

American Association of Teachers of Turkic Languages

Newsletter January 2017

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Happy winter break and Happy New Year! To say the least, 2016 has been an eventful year. I have heard people saying that they cannot wait for this year to be over since it has been the worst year ever. I think what this year taught us is to focus on our immediate circle of family and friends and communities in addition to taking action on a larger scale rather than just being an outside observer. Talking about communities, I am grateful for the AATT community; I am so proud to have been a part of it for the last 10 years. Despite the tragic things happening around the world, 2016 has been a transformative year for AATT. Organizing our first AATT conference not only brought together our colleagues from all over the world, but also increased the number of individual and institutional memberships. Thanks to the generous grant by the Institute of Turkish Studies, we were able to support the attendance of graduate students presenting at the Graduate Pre-conference and all the people who requested travel support for the first AATT conference.

Rather than talking about how excellent the conference was as the chair of the organizing committee, I will let the voices of a few participants speak on my behalf:

“I would like to express my gratitude to AATT for organizing such a great

conference and giving me the opportunity to attend it. It was the first conference I had ever attended as a presenter, so it was an important turning point in my career. I got constructive feedback and every single one of the comments is very precious for me to improve myself. The presentations successfully bridged academic work and everyday practices in teaching Turkish as a foreign language. They certainly expanded my horizons. I look forward to attending future conferences hosted by AATT.”

“In my opinion, this was an excellent conference. Besides being a wonderful exchange of ideas and classroom practices, it was a rare opportunity to meet colleagues. The opening panel was interesting and useful. The fact that young colleagues came all the way from Turkey shows that AATT is now reaching a wider audience and that teachers in the field want to learn and improve. The tour of Harvard was equally enjoyable. Dinner at Grafton Bar was top quality. In addition, the roundtable at MESA was also extremely relevant and very well organized.”

“Let me thank you for organizing and hosting the 1st AATT Conference. It was a great pleasure to be a part of it and to get to know many AATT members. I think it was informative and covered many important topics of modern Turkology. It was a good initiation that hopefully will lead to many more successful such events.”

I would like to take this opportunity to thank four people in particular that made this conference happen: Feride Hatibođlu, Roberta Micallef, Himmet Tařk6m6r and Tuđba Yıldırım.

As I mentioned in the opening, despite the hardships we are experiencing, working together for the good of our community is our saving grace. I want to emphasize the importance of active engagement about the issues that we care about. I am happy to announce that we will have our second AATT conference, MESA Graduate Pre-conference and the MESA roundtable between November 15-18 in Washington D.C. Stay tuned for the details and calls for proposals.

Best and warmest wishes,

Ercan



As the treasurer of AATT I am glad to announce another successful year in 2016. Our balanced budget and continuing strong numbers will perfectly support our upcoming events and obligations in 2017.

We are proud to cooperate and collaborate with our supporting institutions such as Institute of Turkish Studies, Princeton University, Georgetown University, Boston University, University of Pennsylvania Middle East Center, Harvard University, University of Arizona and University of Texas at Austin, Brown University and Stanford University, and are grateful for their support. With their continuing support and encouragement AATT will continue to improve even more.

We also would like to thank all our individual members, particularly Dr Guliz Kuruođlu and Dr. Peter Brampton Koelle, for their generous donations to AATT.

We are creating necessary initiatives, programs, and conferences. These are all happening with your unprecedented show of solidarity and support. The Redhouse Prizes are funded by the Erteđ6n Foundation in the field of Modern Turkish studies. The Pre-conference event and AATT’s inaugural conference were organized with the support of our ITS and member institutions. With your continuing support I believe that we will turn 2017 into a new year of prosperity and growth for our Association. Membership and revenue are inextricably linked to our future as we solely depend on our member base for our revenue stream and would like to see our members’ continued support to our organization.

This is a great opportunity for me to thank you all.

All my best,

Feride Hatiboglu

Saadet Ebru Ergül**Stanford University**

Since 2010, Saadet Ebru Ergül has been teaching Turkish language and conversation courses at various levels for both graduate and undergraduate students at the Stanford University Language Center. She holds ACTFL Oral Proficiency Interview (OPI) Tester Full Certification and ACTFL Writing Proficiency Test (WPT) Rater Certification in Turkish. She earned her B.A. from Bilkent



University, her M.B.A. from Başkent University and her M.A. from Texas Tech University in Applied Linguistics with an additional focus on French Literature and Language. Ebru's research interests include oral proficiency assessment, curriculum development, and technology enhanced language learning. She also trains at Stanford University Fulbright Language Teaching Assistant Orientation, reads and evaluates conference proposals for the Eastern Mediterranean Academic Research Center Scientific Board (DEKAM), serves as the Turkish language expert at the National Foreign Language Center - University of Maryland (DATES) and leads AATT Enrollment/Survey Statistics Committee. She received the 'iPads for Learning Grant' from the Stanford University's Vice Provost for Teaching and Learning four times, which enabled her students to use customized iPads in her Turkish Language classes and experiment with real time language learning. Ebru has also assisted many of her students in acquiring Critical Language Scholarships (CLS) from the US Department of State to study Turkish and Summer Fellowships from American Research Institute in Turkey (ARIT) to do intensive Advanced Turkish language study at Boğaziçi University. She also has served as a taskforce member on publishing the Turkish annotations and samples for speaking, writing, listening, and reading to accompany the ACTFL Proficiency Guidelines 2012. Ebru is an active member of ACTFL, AATT, NCLCTL and FLANC. In her spare time she loves watching figure skating and soccer, gardening and travelling.

David Selim Sayers**Justus-Liebig-Universität Gießen**

David Selim Sayers holds a PhD in Near Eastern Studies from Princeton University (2014) and has served as Lecturer at San Francisco State University (2013-16), Visiting Faculty Member at Boğaziçi University (Summer 2016), and Lecturer at the Justus-Liebig-Universität Gießen (2016-present).

David's Turkish language teaching has included beginner courses at SFSU and JLU Gießen, intermediate courses at SFSU, and advanced courses for native speakers at JLU Gießen. In addition, David has served as Ottoman language instructor at the Ottoman Studies Foundation summer school in Cunda, Turkey (Summer 2013). In 2017, he will also teach an introductory Azeri language course at JLU Gießen. David has assisted two of his students in acquiring Critical Language Scholarships from the US Department of State for study in Turkey.

Besides his language courses, David teaches on subjects such as interpretation and practice of Islam, the MENA region in International Relations, Ottoman and Turkish history, the urban history of Istanbul, and Turkish cinema and literature. His publications include the monograph *Tıflî Hikâyeleri* (Istanbul: Bilgi University Press, 2013), the translated volume *Mouçatçınvame – Muhacirnâme: Poetry's Voice for the Karamanlidhes Refugees* (Istanbul: Istos Yayın, 2016), and the article "Sociosexual Roles in Ottoman Pulp Fiction" (*IJMES* 49:2, April 2017).

Past Conferences

1st AATT Conference: Approaches to Teaching Turkic Languages and Literatures.

