. Texte des 20. Jahrhunderts. Frankfurter Turkologische Arbeitsmittel 1*. Wiesbaden: Otto Harrassowitz, 1977. 84pp.

The utility of this reader in standard northern Azeri is diminished somewhat by presentation of the texts and glossary in transcription only (the original of one text is reproduced). However, the selections are apt and interesting.

Taschenwörterbuch. Deutsch-Aserbeidschanisch, Aserbeidschanisch-Deutsch // Чиб лүгәти. Алманча-Азәрбајҹанча, Азәрбајҹанча-Алманча. Berlin: Verlagsanstalt Otto Stollberg, 221pp. [No date: 1940s].

This small lexicon was issued by the Azerbaijan division of the Kaukasische Mittelstelle to aid the German military during World War II. It contains around 2,500 Azeri words in the Latin alphabet.

Larry V. Clark
Indiana University

4. Reports on Summer Sessions

Editor's Note: We hope to have a regular column in each Fall issue on all of the summer language sessions held. There have been, in addition to the summer intensive Turkish courses at Boğaziçi University, and at the Eastern (U. of Michigan) and Western (U. of Utah) Consortium, several other locations where Turkic languages were taught.

Summer '94 at Indiana

Turkmen and other Turkic Languages at Indiana University

I was glad when I received an invitation to teach Turkmen in the 1994 Slavic and East European Summer Language Workshop at Indiana University. This gave me an opportunity to apply to the teaching of Turkmen the same intensive method which I have used for teaching English in Turkmenistan.

I first became interested in the intensive method of teaching foreign languages when I read about its use at Moscow State University. Two years ago, I was asked to teach English at Turkmen State University using this method. This three-month course was so successful in teaching students to communicate that I decided to apply this method in my classes in the Department of English at my university where I had been teaching English for more than 20 years.

In the United States, the term communicative teaching is used for the intensive method of teaching, and it is this approach that I employed in my Turkmen classes. Turkmen is my native language, but I have never taught this lan-

guage. I was very pleased when, after several classes, my students were able to produce Turkmen sentences in dialogs. Of course, they were imitating what they heard, instead of constructing sentences from a grammatical basis.

According to the "intensive" approach, the teacher uses very primitive phrases at first and applies them in various situations. After a student repeats such material at least seven times, he or she is considered to have mastered it. The main goal of this approach is to encourage students to speak and be understood regardless of whether they make mistakes. The teacher must provide every support to help the student get over the language barrier.

I had four students enrolled in Intensive First-Year Turkmen at the Summer Workshop. We met four hours a day five days a week. Of course, students—not to mention the teacher!—become exhausted after a few hours of communicative learning. It was extremely important to have a variety of materials to keep up their interest and their energy. Fortunately, I was able to use materials produced by the Turkmen Language Project at Indiana University in addition to my own.

The Summer Workshop at Indiana University offered other Turkic languages as well. Khayrulla Ismatulla taught first-year Uzbek (3 students); David Tyson and Kodir Kholmatov taught second-year Uzbek (5 students); Talant Mawkhan taught Kazak (2 students); and Gulnara Kyskarayeva taught Kirgiz (2 students).

Over the summer, we enjoyed collective dinners and picnics, and students learned how to cook national dishes. Students also heard special video- and slide-lectures about the culture of Turkmenistan, as well as a presentation on the clothing worn at a Turkmen wedding. Students designed a T-shirt with the colorful Turkmen emblem, and more than 100 of them were sold. An article in the local newspaper emphasized the positive experience of this class, which was

the first offering of Turkmen at an American university.

I am very pleased that none of my four American students was sorry to have chosen Turkmen from among the 14 languages offered at this Summer Workshop.

Ejegyz Saparova
Turkmen State University

Summer '94 at Kentucky

INTENSIVE KAZAKH⁶ Brief Report on a New Language Program

For the intensive summer language course in Kazakh we had 10 students who studied 8 weeks, 4 hrs./day, and 5 days/week. There were 2 levels of instruction—Beginning Kazakh (6 students), and Intermediate Kazakh (4 students). Five of the participants were University of Kentucky professors and 5 were University of Kentucky students. All have been or will teach and/or study in Almaty over the coming 2 years as part of USIA grants.

The Social Science Research Council generously funded our intensive Kazakh course. Instructors this summer were Prof. Roza Unaibayeva of the Almaty University of World Languages who handled Intermediate Kazakh) and Murat Shaishibaev, Assistant Director of our Kazakh-American Studies Center, who taught the introductory level.

Course materials consisted of LEARN THE KAZAKH LANGUAGE IN 70 STEPS by Ayapova, plus private written materials provided by Prof. Unaibaeva (e.g., sound recordings, visual aids in Kazakh, several visual support pieces of cultural realia). The intermediate students used

⁶ Editor's Note: This spelling of Kazakh differs from the spelling in the Indiana University report, stressing the urgent need to 'standardize' for English usage the variant spellings for things Turkic.

Krippes DICTIONARY OF KAZAKH. Several cultural events supported the course—three Kazakh films, slide shows and lectures by UK faculty who have lived in the region, as well as a cooking class.

Let me mention that our Center's USIA grant gives generous support to students interested in studying in Almaty for the spring semester coming up. I have 2 free spots which I am willing to fill from outside our university. The living conditions are quite good, a full range of course work in Kazakh and/or Russian is provided, and we have a full-time American resident advisor on site. An excursion to Tashkent, Samarkand, Bukhara is included, and air fare is also provided.

Interested parties are welcome to contact me by phone (606) 257-7023) or by mail (Kazakh-American Studies Center, 1105 Patterson Tower, University of Kentucky, Lexington, KY 40506.

Roger Anderson
University of Kentucky

Summer '94 at UCLA

INTENSIVE UZBEK AND AZERBAIJANI

General Information:

For 37 years, Uzbek and several other Turkic languages have been taught at UCLA during the regular academic year. Uzbek and Azerbaijani have also been taught during the summer as intensive courses for a number of years. As a continuation of this practice, Uzbek and Azerbaijani languages were again offered as eight-week 12-unit intensive language programs jointly by the John D. Soper Central Asian Language Institute and UCLA Summer Sessions.