Tuğba Yıldırım

As the organizing committee member, I am happy to provide a holistic review of the 1st AATT Conference, which was held on November 16th at Harvard University. The conference was organized with the objective of improving the teaching of the Turkic languages; promoting study, criticism, and research in the field of the Turkic languages and literature; and furthering the common interests of teachers of these subjects.

After announcing the tentative idea for the 1st AATT Conference titled “Approaches to Teaching Turkic Languages and Literatures” in our December 2015 newsletter, we were fortunate to have 68 high quality submissions, more than we expected. Though narrowing down the exceptional proposals was a difficult task, the selection committee accepted 24 presentations out of 68, on criteria of substance, relevance, originality and applicability. Though this is an AATT conference, and not solely on Turkish, the majority of the presentations selected were from Turkey, focusing on teaching Turkish as a foreign language.

Following the AATT panel on the “State of the Art in Turkish and Turkic Studies,” there were 4 parallel sessions covering the themes of “Use of Technology in Teaching Turkic Languages”, “Curriculum Development and Textbook Writing in Turkic Languages”, “Approaches to Teaching Turkic Languages”, and “Challenges and Opportunities in Teaching Turkic Languages and Literatures”. The conference was stimulating, enjoyable, and valuable for learning about ongoing projects. It was also a great opportunity to make connections with other scholars. Additionally, the organization and the friendly atmosphere of the event were highly praised.

As we look towards the 2nd AATT Conference in 2017, on behalf of AATT, I would like to extend my gratitude to all the participants for their successful

contribution to the first conference and to our sponsors the Institute of Turkish Studies, Harvard University, Brown University, and University of Pennsylvania for their valuable support. We continue striving to achieve our objectives and hopefully this conference offers a glimpse of a future with even greater success.

Check AATT's website at
<http://aatturkic.org/aatt>
 for call for papers for the 2nd
 AATT conference and the 13th
 AATT Pre-conference between
 November 15-18 2017 in
 Washington D.C.

A Note on the 1st AATT Conference

Erika Gilson

It is history now, the 1st AATT Conference on Approaches to Teaching Turkic Languages and Literature which took place at Harvard University on Cambridge in November of 2016. The one-day ‘international’ conference still had 4 parallel sessions even though many initially accepted presentations from Turkey had to be cancelled because of travel restrictions.

This was an amazing accomplishment, and I want to thank sincerely all who were involved, but especially Ercan Balçı for his confidence in AATT and initiating such an endeavor, and Hikmet Taşkömür for volunteering to secure Harvard’s commitment and the excellent venue for the conference.

Greatly encouraged, AATT can now look to the future. With best wishes for a successful 2017!

The 1st AATT Conference in Pictures



1st AATT Approaches to Teaching Turkic Languages and Literatures Conference Program

8:30-9:00 Opening, Welcome Membership
 Desk 9:00-9:10 Welcome remarks, Ercan Balci, Brown U
 9:10-10:05 AATT Panel: **State of the Art in Turkish and Turkic Studies**
 Chair: Uli Schamiloglu, U Wisconsin
 Erika Gilson, Princeton U, “*History of AATT, 1985-2016*”
 Sylvia Önder, Georgetown U, “*Turkish Language Students/ Turkish Culture Students: What can be done in 2016*”
 Engin Sezer, Harvard U “*Turkish Linguistics*”
 Uli Schamiloglu, U Wisconsin, “*Turkic Languages*”

10:00-10:10 Break

10:10-11:40 Use of Technology in Teaching Turkic Languages

Session I.A Chair: Ercan Balci

- I.A.1 Beyza Lorenz, “*Possibilities of Technology Use in Language Teaching: Planning a New Online Source for Turkish Instruction*”
 I.A.2 Burcu Ocak - Ayşe M. Kurtulan, “*Teaching Turkish As A Foreign Language Through Web 2.0 Tools: Theoretical Framework And Sample Applications*”
 I.A.3 Didem Havlioğlu, “*Teaching Turkish in the 21st century: Hybrid courses and Teleconferencing*”

Session I.B Chair: Himmet Taşkömür

- I.B.1 Osman Özdemir, “*Using Flipped Classroom Model in Turkish Written Expression Lesson*”
 I.B.2 Deborah Azaryad Shechter, “*Television series: an authentic communicative context for grammar instruction*”
 I.B.3 Bianca Brown “*The Role of Technology in Teaching Turkish: “Turkish Tea Time*”

11:40-12:40 Lunch

12:40-2:10 Curriculum Development and Textbook Writing in Turkic Languages

Session II.A Chair: Burcu Karahan

- II.A.1 Seda Bütün, “*Textbook Writing to Teach Turkish as a Second Language for Young Learners: The Case of Syrian Refugees*”
 II.A.2 Esra Predolac, “*An Evaluation and Comparison of Turkish Language Textbooks*”
 II.A.3 Burcu Ocak - Ayşe Merve Kurtulan, “*Comparative Analysis of Writing, Listening and Speaking Exercises in Teaching Turkish and English as Foreign Language Textbooks in terms of Textuality Standards and Task-based Teaching*”

Session II.B Chair: Nilay Sevinç

- II.B.1 Şule Akdoğan - Zeynep Kireççi, “*Teaching Turkish through Adalet Ağaoğlu’s Ölmeye Yatmak (Lying Down to Die)*”
 II.B.2 Koray Üstün - Salim Gürbüz, “*The Role of TV Series and Films in Teaching Foreigners Turkish by way of Literary Adaptations*”
 II.B.3. Gülnara Süleymanova, “*The challenges and opportunities in teaching Turkish idioms*”

30-4:00 Approaches to Teaching Turkic Languages

Session III.A (Technology focused) Chair: Funda Derin

- III.A.1 Tuğba Yıldırım, “*Enhance Your Teaching Toolbox with Web 2.0 Tools*”
 III.A.2 Engin Yılmaz, “*Is it Word Teaching or Concept Teaching?*”
 III.A.3 Sylvia Önder, “*E-Portfolios in Beginning Turkish*”
 III.A.4 Hasan Erol, “*The Developments in Teaching Turkish as a Foreign Language and new Approaches*”

Session III.B Chair: Erika H. Gilson

- III.B.1 S. Ebru Ergül - Feride Hatiboğlu, “*Silence is Golden? Not anymore! - Blueprints for Proficiency Based Lessons using ‘Can do’ Statements*”
 III.B.2 Duygu Özkan, “*The Turkish Studies Program at The University of Bordeaux Montaigne*”
 III.B.3 Mehmet Boyno, “*Self-Perceptions of Tertiary Level Students of Turkish*”
 III.B.4 Dinara Abakirova, “*New Teaching Speaking Techniques in Kyrgyz Language Using Skype and Pecha-Kucha*”

4:00-5:30 Challenges and Opportunities in Teaching Turkic Languages and Literatures

Session IV.A Chair: Sylvia Önder

- IV.A.1 Nilgün Erkardaş, “*Teaching features of Turkish Intonation*”
 IV.A.2 Sevim Yılmaz Önder, “*Karamanli Turkish in Greece after the Population Exchange*”
 IV.A.3 Deniz Tat, “*Turkish Heritage Speakers in the TFL classroom: Challenges and Outlooks*”
 IV.A.4 Nuray Güneş, “*A Glance at Riddles in Kazakh and Turkish Languages from the Thematic and Grammatical Perspective: The Use of Passive Voice*”

5:30-6:00 Closing Remarks

6:00-7:00 Harvard Campus Tour

7:00-9:00 Presenters' Dinner

AATT 12th Annual Pre-Conference

Funda Güven Derin

The AATT Graduate Student Pre-conference in Turkish and Turkic Studies was held for the 12th time in conjunction with the MESA annual Conference in Boston on November 17, 2016. A total of 11 papers were presented at the three sessions of panels at the preconference.

The participants and organizers met at Grafton Street Pub&Grill to have the traditional preconference dinner on November 16. Ercan Balcı organized the dinner and Roberta Micallef provided breakfast and lunch as well as the conference room at Boston University. Among the attendants were Uli Schamiloglu, Erika Gilson, Sylvia Önder, Funda Derin, Sibel Erol, Nilay Sevinç, Burcu Karahan, and Reşat Kasaba.

We extend our gratitude to all the scholars who attended and gave their valuable contributions to the discussions and encourage graduate students to apply for next year's preconference.



AATT 12th Annual Pre-Conference Program Boston University

9:00-9:15 Welcome Remarks by Ercan Balcı, Uli Schamiloglu, and Roberta Micallef

9:15-11:00 **Narrating Identities in the Late Ottoman Empire and Turkish Republic**

Chair: Professor Jenny White, Stockholm U
Ansev Demirhan, UNC-Chapel Hill, "*Does A Transnational Muslim Woman Question Exist?: Turkish Female Muslim Intellectuals and the Woman Question*"

Reuben Silverman, UC-San Diego, "*Show and [Tell] Trials: Competing Narratives of Turkey's Democrat Party Era*"

Zavier Wingham, NYU, "*Tarih Vakfi's Oral History Project on African Descendants of Ottoman Slaves Living in Turkey*"

Esra Bakkalbaşıoğlu, U of Washington, "*(Infra)Structuring State-Society Relations: Development, Distribution, and Struggle in the Peripheries of Turkey and Israel*"

11:15-13:00 **Ottoman Periphery**

Chair: Professor Hikmet Kocamaner, Harvard U
Selçuk Altuntaş, U of Wisconsin-Madison, "*Saving the People of St Petersburg from the Eternal Hellfire: Musa Jarullah Bigiyev (1875-1949) and Universal Salvation*"

Matt Greene Sharp, U of Pennsylvan, "*The Eternal Light of Islam*" *Shining Upon the British Isle: Abdullhak Hamid Tarhan's Report on the Liverpool Muslim Institute and William Henry Abdullah Quilliam (1856-1932)*"

Milan Simic, U of Wisconsin-Madison, "*Linguistic Varieties in the Altai in Mikhail Chevalkov's Autobiography.*"

14:00-15:45 **Ottoman Musicians, Intellectuals, and Non-human residents**

Chair, Professor Sylvia Wing Onder, Georgetown U
Juan Castrillion, U of Pennsylvania, "*Ottoman Muslim Musicians Drifting Through the Tanzimat Era From Sacred Beggars to Free Laborers*"

Hüseyin Kurt, Binghamton U, "*Contending Visions of the Ottoman Empire: Islamic Intelligentsia and Constitutionalism, 1908-1913*"

Marita White, U of Washington, "*Non-Human Others: Animals in Early-Modern Ottoman Istanbul, 1453 -1799*"

Annie Greene, U of Chicago, "*The Winding Road and Rivers toward Responsibility: İsmail Hakkı Babanzâde's Irak Mektupları*"

2016 MESA AATT Roundtable

Funda Güven Derin

This year's AATT Roundtable at the 2016 MESA Meeting in Boston focused on the topic, "Teaching Turkish in the 21st Century: How to Develop a New Curriculum" and was very well attended by instructors of Turkic languages. The roundtable featured five engaging presentations and was followed by a stimulating discussion.

Güliz Kuruoğlu [UCLA] discussed the need for developing a new Language Learning Framework for Turkish by revising the Language Learning Framework prepared by a committee of AATT members between 1993-1995. Sylvia W. Önder [Georgetown University] presented on a project that a group of language teachers at Georgetown University participated in with about 100 students to integrate Teletandem, an on-line partnered native language speaker exchange, into language classes. She discussed the significance of creating a hybrid-learning environment in order to enhance student learning and motivation at any level. Burcu Karahan [Stanford University], to raise the possibility of a new curriculum for graduate students, introduced her Turkish reading course that she designed for graduate students. She explained how she brought together a modified version of the Grammar-Translation or the Classical method, ACTFL proficiency guidelines, and faculty and student input in order to accelerate the process of attaining a high level of reading proficiency and to enable graduate students to concentrate solely on reading. Nilay Sevinç [University of Michigan] focused on a syllabus of a Turkish course that encompasses curricular and non-curricular activities. Deniz Tat [Leiden University] compared ACTFL (American Council of Teaching of Foreign Languages) guidelines to CEFR (Common European Framework of Reference) and showed how the two frameworks relate to each other.

The roundtable paved the way to creating a new framework at the college level in accordance with new expectations of students and institutions. AATT will focus on this in 2017.

2017 MESA AATT Roundtable CFP

Pelin Başcı

We would like to invite your participation in the AATT's roundtable discussion, which will be proposed for the 2017 Annual Conference of the Middle East Studies Association to be held November 18-21 in Washington DC. The proposed roundtable will inquire about Turkish learners within the changing context of higher education (universities and colleges), mainly in the United States and North America. Proposals from other contexts of higher education where Turkish is taught as a second or world language are also welcome.

Among topics of interest are:

- backgrounds, needs, expectations, and experiences of Turkish learners in higher education in North America;
- Turkish alumni, their career paths, and the future prospects of Turkish graduates from institutions of higher education;
- questions and concerns related to student recruitment and retention in US colleges and universities;
- experiences with and proposals for advocacy concerning the teaching and learning of Turkish in North America.

At this initial stage we are only putting together a roundtable proposal. If and when our proposal is accepted, then participants would be expected to:

- become MESA members or renew their existing membership
- register to attend the MESA 2017 annual conference
- respond to the MyMESA invitation sent to them by uploading their 300-400 word individual proposals

Due to time constraints only a limited number of proposals that are directly pertinent to the roundtable theme will be included in the AATT Roundtable proposal. AATT will cover the MESA conference registration fee of roundtable participants, if their AATT memberships are up to date.

Please send your proposals to Dr. Pelin Başcı <basbic@pdx.edu> by Friday, January 6, 2017 (5:00pm PST) for consideration in the proposed roundtable. Please include "Proposal for AATT Roundtable" in your email's subject line.

For inquiries about AATT membership please contact AATT treasurer at <feride@sas.upenn.edu>

2016 ACTFL Annual Convention and Assembly of Delegates

Saadet Ebru Ergül

The 49th Annual Convention and World Language Expo of the American Council on the Teaching of Foreign Languages (ACTFL) was held on November 18-20 at Boston Convention Center, MA.