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The total cost of the course was \$1,440.00, which included a \$1,200.00 course fee, and a \$240.00 registration fee. However, this year the US State Department, through the Joint Committee on Soviet Studies of the American Council of Learned Societies and the Social Science Research Council, made scholarships available in the amount of \$875.00 per student.

This year there were 15 students in Uzbek and 9 students in Azeri. The numbers were almost identical to the ones that we had last year. In addition to this number, we lost 5 students because of a new billing system initiated this year this year. Official alphabets were used to teach these languages, Cyrillic for Uzbek, and Latin for Azerbaijani. The course started on June 27, and ended on August 19, 1994. There were 3 hours of classroom instruction and 1 hour of lab every day. In addition, there was an important cultural event every Friday during the entire summer session which stressed various aspects of Azerbaijani and Uzbek cultures.

Instructors:

Uzbek: András J. E. Bodrogligeti,
native assistant: Mr. Kamran Hakimov.
Azerbaijani: Kurtuluş Öztopçu

Goals and Approach:

Our goals were to develop the students' competency and fluency in the areas of listening, speaking, reading, writing and translation; to have them master the official writing system; to provide them with conversational skills that they would be able to use in a native language setting; to cover the first year grammar of Uzbek and Azerbaijani in a solid manner that they could build on when they further their education in these languages.

There was also an concerted effort on the part of the instructors to teach these languages with their cultural con-

tents. In order to meet these goals, a proficiency-based eclectic method was used. A mixture of traditional and new techniques were used in a "student-centered" classroom. Uzbek and Azerbaijani were used most of the time in the classroom, however English was preferred for complicated grammar explanations. High-frequency grammatical forms and vocabulary items always took precedence, and were practiced more than the low-frequency items. The lessons were designed in such a way that new material was always built on the previously studied material. This way, it was also possible to review the previous material every day before students embarked upon new material. Various teaching techniques such as role-plays and games (finding a famous person by asking questions, word association, charade, etc.), acting out dialogues with two or more people, designating a "scapegoat" among students who would be subjected to other students' intense questioning, etc. were used to give the students more opportunities to learn and practice their knowledge in another language and also to break the monotony of the daily routine. In these situations, students were encouraged to answer questions as quickly as possible in order to eliminate translations from their native languages. A review was undertaken after every 3-4 chapters and before every test to give students another opportunity to focus on relatively little studied areas, and to find out their deficiencies and correct them.

As it is a must in every learning environment, a friendly and relaxed learning atmosphere was created by the instructors. In such an environment, students were able to participate freely and eagerly. We succeeded in creating this environment so successfully that several students participated in related extracurricular activities voluntarily. In both language programs, a beginning level was taught, however for some of the more advanced students extra help was also provided, mostly in addition to the regular hours of instruc-

tion, to expedite their learning. Every day homework and additional assignments were given which were due the following day. In addition to the three hours of class time, students were asked to attend the lab at least one hour every day. A first-year grammar of each language was covered by the end of the session.

Texts:

Uzbek:

Modern Literary Uzbek. By András Bodrogligeti. This standard, proficiency-based manual contains 30 chapters and an introduction that covers Uzbek phonemes thoroughly. Each chapter covers a vocabulary list, grammatical descriptions, readings, and conversational materials.

Conversational Manual. By John D. Soper. It includes various dialogues on different mostly situational topics.

Tapes: The language laboratory has various sets of conversational tapes recorded by native speakers of Uzbek. The sound quality of these tapes is excellent, and the speakers' diction and pronunciation are flawless.

Handouts: Several review, and vocabulary handouts are regularly distributed.

Azerbaijani:

Beginning Azerbaijani: Basic Course. By Kurtuluş Öztopçu. This standard, proficiency-based manual consists of a general introduction and 12 units. Each unit is based on a situational dialogue and related grammar points. In addition, every unit has various supplementary conversations, reading passages (poetry and prose), several exercises and an approximately 50-word vocabulary list. In addition to the official Latin alphabet, the book makes use of the previously official, but still commonly used Cyrillic alphabet in a limited way to let students learn and be able to read texts in that script as well.

Tapes: The language laboratory has three different conversational and textual tape sets. Several music and video tapes were also copied and given to students to acquaint them with Azerbaijani culture. These tapes have exceptional sound quality.

Handouts: Almost every week, new cumulative vocabulary lists (i.e. Azerbaijani-English, English-Azerbaijani) are provided. Several extra reading, review, and vocabulary materials, such as topical and grammatical word-lists, were also distributed.

Both standard, proficiency-based manuals are being readied for publication by the authors.

Students:

There were 15 students in Uzbek and 9 students in Azerbaijani. We even had a student from Israel. The majority of them were undergraduate students, many of whom had taken some related courses from the department in the past. There were also few graduate students who were interested in the history, languages, and cultures of the Turkic peoples. The overwhelming majority of the students were under 21 years old. A few were in their thirties, and one in her forties. Since most of them were genuinely interested in the Turkic field, and in the areas of the Middle East and Central Asia, they were eager to learn and this in turn created a pleasant learning/ teaching environment for both students and the teachers.

Tests:

In order not to overtest students and lose valuable classroom time, we had two tests during the summer session and a final test. All the three tests were comprehensive, proficiency based tests, testing students' ability in various areas such as listening, providing questions/answers in different real or imaginary situations, grammar and vocabulary items,

translations from and to the target languages, the ability to write structured or free compositions, etc. The final test also included a separate comprehensive 100-word vocabulary section. Grading was based on test scores, homework and assignments, class participation, and attendance. At the end of the summer session the success rate was 85%.

Social Events:

The John D. Soper Central Asian Language Institute prides itself in providing first-rate cultural events throughout the summer sessions. This year was no exception. We were fortunate enough to have some outstanding guests, as well as cultural activities that were instrumental in acquainting students with the culture of Turkic peoples in general, and cultures of Azerbaijan and Uzbek in particular. Every Friday, one two-hour period was set aside for cultural events. The following is a list of the cultural events that the program provided this summer.