The theme for the 2016 ACTFL Convention was “*Impactful*” The convention featured an extensive array of pre-convention activities, workshops, sessions, roundtable discussions, and electronic poster presentations offering various professional learning and collaborative networking opportunities. It was an international event bringing together educators from all languages, levels and assignments, exhibitors, and presentation sessions.

The Assembly of Delegates was a well-attended, full day meeting on the 17th of November. The title of this year’s Delegates Meeting was “Making a Collective Impact”

The main discussion topics at the Assembly were:
Analyze and landscape the obstacles; Strategize your proactive response to obstacles; Leading advocacy

Table discussions focused on:

Leadership Planning around organizations’ core issues; What are the members’ needs?; What resources do organizations have to respond?; How can we leverage limited resources to support all language educators?; Identify, outline, and commit to specific strategies to support recruitment and educators’ professional learning, growth, and engagement; What can we do to plan for and build on this advocacy “moment”?; What can we do in our arena? (state, regional, national)

As a result, the focus of the 2017 Delegates Meeting was on increasing collective awareness, collaboration, advocacy and impact on state and federal level language learning policies and goals. In terms of networking and professional development as well as addressing national level language learning and teaching practices, ACTFL provides many opportunities for language professionals.

Deadline for Proposal Submissions for 2017 ACTFL 50th Annual Convention in Nashville, TN : Friday, 1/13/ 2017 @ 11:59 PM

Workshop for Flagship faculty at L2TReC

Zeynep Elbasan

The College of Humanities’ Second Language Teaching and Research Center (L2TReC) at the University of Utah designed a series of online modules followed by a 5-day workshop for Flagship faculty targeting primarily Arabic, Chinese, Russian, and Turkish but open to all the other languages. The Language Flagship is a partnership between the Department of Defense and Institutions of Higher Education, with the mission of creating new models of language learning that produce college graduates with professional-level proficiency in Arabic, Chinese, Hindi and Urdu, Korean, Persian, Portuguese, Russian, Swahili and Turkish. The workshop took place at the University of Utah in July 2016 with participants from all over the country. There were three Turkish language instructors, Roberta Micallef, Batuhan Bozdoğan, and Zeynep Elbasan, present at the workshop. The workshop’s main objectives were to familiarize teachers with instruction targeting the Advanced level in the three modes of communication and to guide instructors through the design and implementation of Integrated Performance Assessments (IPA) at the Advanced level. Additionally, participants designed Advanced-level assessment tools that integrate the three modes of communication and demonstrated the application of an end-of-unit performance assessment.



Roberta Micallef, Zeynep Elbasan, Batuhan Bozdoğan

Turkish Language Studies At University Of Pennsylvania 2016-2017

Feride Hatiboğlu

Merhabalar,

Turkish language courses are going at full speed with the support of Near Eastern Languages and Cultures, the Middle East Center and the Penn Language Center at the University of Pennsylvania. Thanks go out to the Middle East Center for their generous support of AATT and the Turkish program at Penn. We also would like to thank the Penn Language Center's continuing support for language courses at Penn. And last but not least we thank NELC's dynamic and diverse education and student community which we always appreciate being a part of.

Salim Gürbüz offered Ebru workshops and taught Elementary Turkish classes. Salim is with us this year on a Fulbright program and he adds a lot to the Turkish language program at Penn. Juan Castrillion's documentary movie "Rehavi" will premiere in 2017 at Penn. The Middle East Center announced its 2016 Turkish Translation Contest and accepted submissions from graduate and undergraduate students. The winner will be announced at the beginning of 2017. We also had a Turkish Pedagogy workshop, "A Conversation with Peers", organized by MEC and moderated by Erika Gilson in August 2016.

We thank our students and teachers who help our Turkish language program continue to grow and expand.

AATT members want to hear about
your programs as well!

Please send us news of Turkish studies or
Turkish language programs at your
institutions.

Contact AATT NEWSletter editor
Burcu Karahan @ bkarahan@stanford.edu

New Article on Teaching of Turkish Language in Higher Education

AATT member Deborah Azaryad Shechter from Tel Aviv University in Israel published an article titled "Blended Learning Course Format on Moodle: A Model for Beginner Level Foreign Language Courses in Higher Education" in the 2016 Spring issue of *Journal of the National Council of Less Commonly Taught Languages*. Deborah was also one of the presenters at the 1st AATT Approaches to Teaching Turkic Languages and Literatures Conference.

Below is the abstract of Deborah's article:

"This article presents a pedagogically sound, user-friendly course model for teaching beginner level foreign languages on the Moodle platform, based upon a Turkish course developed and currently being taught by the author. The paper shows that an integrated course layout which combines monthly chronological units with thematic ones facilitates teaching and learning. Guidelines for designing an aesthetically appealing, uniquely tailored course website are given, which make a variety of pertinent and interesting educational materials easy to locate. An engaging and enriching course site of this kind raises the students' motivation and enhances learning. Foreign language teachers are encouraged to adopt this model in its entirety or with idiosyncratic adjustments to revamp their courses and achieve improved pedagogical outcomes. Likewise, instructors who do not have Moodle can adapt the concept of the integrated course layout to implement it with other learning management systems (LMSs)."

The full text of the article can be reached at this link:

[Full text](#)

Azaryad Shechter, Deborah. "Blended Learning Course Format on Moodle: A Model for Beginner Level Foreign Language Courses in Higher Education." *Journal of the National Council of Less Commonly Taught Languages*, 19, Spring, 2016, p. 183-209.

Current Needs of Students and Teachers of Turkish

Presented at the 1st AATT Conference at Harvard University, Cambridge, MA, November 16, 2016

Beyza Lorenz

The Center for Near Eastern Studies (CNES) at UCLA received funding from the Mellon Foundation in the 2015-16 academic year to conduct research on the current needs of Turkish teachers and students who are learning Turkish in institutions across the United States. As a part of the research, we held two surveys: a Teacher Survey and a Student Survey. 30 teachers and 50 students participated in these anonymous surveys; 52% of the students who participated are graduate students and 48% are undergraduate students. A comparison of student and teacher responses could give us clues about the current concerns of students and teachers, lead us to shape our future courses, and expand the possibilities in content-based instruction of Turkish.

Currently, first and second year Turkish is offered in most US institutions. One question in both surveys asked respondents about what levels of Turkish they would like their institutions to offer in the future. Both students and teachers alike would like to continue with third year Turkish courses despite the fact that most universities in the US do not currently offer third year Turkish. At more advanced levels, while more than 50% of the students would like to take courses on media Turkish in the future, more than 62 % of the teachers would like to see Turkish Literature and Culture courses offered in their institutions, whereas those who would like to teach media Turkish remain at a mere 38%. Although the topics are different, media Turkish and Turkish Literature and Culture courses cannot be seen as substitutes for each other and can be offered simultaneously in the same institution. Students beyond third year Turkish in any institution would certainly benefit from these content-based courses.

Despite this difference, the topics that teachers and students would like to see in upper-level Turkish

courses are more or less the same. A question in the survey asked both groups of respondents about which topics they would be more interested in learning about / teaching about. According to the student survey, a majority of the students (85%) would like to be able to talk about current events such as politics, migration, and environment in Turkish. The two other popular topics among students are Turkish culture and Turkish history. One student commented that “topics that provide insight into historical, political, and social trends in Turkey” would be of most interest to students of higher intermediate and advanced Turkish. Similarly, the survey shows that the most desired topics among teachers are politics, current events, daily life, Turkish art, and popular culture. These common interests among students and teachers can inform Turkish teachers in selecting topics, readings, and listening materials or designing content-based courses that would cater to the current interests of their students.

It is hoped that the findings of this research will lead teachers to think about new possibilities and new directions in teaching Turkish in the US and abroad. The suggested topics by students and teachers could be used in forming guidelines for third and fourth year courses. Although topics such as politics and popular culture change on a daily basis, topics that cover fundamental political and cultural terms could be integrated into syllabi of a diverse range of courses on media Turkish or Turkish literature and culture.

To announce conferences and workshops related to Turkic languages to the AATT community please contact AATT Newsletter Editor Burcu Karahan at bkarahan@stanford.edu

An Evaluation of Turkish Language Textbooks

Presented at the 1st AAT Conference at Harvard University, Cambridge, MA, November 16, 2016

Esra Predolac

The huge impact of globalization on education and the job market in the 21st century has created a need for truly interculturally competent individuals who can function in today's interconnected world. To prepare language instruction for the 21st century, the National Standards for Foreign Language Learning adopted five specific goal areas, aka "the Five Cs": **Communication**, **Cultures**, **Connections**, **Comparison**, and **Communities**. As teachers of Turkish and Turkic languages it is our duty to prepare our students for the 21st century global marketplace and ensure that they have both the linguistic and cultural skills to work collaboratively with people from a variety of linguistic and cultural backgrounds. Given that textbooks are a significant component of language instruction, we language teachers must examine to what extent the textbooks we use comply with the standards of the 21st century and be aware of any shortcomings these textbooks may have and consider strategies to make up for such shortcomings.

By using Audrey L. Heining-Boynton's "Textbook Evaluation Instrument Based on the Standards", some of the popular Turkish textbooks were evaluated in an attempt to see how they stand with respect to the five organizing principles of the Standards. The books evaluated were Kurtuluş Öztopçu's *Elementary Turkish* (revised 3rd edition, 2015), primarily aimed at teaching Turkish to students in the US, DEDAM's *İzmir: Yabancılar için Türkçe A1* (2nd edition, 2013) and TÖMER's *Hitit Temel 1* (4th edition, 2012), both of which primarily target students who learn Turkish in Turkey and come from various language backgrounds. It appears that in especially two goal areas, namely **Comparison** and **Cultures**, the textbooks are not quite up to the standards, which means that Turkish language teachers need to come up with plans to supplement the textbooks in these areas.

As dictated by **Comparison**, an important part of today's language instruction is to create awareness of culture and linguistic structures by asking students to examine, explain, and reflect on both language and culture. Ideally, a language textbook should ask students to (1) look at their own native language and compare it linguistically to the target language, and (2) reflect on their own culture and make comparisons with the target

language culture. *Elementary Turkish* is the only textbook that has grammar notes, providing detailed information on the structure of the target language; however, it does not ask students to compare Turkish and English language structures. Both *Hitit* and *İzmir* do not give explanations of grammar rules, but merely provide some tables or pictures. Neither *Hitit*, nor *İzmir* asks students to compare the native and target language structures. Although *Elementary Turkish* provides helpful culture notes and occasionally asks students questions about their own culture, it does not ask them to reflect on the two cultures and compare them. With no culture notes and almost no content with cultural elements, *İzmir* largely ignores culture—both native and target. Although *Hitit* does not have culture notes and does not include much content with cultural elements, it has images from Turkey and Turkish culture, thus, providing some, though certainly not enough, cultural information to the language learner.

With the **Cultures** principle, being aware of and having a good grasp of other cultures is a key component of language learning. Since it is expected of students to interact with cultural competence and understanding, a textbook should contain a wide variety of authentic, up-to-date visual images of the target culture, include cultural information that is age-appropriate and stimulating, and give a broad range and diverse representation of the country (or countries) where the target language is spoken. *Elementary Turkish* provides useful cultural information, and is the only textbook to do so, but not enough up-to-date visual images of the target culture are included in the textbook. *Hitit* has a lot of authentic, up-to-date visual images of the target culture, but lacks cultural information. *İzmir* has almost no image of Turkish culture (only two images showcasing Turkish culture in the entire A1 book) and no cultural information is given. Unfortunately, all three textbooks do not touch upon the cultural diversity of Turkey, with Turkey either presented as a homogenous country or not presented at all. In brief, when it comes to both **Comparison** and **Culture**, there is much left to be desired. Being aware of these shortcomings is important so that we language teachers know where to fill in the gap to ultimately ensure that our students will be prepared for the 21st century globalized world.

Yeni Dünya Türkçe

Presented at the 1st AATT Conference at Harvard University, Cambridge, MA, November 16, 2016

Seda Bütün



Recent interest in teaching Turkish to children has raised the need for writing textbooks designed for young learners. Bahçeşehir University Turkish Language Center (TÜRKMER) has organized a textbook writing project in order to make up for the shortage of materials to some extent, with *Merhaba Türkçe* for the age group 4-7 and *Yeni Dünya Türkçe* for the age group 7-11; prepared using a rich diversity of contemporary approaches, methods and techniques. Therefore, it is not surprising that *Merhaba Türkçe* and *Yeni Dünya Türkçe* have been welcomed with great enthusiasm by educators and parents who have long been in need of well-prepared textbooks for teaching Turkish. *Merhaba Türkçe*, written by Özge Seçkin Polat, consists of three textbooks and one teacher's book for pre-school children between the ages four and seven while *Yeni Dünya Türkçe*, written by Seda Bütün, consists of two textbooks, fully compliant with A1 and A2 levels in the Common European Framework of Reference, and one teacher's book for children between the ages of seven and eleven. Elif Leblebici Varlı has been responsible for editing these two teaching sets.

In this review, I would like to introduce *Yeni Dünya Türkçe* by stating its underlying philosophy and giving an overview of the organization and the content of the book.



As stated in the preface of the teacher's book, *Yeni Dünya Türkçe (YDT)* has a main underlying principle highlighting that learning is a process of constructing meaning through interaction and social context. *YDT* looks for ways to provide opportunities for exploring and internalizing Turkish in a real life-like learning environment and to help children develop communicative language competence. Moreover, *YDT* has been built upon the notion that language learning is not transferring a set of rules but repeatedly being exposed to the target language in a meaningful context.

Under the guidance of these principles, *YDT* offers theme-based instruction through which many different activities are linked together through their content. Thus, a wide variety of activities have been designed to keep students on track. While flowing from one task to another in a unit, pupils are exposed to new structures and vocabulary. Throughout the unit, target structures and vocabulary are recycled, which enables students to use Turkish in a natural way.