1. A video feature on Baku shown and commented on by Kurtuluş Öztopçu. It was shot by Kurtuluş Öztopçu during his recent visit to Baku in June 1994. It included sightseeing and historical places of Baku as well as an assortment of cultural events, such as pieces taken from concerts, plays, shows, operas, and various museums. The main purpose of this video was to acquaint students with the physical environment of Baku and provide them with a sampling of well-documented cultural heritage of the Azerbaijani people.
2. A dance show was performed by the Carolyne Krueger Dance Ensemble. Ms. Krueger, being a member of the famous Los Angeles-based dance and music company Avaz, is a foremost expert on Turkic and Iranian dances. She has visited Uzbekistan in the past and studied dance there with various Uzbek masters, and won a scholarship for her next visit to further her studies in Tashkent. She was accompanied by four other members of the same company. They performed various music and dance pieces from Uzbekistan and Azerbaijan. The performance was attended by over 40 people made up of students, staff members and other guests who were interested in the cultures of the area.
3. An 84 year old native of Baku, Mr. Feridun Zamanzade, was invited to share his knowledge and experiences with the students. Mr. Zamanzade, has lived all his life in Azerbaijan, and is currently on an extended visit to Los Angeles. He is a well-known personality in his homeland, appeared on many TV and radio shows, and his writings have been published in newspapers and journals extensively. He gave a very interesting talk on the recent history of Azerbaijan covering the period of the last eighty years.
4. Summer Sessions gave a reception to all the students and teachers at the restaurant "Uzbekistan" in Los Angeles in order to acquaint the students with traditional Uzbek food and table manners. Lunch consisted of the most important dishes from the Uzbek cuisine.
5. A video show prepared by András Bodrogligeti on Uzbek and Turkic dances and songs was shown. It was commented on jointly by András Bodrogligeti and Kamran Hakimov. It also included a section from the original Uzbek play "Nurkhon."
6. Ms. Betty Blair, editor of the magazine "Azerbaijan International" gave a talk on the most recent events that have taken place in Azerbaijan. Her talk also included a substantial section on the environmental problems facing Azerbaijan, and the most recent developments regarding the Azerbaijani oil agreement with the Oil Consortium made up of various oil companies.
7. A Turkic picnic was organized. Kamran Hakimov demonstrated his skills as a cook in addition to his teaching skills, and prepared an "Uzbek plov" for the participants. It was attended by students, teachers, family members and friends of the students, and other people related to the pro-

gram, including the head of the UCLA Summer Sessions, Dr. John Johnson.

8. For the final event of the 1994 summer program, well-known Kazakh poet and writer Mr. Olzhas Suleimanov, who was on an official tour of the US as a member of the Kazakh parliament and the head of the leading opposition party, was invited to speak on the most recent developments in Kazakhstan and Central Asia. He also talked about environmental problems facing his country, and the problems of establishment of a sound democracy and market economy in the newly independent Central Asian Turkic Republics among other things.

Graduation Ceremony:

Uzbek and Azerbaijani intensive language programs kicked off with a breakfast on June 27, 1994. On the first day, students received questionnaires which contained questions regarding their backgrounds, interests and purposes among other things. This information was used to set up a course program that would meet their needs and expectations in a more satisfactory manner. Students were distributed to their classrooms and their summer language learning experience started. In addition to the regular daily classes which were commented on before, they were given an orientation of the language laboratory in the first week, and a traditional picture taking ceremony took place in the fifth week.

The summer session ended with a traditional graduation ceremony and a banquet on August 18, 1994. During this banquet and ceremony, every student who successfully completed the Uzbek or Azerbaijani program was given a certificate of completion, a colored t-shirt printed by the UCLA

Summer Sessions carrying the emblem of the John D. Soper Central Asian Language Institute on the front, and a picture of the Baku's famous Maiden Tower, or Samarkand's Shirdor Madrasah at the back together with a few lines of

poetry in Uzbek or Azerbaijani, and a copy of the class picture. This year ceremony and banquet was especially special for it was attended by very distinguished guests such as Mrs. Julie Loomis, and Mr. Bert Loomis, the family members of the late John D. Soper, Dr. Elwin Svenson, Vice Chancellor of UCLA, Honorable Oğuz Çelikkol, Turkish consul in Los Angeles, Dr. Ayshe Azade Rohrllich, professor of History at USC, Dr. John Johnson, head of the UCLA Summer Sessions, Dr. Stanford Shaw, professor of Ottoman History, and a delegation of professors from the Baku State University, among others. Speeches given by some of these distinguished guests stressed the importance of these programs, and commended the students for their successful participation in them. At the end of the summer session, two students from each group were chosen by the instructors for their efforts and achievements, and received monetary awards for their accomplishments.

Results:

Since we had a high number of diligent and interested students this summer, the instructors believe that both summer programs in Azerbaijani and Uzbek were successful and enjoyable for the students as well as the instructors. The fact that several students were very eager to take a trip to Uzbekistan and Azerbaijan to see these places and to inquire about possible long term stay for teaching or learning purposes is, without any doubt, an important indication of the success of these summer programs. The instructors met those students individually who were interested in furthering their knowledge in these languages, and suggested various methods and programs.

András J.E. Bodrogligeti
Kurtuluş Öztopçu
UCLA

Summer '94 in Seattle

Intensive Language Programs at the UNIVERSITY OF WASHINGTON

Turkic languages offered during the summer session included two levels of Kazakh and Uzbek, and Intensive Elementary Kirghiz. Ilse Cirtautas was assisted by native speakers, including Uzbek writer Muhammad Ali Axmedov who taught Intermediate Uzbek.

For further information on the summer language programs and fellowships, contact:

Prof. Ilse Cirtautas
NELC, 229 Denny Hall, DH-20
University of Washington
Seattle, WA 98195
(206) 685-3800.

Arienne Dwyer
University of Washington

shop. Instructors from UC Berkeley were unable to attend as they were out of the country. The overall objectives of the workshop were:

1. To acquaint teachers with new approaches and methods of teaching,
2. To inform them of the existing teaching materials and ongoing projects regarding the teaching of Turkish,
3. To articulate goals for improving the quality of teaching and learning at Western Universities.

The workshop was organized in two sections: a) theoretical, and b) practical approaches to teaching. As discussed general issues such as where, why, and for whom Turkish was taught and how it was taught. There also was a general discussion about particular areas of teaching that need to be developed. As a related topic, the participants were informed about the ongoing efforts for developing a Language Learning Framework for Turkish.

Discussions on theory continued on Saturday when Dr. Barbara Hancin-Bhatt, who is a language teaching methodologist at the University of Utah, gave a talk. The title of her presentation was "Teaching a Second Language: Principles and Priorities in Teaching Methodology." After her talk, the participants discussed how her suggestions could be incorporated into the teaching of Turkish.

In the afternoon, the participants started to discuss practical approaches and developments in teaching of Turkish. The first speaker, Ralph Jaeckel (UCLA) discussed the Learner's Dictionary that he has been developing together with Gülnur Tanrıöğen. This dictionary contains about 800 frequently used common verbs, and is divided into three sections: the first part is the Turkish-English Dictionary. The second section contains an English-Turkish index, and the last section is an English Turkish Thesaurus. In the first section, various meanings of these verbs are given. These meanings are chosen keeping in mind the kind of situations

THE UTAH WORKSHOP

Teachers Workshop at the Western Consortium:

A workshop for teachers of Turkish sponsored by the Western Consortium of Middle East Centers convened at the University of Utah between the dates May 27-29, 1994. This is the first workshop of its kind which aimed at getting together instructors who teach Turkish at the Western American Universities to share their experience in teaching and discuss new developments in their field. Teachers from the University of Texas at Austin, UCLA, University of Washington and University of Utah all attended the work-

the learner would want to function in. The entries also supply relevant grammatical and cultural information for the learner in order to enable him to use these verbs effectively in the correct cultural-functional setting. The second presentation was by Pelin Başçı (University of Texas) who talked on "Using Audio-Visual Materials in Teaching." In her presentation, Başçı briefly discussed how audio and video materials could aid teaching and proceeded with a demonstration of audio and video materials which have been developed by the University of Texas Language Laboratory for first and second year Turkish classes. One of the noteworthy video project that she demonstrated was the interactive computer program devised for first year classes which makes use of authentic video materials by utilizing the latest developments in computer technology. The presentations continued the next day with Kemal Silay (University of Washington) who talked about how to teach culture through literature, and by James Kelly (University of Utah) who presented and discussed the teaching materials he uses in first year classes.

Since a similar type of workshop will be convened next year again before or during the summer school organized by the Western Consortium of American Universities, the participants concluded the workshop by recommending following topics for discussion in next year's workshop:

1. A discussion of teaching approaches,
2. A demonstration of new methods/ approaches to teaching,
3. A discussion on teaching of the Ottoman language and on developing materials for an Ottoman Curriculum.
4. A discussion of available dictionaries for the teaching of Turkish.
5. A discussion of how different materials may fit a particular course, when to use situational-functional materials in the first year of teaching.

The workshop was useful for the participants in many ways. First of all, it enabled teachers to get together and dis-

cuss issues which deal with the teaching of Turkish. It also was helpful for them to gather information on the teaching materials and ongoing projects that are available in Western American Universities, and allowed them to discuss various teaching strategies.

This workshop was aimed for teachers and teaching assistants to discuss both theoretical and practical approaches to the teaching of Turkish. The goal of the workshop was to improve classroom teaching, learn about teaching methods, and the dissemination of teaching materials.

Güliz Kuruoğlu

5. New Programs

Joint Illinois-Texas Program ISTANBUL

A Summer Program at Boğaziçi University

In the summer of 1994 ten students from North American universities participated in a six-week summer program at one of Turkey's premier institutions of higher learning, Boğaziçi University in Istanbul. Designed as an introductory experience overseas for American students, the program was organized by The University of Illinois at Urbana-Champaign and the University of Texas at Austin.

Participants in this program selected three courses for nine hours of undergraduate or graduate credit. For those who had not completed at least one year of Turkish, enrollment in "Introduction to Turkish Culture and Language" was required. Students in this class, taught by Yıldırım Erdener (University of Texas) acquired survival language skills and were able to function sensitively and effectively in Turkish culture. Three other courses were offered by Boğaziçi faculty.

Aptullah Kuran's course "The History of Istanbul" provided an overview of the history of the city through a series of lectures by experts from Boğaziçi.

In "Turkey and Her Neighbors," offered by Ersin Kalaycıoğlu, students were introduced to the challenging internal and external issues Turkey is facing today. Turkey's role in the global economic system was examined in Deniz Erden's course "International Business Profile of Turkey."

Except for "Turkish Culture and Language" all courses were taught in English. Each class met one hour per day, five days per week. Weekends were free for individual excursions and other activities. For example, some students attended cultural events scheduled as part of the Istanbul International Festival. Students were housed in residence halls on the Boğaziçi campus and had most of their meals there. After the program ended some students traveled to various parts of Turkey (Ephesus, Pergamon, Cappadocia, etc.); others served as interns with government and commercial institutions.

The participants were moved by Turkish hospitality. One of them stated: 'By far the most striking and far reaching impression that I have gotten from the Turks is their generous hospitality and eagerness to make me feel welcome in their country. As a first-time foreign traveler this was all the more endearing.' Another student wrote: 'In Turkey I've trusted people more than usual, and for me more things have been accomplished at a lower stress rate than in America.'

Yet another person commented about the relationship of Turks towards money in the following way: 'Many times since my arrival taxi drivers have reduced my fare when I didn't have proper change, or I didn't have enough cash at hand. Turks enjoy material items just as we do, but I think they feel bothered by the inconvenience of using money. It is viewed by them as a hassle to deal with. Whenever money is exchanged it's usually done covertly, folded, and slipped

underhand like a drug deal or a secret transaction. I've seen this between friends, taxis, stores, and even in banks.'

At the end of the program participants were asked to evaluate their experience. All of them responded positively to the question whether they would recommend this study abroad program to others. Here are some responses:

'Yes, because I think that this is a wonderful country and a fabulous place for American students to experience a different culture.'

'Yes, Turkey is a very unique country. The mixture of Europe and Asia makes it very interesting.'

'Yes, students will enjoy the beauty of the campus and the Bosphorus.'

'Yes, because I learned and had fun. Tell them to give me a call if they are not sure.'

The program will be offered again next summer. Tentative dates are June 23 to August 4, 1995.