Activities have been gathered together around a theme in each unit. There are eight thematic units in the book, through which children can easily make connections with their lives, such as: "My House", "My Family", "My Life", "My Games", "My Body", "Fun Time", "Let's Go Out" etc.

The varied activities in *YDT* provide the use of all language skills namely; listening, speaking, reading and writing to empower students to gain a holistic language competence. However, listening skill has the strongest emphasis in accordance with the principle that learners acquire and start to use language in a natural way after hearing structures and words over and over again, as they naturally do in their mother language.

Furthermore, *YDT* satisfies the learning needs of different intelligence types by offering different types of tasks. It provides illustrations, paintings and striking graphic designs for visual learners; chunks, songs and

listening activities for auditory learners and do-it-yourself and role-playing activities for kinesthetic learners.

just one unit, but divided into different units.

1 HAYDİ DIŞARI ÇIKALIM

1 Dinle ve söyle.

Bugün ne yapalım, çocuklar?

Ata binelim.

Patenle kayalım.

Lunaparka gidelim.

Piknik yapalım.

Uyuyalım.

Hikâye Zamanı

1 Dinle ve oku.

Anneciğim, bugün akvaryumda kocaman bir köpekbalığı gördüm.

Gerçekten çok büyüktü. Bu kadardı.

Gerçekten mi?

Evet, çok sevdim. Anneciğim seninle de gidelim.

O dışarıda oyun oynadı.

5) Ceren içerideyken arkadaşları Ali dışarıda oyun oynadı.

6) Ceren akvaryumu çok sevdi. O annesiyle de gitmek istiyor.

2 Sıra.

a) b) c)

3 Eşleştir.

a) büyük b) minik c) kocaman

1) minik 2) kocaman 3) küçük

Başka neler gördün?

Güzel bir yunus.

3) O ayrıca bir yunus gördü.

Yunus çok güzeldi. Onu çok sevdim.

Ah! Çok tatlı.

4) Ceren yunusu çok sevdi.

Bugün neler gördün?

Sen hiç akvaryuma gitmiş mi?

It is a well-known fact that children are fond of telling and listening to stories. In this section there is a six-panel comic strip. The aim is to help students acquire new vocabulary and structures in an amusing setting. Besides, they can hear and produce samples of daily talk through dialogues.

In YDT 1, every unit has twenty pages while each has eighteen in YDT 2. Every unit in the two books has sections like Introduction of the unit, Story Time, Let's Do, Different Worlds, A Little Science/Maths, How Do We Pronounce?, Our Values, Play Time, Let's Repeat.

Let's Do

Introduction of the unit

In the first two pages of a unit the theme and new vocabulary are introduced. Vocabulary development has been organized with regard to scientific research showing that young learners acquire concrete words before abstract concepts because of their cognitive development. Thus new words are presented within a context first. The book offers opportunities with a variety of activities to relate new words to children's prior knowledge of the world and make connections in their mental map. Thanks to a wide variety of activities throughout the unit, the vocabulary recycles many times. Categories like food, clothes are not presented in

4 Oku ve cevapla.

geri dön geri dön geri dön geri dön geri dön geri dön

2x4=? 4x3=? 9-5=? 8÷2=? 7x2=?

Kangurular zıplayabilir mi? Maymunlar ağaca tırmanabilir mi? Kaplumbağalar koşabilir mi? Papağanlar konuşabilir mi? Zürafalar konuşabilir mi? Timsah uçabilir mi?

YASAŞIN HAYVANLAR ALEMİ

Arkadaşın ne yapabilir? Ne yapamaz?

a) Papağanlar konuşabilir / konuşamaz. b) Çita hızlı koşabilir / koşamaz. c) At yüzebilir / yüzemez. d) İnek uçabilir / uçamaz. e) Fil zıplayabilir / zıplayamaz. f) Kaplan ağaca tırmanabilir / tırmanamaz.

YAPABİLİR YAPAMAZ

When the most up-to-date approaches to teaching language to young learners are taken into account, it is obvious that presenting grammar as a set of rules is not appropriate for children. Instead, YDT equips students with the necessary exposure to Turkish repeatedly in a communicative context. So, as active

learners, children can draw conclusions from their systematic exposure to the language itself. In time, they will be aware of the structures as chunks and start to use them in a natural way.

In the Let's Do section the concentration is on structures. However, there is no explicit grammar teaching. Instead, there are communication-centered activities, which force children to use the language itself. As seen in the picture, students start to acquire the use of a tense just by doing the task and having fun.

Farklı Dünyalar
Dinle ve oku.

Benim en sevdiğim masal kahramanı Keloğlan. Onun hiç işi yokmuş. Bu yüzden ona Keloğlan denmişler.
Zeynep Türkiye

En sevdiğim masal kahramanı Prensik Prenses. O çok güzeldi. En iyi arkadaşları Yeni Çocuklermiş.
Thomas Almanya

Ben en çok Pinokyo'yu seviyorum. O yalanı bir çocukmuş. Yalan söyleyince burnu uzamış.
Marco İtalya

Ben Kırmızı Başlıklı Kız'ı seviyorum. Bir gün babamın emriyleken onu bir kurt yemiştir. Sonra bir acağı onu kurtarmış.
Sophie Fransa

Eğletilir:
a) Keloğlan b) Prensik Prenses c) Pinokyo d) Kırmızı Başlıklı Kız
1) Burnu uzamış. 2) Hiç işi yokmuş. 3) Acağı kurtarmış. 4) Arkadaşı yedi ciğermiş.

Eğletilir:
övcü kel -ciğer kurt kahraman

a) b) c) d)
ciğer

Qiz, boyu ve anlat.
Senin en sevdiğin kahraman kim? O ne yapıyor?
Hadi çiz ve anlat.

In this section, different cultures are presented in accordance with the theme of the unit. The first child is always Turkish. The other three students are from countries around the world. Here *YDT* pays utmost attention to show respect to different cultures, and strictly avoids a discriminative language. Cultural elements like fairy tales, breakfasts, museums etc. are presented in a suitable language level to show the cultural diversity and encourage interest.

A Little Science/ Maths

In the A Little Science/ Maths/ Social Science section, *YDT* presents some topics which are relevant to the content and adapted from the national curriculum of the Ministry of National Education. Here the aim is to familiarize students with specific terms they learn in their

Biraz da Fen Bilimleri
Dinle ve oku. VARILIKLAR

CANLI VARILIKLAR
Bakteri Hayvanlar
✓ Hareket edebilir. ✓ Büyüyebilir. ✓ Beslenebilir. ✓ İyileşir.

CANSIZ VARILIKLAR
Su Toprak Hava
✗ Hareket edemez. ✗ Büyüyecek. ✗ Beslenemez.

İşaretle.

	CANLI	CANSIZ
a) Kedi	✓	
b) Kum		
c) Çiçek		
d) Kapı		
e) Ağaç		
f) Fil		
g) Toprak		
h) Kız		

Canlılar hareket eder mi?
Canlılar büyüyor mu?
Canlılar besleniyor mu?

schools.