Yıldıray Erdener
Marjorie Payne
University of Texas-Austin

The application deadline is March 1, 1995. For additional information and application forms, students from institutions east of the Mississippi and "Big Ten" consortium institutions (CIC) should contact:

Dr. Joan D. Solaun
Study Abroad Office
The University of Illinois at Urbana-Champaign
Champaign, IL 61820
(217) 333-6322

Students from institutions west of the Mississippi should contact:

Dr. Ivy McQuiddy
Study Abroad Office
The University of Texas at Austin
Drawer A
Austin, TX 78713-7206; or call (512) 471-6490

**THE KAZAKH AMERICAN STUDIES
CENTER
at the University of Kentucky**

The University of Kentucky's decision to found the Kazakh American Studies Center in 1993 was largely a response to recent historic changes in the former Soviet Union. Kazakhstan, like other former Soviet republics, is experiencing simultaneous pressures to modernize its economy, refashion its governmental structures, accommodate a more pluralistic political system, and explore values of Western societies which were largely unknown or repressed during Soviet power. UK has focused particularly on Kazakhstan because of long-standing faculty ties to the region and a growing number of recent affiliations which have drawn our University into close contact with Kazakhstan's educational and administrative leadership.

The Center was also founded in response to important changes required of the United States by the end of the Cold War. UK's affiliation with Kazakhstan is an important means by which we define our University's place within a more complex global community, and play a role within that larger community.

The overall goal of the Center is to develop and coordinate American ties with appropriate Kazakhstani government agencies and institutions of higher learning. To achieve this goal the Center has:

- 1) established student, faculty, and administrator exchanges with selected Kazakhstani institutes;
- 2) trained many of the Republic's future leaders in economics and business;
- 3) provided intensive short courses in Public Administration to middle and upper echelons of the Republic's Presidential

"Apparat";

- 4) regularly hosted visiting Kazakhstani Fulbright scholars;
- 5) offered English-language training to Kazakhstani students;
- 6) supported several Kazakhstani undergraduate and graduate students in various academic programs at UK;
- 7) expanded knowledge of each country's rich linguistic and cultural legacies by beginning a humanities and social sciences library in Almaty and helping organize a large exhibit on Kazakh national traditions at the Lexington Children's museum;
- 8) adopted new courses on the Kazakh language and cultural history of Central Asia at UK;
- 9) rendered technical assistance to Kazakhstan in a variety of fields of institutional strength at UK;
- 10) generally encouraged mutually beneficial relationships between the American and Kazakhstani peoples.

To advance these goals UK has charged the Center with primary responsibility for seeking appropriate funding for and administering a wide variety of disciplinary and interdisciplinary initiatives. To this end UK has named a director, associate director, secretary, and board of advisors to the Center who are charged with facilitating Kazakhstan-related activities within and between its colleges and various administrative units. More specifically, the Center is charged with:

- 1) enhancing awareness of Kazakhstani culture within Kentucky,
- 2) seeking funding by which to advance the cause of mutual understanding between the American and Kazakhstani peoples,
- 3) hiring appropriate support staff for the Center,
- 4) coordinating grant and contract initiatives from across the UK community,
- 5) fostering increased contacts between Kentucky, other American universities, and Kazakhstan.

To date, the Center has attracted considerable extra-mural financial support from various Federal agencies and other funding sources. These include

▲ the United States Information Agency (a "1,000-1,000" student exchange and an affiliations grant to create an American Studies Institute in Almaty over the next three years, and two Public Administration grants);

▲ the Social Science Research Council (a grant to fund intensive Kazakh language study at UK for summer '94);

▲ Eurasia Foundation (a grant to host 7 Kazakhstani professors of English to study ESL methods of instruction at UK and prepare translations of American texts on business practices and public administration).

A near-future project is to prepare an international conference at UK on the economic and political future of Kazakhstan in March, 1995. Details about topics and speakers will be made available as soon as they are ready. Areas of particular interest will include ethnic relations, investment climate, legal reform, retraining the Kazakhstani work force for the future. Suggestions from colleagues are especially welcome at this point.

A related near-future project is to establish a limited number of joint American-Kazakhstani research projects in the social sciences and economics appropriate to anticipated future needs of the Republic. UK and other American universities will coordinate these research teams with appropriate institutes of the Kazakhstani Academy of Sciences. Again, suggestions for topics and interested participants are welcome.

Roger Anderson, Director
Kazakh-American Studies Center
University of Kentucky
1105 Patterson Tower
Lexington, KY 40506.
(606) 257-7023

Recent Turkish Programs

Georgetown University's Semester Abroad:

MCGHEE CENTER IN ALANYA

Georgetown University announces the fifth session of its spring semester undergraduate program at the McGhee Center for Eastern Mediterranean Studies in Alanya, Turkey, and would like to encourage teachers of Turkish language to inform their students of this program.

The four month program begins in Istanbul in late January and ends in Alanya at the end of May. A two week orientation in Istanbul, Bursa, Edirne, and Ankara begins the session, after which students and teachers begin classes at the McGhee Center in Alanya. Housed in an early nineteenth century *konak* inside the Seljuk castle walls of Alanya, the McGhee Center has classrooms, a library, and a dining facility for students. Students are housed in nearby apartments.

In 1995, the course of study will be as follows:

- An Introduction to Ottoman History
- The Political Economy of the Modern Middle East
- A History of the Crusades
- An Introduction to the History of Architecture from the Monuments of Turkey
- Turkish Language

Georgetown University credit is offered for all of these courses. Turkish language instruction is offered at the basic and intermediate levels, but because classes are small, and

most students study at the elementary level, courses can be tailored to individual needs.

There are two Turkish language teachers at the McGhee Center, both skilled and experienced language teachers at the Hamdullah Emin Paşa Lisesi, the private English language high school in Alanya. The grammar teacher, Ms. Zehra Doğan, is an English teacher there and a graduate of the English department of Uludağ University in Bursa. The drill instructor in basic Turkish and teacher of intermediate Turkish, Ms. Necmiye Güneylüoğlu, has a master's degree in Turkish language and literature from Ankara University.

The McGhee Center program is designed to provide an introduction for North American undergraduates to the history and culture of Turkey and the Eastern Mediterranean, ancient, medieval, and modern. For more advanced undergraduate students, there is the possibility to substitute tutorials with McGhee Center faculty for the courses offered above. This coming year, the academic staff at the McGhee Center will consist of Director Scott Redford, Fine Arts Department, Georgetown University, and Faruk Tabak, Department of Sociology, Binghamton University.

The application deadline for the 1995 spring semester program is October 31, 1994. For further questions and application information, please contact

Ms. Heidi Roemelmeyer, Assistant Dean,
Walsh School of Foreign Service
301 Intercultural Center.
Georgetown University, Washington, D.C. 20057.
(202) 687-5696 fax (202) 687-1431

Scott Redford
Georgetown University

6. Announcements

EMPLOYMENT

Lesson Writer for Language Project

The Turkmen Language Project at Indiana University is seeking a lesson writer with the following qualifications. The writer should

be fluent in English and a Turkic language (Central Asian preferred),

have experience in language instruction and, preferably, materials development, and

be able to work in Microsoft Word program in MacIntosh. The position is fulltime until August 1995 at a negotiable salary, but without benefits. Applications will be accepted until the position is filled at:

Larry Clark, Director
Turkmen Language Project
Goodbody Hall 157
Indiana University
Bloomington, IN 47405
TEL: (812)855-8880
FAX: (812)855-7500
E-M: lvclark@ucs.indiana.edu

TURKISH INSTRUCTOR for Summer Program at Michigan

The Eastern Consortium Summer Intensive Language Program in Persian and Turkish seeks instructors for Elementary and Intermediate courses (each eight weeks in

length and with one-year equivalency) in its 1995 summer intensive language program.

Applications consist of the following items which must be received by January 3, 1995:

* A brief description of how the applicant would teach one of the above courses, including a description of materials to be used,

* A curriculum vitae.

* The names of two persons from whom recommendations have been requested by the applicant. (Recommendations are to be mailed directly to the Eastern Consortium at the address below and must be postmarked by January 3, 1995.)

For additional information, please contact:

Center for Middle Eastern and
North African Studies,
University of Michigan,
144 Lane Hall
Ann Arbor, MI 48109-1290
Phone (313) 764-0350
Fax: (313) 764-8523

FELLOWSHIPS

Fulbright Scholar-in-Residence Program⁷

This is a special award opportunity which can be of benefit to our field as it encourages proposals to host a visiting lecturer to 'internationalize the curriculum,' 'set up global studies or *area-specific programs* or otherwise expand contacts of students and faculty with *other cultures*.' Grants are for one semester or the full academic year.

The deadline is November 1, 1994. For application materials and proposal guidelines contact:

⁷ Please note that other Fulbright programs for study abroad for students and faculty exist and are not mentioned here.

Council for International Exchange of Scholars
3007 Tilden Street, N.W. Suite 5M, Box NEWS
Washington, D.C. 20008-3009
(202) 686-7866.

ARIT NEH Fellowships for Research in Turkey 1995-1996

Scholars and advanced graduate students engaged in research on ancient, medieval or modern times, in any field of the humanities are eligible to apply.

Deadline: November 15, 1994
For information, contact: ARIT
c/o University of Pennsylvania Museum
33rd and Spruce Streets
Philadelphia, PA 19106-6324

ARIT Summer 1995 Fellowships for Intensive Advanced Turkish

The American Research Institute in Turkey (ARIT) expects to offer ten fellowships for participation in the intensive summer program of advanced Turkish instruction at Boğaziçi University (BU) in Istanbul during Summer 1995.

The BU summer program is the equivalent of one full academic year course in advanced Turkish. Fellows will register for Intensive Advanced Spoken Turkish, an eight week course designed to prepare the student to use Turkish actively in contexts ranging from everyday communication needs to exchange of scholarly ideas. Classes will be conducted entirely in Turkish, with features of both informal and formal styles introduced and reviewed through instruction, language laboratory work, and open conversation with teaching assistants.

Extra curricular activities, including films, lectures, and cultural events, will be planned both on and off campus in order to assure optimum exposure to and utilization of the local environment for the exchange of ideas in Turkish.

Ahmet Karamustafa
Washington University

Application deadline: February 15, 1995.

For further information, contact:

Sheila Andrew
ARIT Summer Program
Center for the Study of Islamic Societies
Washington University
Campus Box 1230
One Brookings Drive
St. Louis, MO 63130-4899

**EASTERN CONSORTIUM
Summer Programs in Turkish
The University of Michigan**

June 28 to August 18, 1995

Intensive First- and Second-Year Turkish will again be offered at the Ann Arbor campus. The emphasis in all courses will be on reading, writing, oral comprehension, and speaking. Intermediate level courses stress oral fluency, written expression, and reading. All classes are supplemented by language lab sessions.

Fellowships are available. Deadline is March 5, 1995.

For further information, contact:

Eastern Consortium Summer Program in
Persian and Turkish
CMENAS, University of Michigan
144 Lane Hall
Ann Arbor, MI 48109-1290
tel (313) 764-0350; fax (313) 764-8523

SSRC

FELLOWSHIPS FOR SCHOLARS

The Social Science Research Council has several fellowship opportunities for faculty members which can be used for language training.

For Turkish:

*Postdoctoral Fellowships for Under-Represented
Disciplines in Middle East Studies*

Fellowships are offered to scholars engaged in advanced research requiring fieldwork in the Middle East in disciplines currently under-represented. Linguistics is one of the disciplines mentioned.

Mid-Career Skills Enrichment Program for Tenured Faculty
Fellowships are for 'training in a new field, discipline or method, to enhance the ability of faculty to conduct research in geographic areas with which they are not already familiar.'
Deadline for both fellowships: December 1, 1994.

For information, contact:

The Near and Middle East Program
Social Science Research Council
605 Third Avenue
New York, NY 10158
tel: (212) 661-0280
fax: (212) 370-7896

For the other Turkic Languages:

Faculty Professional Development and Retraining Grants
These grants can be used to acquire language skills during the summer.

Application deadline: March 1, 1995.

Similar grants for *Graduate Training* exist for pre- and post-doctoral students.

Application deadline: December 1, 1994

For further information:

Joint Committee on the Soviet Union and its
Successor States
Social Science Research Council
605 Third Avenue
New York, NY 10158
tel: (212) 661-0280
fax: (212) 370-7896

GURT '95
Georgetown University Roundtable on
Languages and Linguistics 1995
March 8-11, 1995
Washington, D.C.