Our Values

In the Our Values section, values like love, respect, tolerance and hospitality are presented within short dialogues. Here, terms and phrases for requests, asking questions and saying thank you are presented as chunks.

As known, the common request form in Turkish is established in the present tense and this structure is given a bit late in the curriculum. However, especially young children who are dependent on parental care have to use these structures a lot in their daily lives. To facilitate their communication, they learn phrases.

Play Time and Let's Repeat

It is an undeniable fact that children love games. To arouse and maintain their interest, lots of puzzles, chants, paintings, drawings and word plays were designed and songs have been used in the book. At the same time, in these sections they repeat the new structures as much as possible for the last time.

Çiz ve boy.

Merhaba dostum. Bana bir kuyruk çizer misin?

Kendi etinden bir balık buraya çizer misin?

Diğerim yok. Dışız köpekbalığı olur mu? Bana diğ çizer misin?

Çok üzgünüm. Çünkü renklerim yok. Renkiz kelebek olmaz. Beni boyar mısın?

For teacher's books and audio records:
turkmer.bahcesehir.edu.tr/yenidunyamturkce

For further information about the projects of BAU

Değerlerimiz
Dinle ve oku.

Merhaba
Gördün mü? O dilim çiğdemi.
Evet, bu çok normal. O Tibetli ve Tibet'te insanlar böyle "merhaba" derler.

Çok şaşma. Acayp ve komik.
Her kültür farklı ve güzel.
Hayır, o sadece selam veriyor.
Hakkımı ötür diletim.

Review: *Merhaba Türkçe*

Özge Seçkin Polat

As a recently completed project of Bahçeşehir University Application and Research Center for Turkish and Foreign Languages (BAU TÜRKMER), five sets of course books, with each set including a Student's Book and a Teachers' Book, aim to teach Turkish as a foreign language to children. These sets of course books fulfill the immediate need for materials in the field of teaching Turkish as a foreign language to children, both young and very young learners, to a great extent. The course books were created and designed with contemporary language teaching approaches in mind.

First, *Yeni Dünyam Türkçe - YDT* (translated as My New World Turkish) course book series, written by Seda Bütün and aimed for the 7-11 age group, comprises of two sets with each set including a Student's Book and a Teachers' appropriate for A1 and A2 levels aligned with standards defined by the "Common European Framework of Reference". Further information can be found in detail regarding *YDT* in the previous review authored by Seda Bütün as part of the current newsletter.

Merhaba Türkçe - MT (translated into English as Hello Turkish) has been elaborated further in the rest of this introduction. *MT* is a course book series written by Özge Seçkin Polat, and each set includes a student's book and a teacher's book. The target audience of *MT* course book series are very young learners starting with the age of 4 to the very first year of primary school (4-7). In this series, the target language is presented naturally and within a meaningful context instead of giving the set of rules and vocabulary lists in a rather mechanical and unnatural way. Therefore, the scope of the books covers a wide range of forms and functions that children will need in their daily lives as related to the themes of the units.



Each student's book has 8 units with interesting themes that will quite appeal to very young learners. The themes cover a wide array of topics such as school, family, food, clothes, toys, etc. In terms of structures and themes, each book is designed with a spiral curriculum which covers the concepts in a cyclical way and aims to take students up to a further level.

By taking into account the developmental features of the age group, the language is presented with games, songs, poems and nursery rhymes so that the children can have fun while learning.

Each unit has 12 pages and they focus on vocabulary teaching, concept teaching, sound teaching and values.

Vocabulary Teaching

The first 3 pages of each unit focus on teaching vocabulary and the specific aim of these pages is to introduce new vocabulary related to the particular theme of each unit. When deciding on the target

vocabulary of each unit, the selection criteria have been the frequency of each vocabulary item regarding its daily use in children's real life and especially its appropriateness to the age group. Moreover, the words are presented in meaningful contexts, and the remaining activities in the rest of each unit are also designed to help children use new words and apply them in different contexts.

2 Bul ve eşleştir



3 Bul ve eşleştir



4 Yapıştır ve söyle



Concept Teaching

Concept teaching is another main focus of each unit, and all the related activities are built on by taking

developmental features of children and the pre-school curriculum defined by the Ministry of Education in Turkey into account. The concepts of shapes, colors, opposition, size, numbers, directions and place introduced in each unit are put in an order according to the theme of the unit.

5 Çiz ve söyle



6 Boya ve söyle



Sound Teaching

Sound teaching takes place only in the third set of *MT*. It is aimed at making young learners familiar with certain sounds of the target language through simple activities. *MT* as a course book series targets not only children living in Turkey, but also the ones living abroad, so it should be emphasized that teaching how to read and write is out of the objectives of the set.

The order of the sounds presented in the book is designed according to the curriculum defined by the Ministry of Education. In this curriculum, there is a total of six groups of sounds, but *MT* only covers the first two groups which are "E-L-A-N" and "İ-T-O-B-U" since the essential aim of this set is to help learners become familiar with sounds to only a certain extent. However, if the teacher intends to present the other sound groups according to the needs of students, s/he can follow the order given below and design activities similar to the ones available in the teacher's book.

Indiana University

The Department of Central Eurasian Studies in the School of Global and International Studies at Indiana University, Bloomington seeks to fill a non-tenure track, full-time lecturer position in Turkish language instruction beginning August 1, 2017. Initial contract will be renewable for each year, after annual review by faculty, for three years. PhD or ABD preferred, and MA required, in Turkish language and literature, Turkish studies, Central Eurasian/Inner Asian studies, or related field. Native-speaker or equivalent Turkish language proficiency and excellent command of English required. Previous experience teaching Turkish as a second language at all levels and other courses in Turkish studies is desirable. Candidates should demonstrate commitment to working on program development with Indiana University's world-class faculty of Central Eurasian studies as well as the School of Global and International Studies.

Application materials including a cover letter, statement of teaching philosophy, CV, three reference letters, teaching evaluations, and publications should be submitted online at <http://indiana.peopleadmin.com/postings/3071>. Inquiries can be directed to Ms. Jackie Breeding, CEUS, GISB 3024, 355 N. Jordan Avenue, Bloomington, IN 47405, or jmbreedi@indiana.edu. Applications received by December 15, 2016, are assured full consideration. IU is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Referees should submit their reference letters before December 15, 2016. Please submit your application soon enough before the deadline, so that each referee will have enough time to write a reference letter and upload it to our system before December 15, 2016. It's also a good idea to let referees know in advance if you plan to ask them for a letter.

Applications received by December 15, 2016, are assured full consideration.

Yale University

Department of Near Eastern Languages and Civilizations, invites applications for a full-time Lector position in Modern Turkish language. The initial appointment, beginning July 1, 2017, is for one to three years, depending on qualifications and experience, with a possibility of renewal. The successful candidate will work closely with the Department, with the Center for Language Teaching, and with the Council on Middle East Studies.