This year's topic is **Linguistics and the Education
of Second Languages Teachers: Ethnolinguistics,
Psycholinguistics and Sociolinguistic Aspects.**

For further information, contact

James E. Alatis, Chair
School of Languages and Linguistics
Georgetown University
Washington, D.C. 20057-1067
(209) 687-5726 fax: (202)687-5712
gurt@guvax.georgetown.edu

CONFERENCES

AATT Annual Meeting
November 19, 1994
Phoenix, AZ

The ninth annual meeting will be held in conjunction
with the MESA conference at the Pointe Hilton Resort in
Phoenix, Arizona.

ACTFL '94
November 18-20, 1994
Atlanta, GA

The title of this year's annual meeting of the American
Council on the Teaching of Foreign Languages is:
**Languages: Key to the Past and Passport to the
Future.**

For information and registration forms, contact:

ACTFL, 6 Executive Plaza
Yonkers, NY 10701-6801
(914) 963-8830 fax (914) 963-1275

*Note: If anyone is interested in covering the meeting for
AATT, please contact E.Gilson immediately.*

CALICO '95
June 21-23, 1995
Middlebury College

The general topic of the year's symposium of the
Computer Assisted Languages Instruction Consortium is:
Computers and Collaborative Learning. Calico
provides a forum for exchanging ideas and information about
technology and languages. The annual symposium will
bring together educators, administrators, materials develop-
ers, researchers, government representatives, vendors of hard-
ware and software, and many others who are interested in the
field of computer assisted language learning.

For further information, contact:

CALICO, Duke University
014 Language Center, Box 90267
Durham, NC 27708-0267
(919) 660-3180 fax (919) 660-3183
calico@acpub.duke.edu

7. Teaching Literature in Translation

Modern Turkish Literature in English A Bibliography

The following is a list of the books of Turkish writers of the Republican Period (1923-1994) in English. The list also includes anthologies, compilations, and special issues of journals that are either devoted solely to Modern Turkish literature, or have sections on Modern Turkish literature.

◆ Abasıyanık, Sait Faik:

A Dot on the Map. Selected Stories and Poems. Talât Sait Halman, ed. Bloomington: Indiana University Turkish Studies, 1983.

◆ Adivar, Halide Edib:

The Shirt of Flame [Ateşten Gömlek]. New York: Duffield, 1924.

___ **The Clown and his Daughter** [Sinekli Bakkal]. London: Allen & Unwin, 1935.

___ **The Daughter of Smyrna** [Ateşten Gömlek]. Lahore: Dar-al Kutub, 1941. (2nd edition)

___ **Masks or Souls?** [Maske ve Ruh]. London: Allen & Unwin, 1953.

◆ **An Anthology of Turkish Short Stories.**

Introduction by Ali Alparslan. Istanbul: RCD Cultural Institute Publications, 1973.

◆ Anday, Melih Cevdet:

On the Nomad Sea: Poems [Göçebe Denizin Üstünde]. Translated by Talât S. Halman & M. Menemencioglu. New York: Geronimo Books, 1974.

___ **Rain One Step Away: Poems by M. C. Anday.** Translations by Talât S. Halman & Brian Swann. Washington: Charioteer Press, 1980.

◆ **Anvil New Poets.** London: Anvil Press Poetry Ltd. Co., 1990.

◆ Asaf, Özdemir:

To Go To. Translated by Yıldız Moran. Istanbul, 1964.

◆ Atılğan, Yusuf:

Twelve Rooms. Translated by F. Stark & R. Christie.

◆ Beyatlı, Yahya Kemal:

Selected Poems of Yahya Kemal. Translated by S. Behlül Toygar. Istanbul, 1962.

◆ Bilbaşar, Kemal:

Gemmo: A Novel. London: P. Owen, 1976.

◆ Bosley, Keith, ed.:

The Elek Book of Oriental Verse. London: Paul Elek, 1979.

◆ Dağlarca, Fazıl Hüsnü:

Cezayir Türküsü: Song of Algeria. Translated by Tahsin Saraç, Şakir Ölmez, and A. T. Ofllazoğlu. Istanbul, 1961.

___ **Our Vietnam War.** Istanbul, 1966.

___ **F.H. Dağlarca: Selected Poems.** Translated by Talât Sait Halman. Pittsburgh, 1969.

___ **Critical Approaches, Interviews, Selected Poems.** Translated by Orhan Burian. Istanbul, 1974.

___ **Hollandalı Dörtlükler: Quatrains of Holland.** Translated by Talât S. Halman. 1977.

___ **The Bird and I.** Translated by Talât S. Halman.

◆ Davaslıgil, Halil, ed.:

Turkish Short Stories. Ankara, 1955. Decker, Clarence R. & Angoff, Charles, eds.

◆ **Modern Stories from Many Lands.** New York: Manyland Books, 1963. (Includes a Turkish section)

◆ Decker, Clarence R. & Angoff, Charles, eds.:

The Literary Review. Turkish Number. 4:2 (Winter 1960-61) 145-304.

◆ Evin, Ahmet Ö. ed.:

Edebiyat 5 (1980) Special Issue on Yaşar Kemal. pp. 1-237.

◆ Fergar, Feyyaz Kayacan, ed.:

Modern Turkish Poetry. Ware, Herts: The Rockingham Press, 1992.

◆ **Fifteen Turkish Poets.** Translated by S. Behlül Toygar. Istanbul: Iskender Matbaası, 1969.

◆ Gall, Robert Allen:

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For a more in depth bibliography, see the forthcoming issue of the **Journal of Turkish Studies.**

Kurtuluş Öztopçu
UCLA

8. Teaching and Learning Aids: New Resources

Editor's Note: Anyone interested in reviewing new language resources indicated by () for AATT is urged to contact the Executive Secretary-Treasurer E. Gilson (609) 258-1435, fax (609) 258-1242; or ehgilson@princeton.edu*

Azerbaijani

* Colloquial Azerbaijani

3 cassettes (4 hours), 64 page text, reference cards.

This mini course features basic vocabulary for travel and day-to-day living. Following a pronunciation unit, basic sentences and vocabulary of each text unit are based on a variety of practical topics: introductions, food and drink, accommodations, money, communications, transportation, key words, and questions.

The mini-course was developed by Kurtuluş Öztopçu, Visiting Assistant Professor at the Department of Near Eastern Studies, University of California, Berkeley and voiced by native speaker Farida Zamanzade. The reference cards reinforce newly acquired vocabulary and expressions.

The course is available commercially from Audio-Forum, 96 Broad Street Guilford, CT 06437.

* Azerbaijani Newspaper Reader

Prepared by John D. Murphy and published in 1993, this 113 page reader contains a 25 page grammatical sketch and 25 selections from current newspapers (1990-1992) in the Cyrillic alphabet. The first five selections are also given in the Latin alphabet. In addition to running grammatical commentary, full translations of the selections and a general glossary are also included.

Inquiries can be directed to:

Dunwoody Press, P.O. Box 400
Kensington, MD 20895.

* Azerbaijani Reader

in the New Alphabet has just been published by Abazar Sepehri who taught Azerbaijani at the University of Texas-Austin last summer. The text of 82 pages includes a section on grammar and a reading section of everyday conversational situations. Copies are available from the author at the following address: P.O. Box 7673, Austin, TX 78713.

Kazakh

*** Colloquial Kazakh**

3 cassettes (4 hours), 64 page text, reference cards.

This mini-course in colloquial Kazakh features basic vocabulary for travel and day-to-day living. Following a pronunciation unit, basic sentences and vocabulary of each text unit are based on a variety of practical topics: personal information, food and drink, accommodations, shopping, transportation, key words, and questions.

Developed by Zhourmagaly Abuov, UCLA, and Kurtuluş Öztöpcü, Department of Near Eastern Studies, University of California, Berkeley. Voiced by native speakers Zhourmagaly Abuov and Sawliye Tajibayeva. The reference cards reinforce newly acquired vocabulary and expressions.

The course is available commercially from Audio-Forum, 96 Broad Street Guilford, CT 06437.

*** Learn the Kazakh Language in 70 Steps**

This textbook for beginning learners, copyrighted in 1991, but published later (1992 ?), has been edited by Alan D. Thomas and comes with two audio tapes.

The author, Tangat Tangirberdi kyzy Ayapova, is Professor of Linguistics at Kazakh State University of World Languages in Alma Ata.

Inquiries can be directed to:
Dunwoody Press, P.O. Box 400
Kensington, MD 20895.

Uzbek

*** Colloquial Uzbek**

3 cassettes (4 hours), 54 page text, reference cards.

This mini-course in colloquial Uzbek features basic vo-

cabulary for travel and day-to-day living. Following a pronunciation unit, basic sentences and vocabulary of each text unit are based on a variety of practical topics: introductions, weather, accommodations, money, communications, transportation, key words, and questions.

Developed by Zhourmagaly Abuov, UCLA, and Kurtuluş Öztöpcü, Department of Near Eastern Studies, University of California, Berkeley. Voiced by native speaker Komron Khakimov. The reference cards reinforce newly acquired vocabulary and expressions.

The course is available commercially from Audio-Forum, 96 Broad Street Guilford, CT 06437.

*** Uzbek-English Dictionary**

Compiled by Karl A. Krippes, this dictionary of 17,000 entries is introduced as a preliminary edition (1993) of work in progress. It is the intention of the publisher to provide this preliminary dictionary as a reference tool for those students, translators, and readers of modern Uzbek newspapers and journals. The entries have been reviewed by lexicographers at the Uzbek Encyclopedia Publishing House in Tashkent.

The dictionary can be ordered from:
Dunwoody Press, P.O. Box 400
Kensington, MD 20895.

*** Uzbek/English Language Guide**

This 93 page guide, published by Newmont Mining Corporation in 1993, was prepared jointly by Khayrulla Ismatulla and William Fierman, Indiana University.

Address inquiries to:
Newmont Mining Corporation
1700 Lincoln Street
Denver, CO 80203

Turkish

Redhouse Dictionaries

Dictionaries and books published by the Redhouse Press are distributed throughout North America by its newly appointed agent, Hülya Sowerwine.

The current price list for the dictionaries is as follows:

The New Redhouse Turkish-English Dictionary	\$55.00
The Redhouse English-Turkish Dictionary	\$50.00
Çağdaş Turkish-English Dictionary	\$45.00
The Redhouse Portable English-Turkish/ Turkish-English Dictionary	\$16.00
The Redhouse Mini English-Turkish/ Turkish-English Dictionary	\$12.00

For further information, contact

Redhouse Press Publications
77 Court Street
Machias, ME 04654
(207) 255-4526

abroad is growing as well. Besides the summer intensive language program at Boğaziçi, there have not been up to now regular semester/year abroad arrangements for *undergraduates* with institutions in the Turkic world. The program in Alanya, offering a semester abroad for credit for undergraduates, the initiatives in Kentucky, are to be welcomed and encouraged.

We have at last been informed by ACTFL that AATT is now officially an affiliated member of the Council. Although there currently is no financial obligation, they are apparently looking into this 'free' status granted to associations with some dues structure in mind. On the agenda of the annual meeting is an item for discussion of organizational affiliations, we need to have a policy on affiliation with—usually larger—associations, such as MESA, AACAR, and NCOLCTL. We have also received a request to endorse as an organization The American Association of University Professors' Statement of Principles on Academic Freedom and Tenure. No action will be taken without a careful discussion of the issues.

One member brought to my attention an item in the New York Times where in the Q&A Travel section a reply was given to someone inquiring about learning Turkish. The answer in the column was partially correct, but further gave the source for the information—in this case a publication of the Institute of International Education—so that we can supply up-to-date information for further distribution. Please be on the lookout for items on Turkic languages in your newspapers and pass them on to AATT.

Again, last but most important, please send in your dues now for this new fiscal year, 1994-1995. You will note on your labels what your status is: 1993 indicates that you have paid for 1993-1994, that is, last year, and are due at this time.

Erika H. Gilson
Princeton University

9. Ve Saire

This Newsletter, again a joint issue, is crammed with information—and I would like to thank all who contributed to this first number since AATT began to stand for 'Teachers of Turkic Languages.' Please be responsive to calls for feedback: many of the lists are in draft form and your input is needed to make them as complete as possible.

You will note the variant spellings for the names of the Turks and their countries. Although tempted to edit everyone's spelling, I resisted since it makes a good case for the argument that some group should decide what the spelling should be. Surely, if anywhere, such a group can be formed from among the members of AATT.

As the field is growing, we find the need for study