Applicants must have an MA or PhD in a relevant field in hand at the time of appointment. A native or near-native command of Turkish and English is required, as well as a strong record of excellence in teaching Modern Turkish language and culture at a university level. The successful candidate will have a specialization in second language acquisition, pedagogy, applied linguistics, or Turkish literature and culture. The candidate should be familiar with the communicative approach to foreign language teaching and comfortable using technology in the classroom and incorporating technological innovations into the curriculum. An ACTFL (OPI) certification is preferable. Responsibilities include teaching five courses per year of Elementary, Intermediate and Advanced content-based courses in Modern Turkish language, together with other duties associated with the position. Among these are: program coordinating, curriculum development, language placement exams, language tables, student advising, university service, and organizing campus events. There may also be an opportunity to teach Ottoman, depending on the successful candidate's skills and student enrollment. Application Instructions-The following materials are requested: an application letter, curriculum vitae, three letters of recommendation, sample syllabi for first, second and third year language courses, two lesson plans (in English) at two different levels of your choosing, and a hyperlink for a video recording of a class taught by the candidate.

Materials should be submitted online via Interfolio: apply.interfolio.com/38444 Reviewing of applications will commence on December 1, 2016. We anticipate conducting interviews via Skype or the equivalent in early January 2017, with campus visits to follow in the Spring.

Cornell University

The Department of Near Eastern Studies, College of Arts and Sciences, Cornell University, invites applications for a position as Lecturer in Turkish language for two years beginning in the academic year 2017-19. The successful candidate will teach two courses per semester: Elementary and Intermediate Turkish 1 and 2 and this will be a 2/3 time appointment. Minimum requirements are: a Masters' Degree in a related field such as Turkish Literature, Linguistics or Comparative Literature; experience teaching Turkish language (ideally including Ottoman Turkish); and demonstrated commitment to innovative methods of language instruction. The successful candidate will join a department with a long history of teaching Middle East Languages, and a college committed to growing Turkish studies on campus. Please submit letter of application, curriculum vitae, and the names and addresses of three references to Academic Jobs Online <https://academicjobsonline.org/ajo/jobs/7987> by November 1, 2016. Diversity and Inclusion are a part of Cornell University's heritage. We're an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities. We actively encourage applications of women, persons of color, and persons with disabilities.

Fellowships and Grants

ARIT Summer Fellowship for Language Study

Apply by February 6, 2017

ARIT invites applications for the study of advanced Turkish at Bogazici University in Istanbul during the summer 2017. The program supports 8 weeks of intensive study of advanced Turkish language at Bogazici University in Istanbul, Turkey. The awards include airfare, tuition, and maintenance stipend. The application deadline is February 6, 2017.

ARIT will offer approximately 15 fellowships for advanced students. This intensive program (15 June - 3 August 2017) offers the equivalent of one full academic year of study in Turkish at the college level. The fellowships cover round-trip airfare to Istanbul, application and tuition fees, and a maintenance stipend. Participation in the program includes 6 hours of preparation prior to departure for Turkey, most of which will be on-line orientation activities, followed by 10 hours of orientation upon arrival in Istanbul. Full-time students and scholars affiliated at academic institutions are eligible to apply. To be a fellowship applicant, you must be a citizen, national, or permanent resident of the United States and be currently enrolled in an undergraduate or graduate level academic program, or be faculty.

Program Contact: aritifellowship@georgetown.edu

URL: <http://ccat.sas.upenn.edu/ARIT/ARITSummerLanguageProgram.html>

The Institute of Turkish Studies (ITS) Summer Language Study Grants & more

Apply by March 3, 2017

The Institute of Turkish Studies (ITS) is pleased to announce its 2017-2018 grant competition in the field of Turkish Studies. The following grant opportunities are available only for United States citizens (or those who have acquired permanent resident status in the U.S.) who are currently affiliated with a university in the U.S. The institutional grants are available only for educational institutions located in the United States. Please take careful note of [application procedures](#).

Summer Language Study Grants

These grants are for summer travel to Turkey for language study in preparation for graduate research. Stipends generally range from \$1,000 to \$3,000.

Download Application in [Adobe PDF](#) or [Microsoft Word](#) format.

For more information visit ITS's website :

http://turkishstudies.org/grants/grants_competition.shtml

Halide Edip Adivar Award

Recipient & Call for Nominations

Apply by April 15, 2017

The annual scholarship from the Ottoman Turkish Studies Association Halide Edip Adivar award, which provides an introduction to Turkey for qualified undergraduate students who have not had extensive prior experience in Turkey or in Turkish studies, is evaluated by an AATT committee and is funded by OTSA. The winner was announced at OTSA/AATT meetings at MESA in Boston.

The Adivar scholarship was awarded to **Lauren Beard**, a pre-med junior from University of Pennsylvania. Lauren is interested in Global Health issues and involved as Student Ambassador to the Center for Global Health and Diplomacy in Washington, DC. Her Turkish instructor at University of Pennsylvania is Feride Hatiboglu.

As AATT family we congratulate Lauren Beard and Feride Hatiboğlu!

The \$1000 Halide Edip Adivar award is to be used for travel to Turkey and/or, while there, to supplement participation in a program in Turkish language, a study-abroad program, or a work internship; or for study or research in any aspect of Turkey's history, culture or society. Applicants must currently be enrolled in a degree program at an institution of higher education, but may be a graduating senior. Applicants also must be a citizen or permanent resident of the United States or Canada.

Deadline: Receipt by mail or email by April 15, 2017

Award to be announced by April 30, 2017

Erika Gilson (ehgilson@princeton.edu)

Mailing Address:

Hawthorne Drive

Cherry Hill, NJ 08003

The winner must make use of the award within a twelve month period, beginning the summer after the award is granted. Thus, a scholarship awarded in April 2016 is to be used in the summer of 2016 or the 2016-2017 academic year.

Application Requirements

(1) Statement of Purpose: how the proposed time in Turkey links to the applicant's experiences, interests and goals; to include the proposed date of stay in Turkey and specifics of the study venue (e.g. under whose auspices, contact numbers etc.) (2) Curriculum Vitae (3) Official Academic Transcript. To be sent directly by the university to Erika Gilson (postmarked by April 15, 2017) (4) Two Letters of Recommendation: Recommenders should address letters to the Adivar Selection Committee and email them directly to Erika Gilson.

The James W. Redhouse Student Prize

For Best Progress in Turkish

Apply by June 30 of each year

Every year AATT issues a call for nominations of graduate or undergraduate students who have completed a full one-year course at any level of modern Turkish or Ottoman at a university offering such courses in their regular courses. We expect the nominating faculty member to provide information about the student and supporting evidence whether test taken during the course of the year, oral presentations, skits, interviews or essays. The deadline for the nomination is June of each academic year and prizes, \$100 each for up to four students, are awarded annually to two students in each of the geographic regions of the United States. This year due to only one submission, only one prize was awarded. The James W. Redhouse Student Prize for Best Progress in Turkish award was announced at OTSA and AATT meetings at MESA in Boston. The winner of the 2016 Redhouse Award was **Katherine Wilshusen** from University of Texas at Austin. Katherine's instructor was Jeannette Okur. **We congratulate Katherine and Jeannette on their achievement!**

American Association of Teachers of Turkic Languages

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