

AATT

American Association of Teachers of Turkic Languages

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

NEWSLETTER 18-19
Spring 1996

**** INSERTS: ****

**** Revised AATT Minimum Vocabulary List ****

**** Öztürkçe Sözcükler ****

**** Turkic Languages Survey III (3) ****

**** Summer Programs (5) ****

**** Sample Advanced Turkish Syllabus (8) ****

**** A Matter of Concern, *ve saire* (10) ****

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Letter from the Editor:

With this combined Newsletter 18-19, I am passing the baton on into the able hands of Kemal Silay, University of Washington, who generously agreed to take over the task of editing and publishing the AATT Newsletter. After ten years, it is time for a change. I would like to thank all those who have contributed over the years to the Newsletter.

I must add that I am truly delighted with this *gönüllü*, and very confident, that he will do a splendid job. I would like to thank Kemal here on behalf of the membership for volunteering, and wish him 'happy keyboarding'—and no crashes!

At this point of 'changing of the guard', it is perhaps also time that we think of a venue other than a newsletter for disseminating our 'news' in a more timely and less expensive manner: a homepage on the Internet comes to mind immediately. We could then keep printing hardcopies of articles and resources only, possibly in form of a yearly publication such as a journal. The time, however, appears to be not quite ripe as many of our members do not (yet) have access to the Internet, and we will continue with the present form of communication. In order to accurately assess the members' access to electronic networking, I urge you to complete the enclosed membership form.

Let me end with a call for news and papers for the next Newsletter which will come out in late September. The address for Kemal is as follows:

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Erika H. Gilson
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1. Summary of Activities

Coordination of Efforts: SUMMER LANGUAGE PROGRAMS FOR TURKIC LANGUAGES

As agreed to during the Wisconsin Workshop (NL 17, p. 6) AATT sponsored a conference call of the Committee for Summer Language Programs. The six participants, A. Bodrogligeti (UCLA), Ilse Cirtautas (U. of Washington), Larry Clark (Indiana U.), Agnès Kefeli-Clay (Arizona State U.), Uli Schamiloglu (U. of Wisconsin-Madison), and Erika Gilson (Princeton U.) reviewed the previous summer's programs. Mainly because of prior commitments, little appears to have changed in the lineup which the participants projected for the summer programs—all pending funding:

Uzbek I	UCLA UWash Indiana
Uzbek II	UCLA UWash (adv)
Azeri I	UCLA
Kazak I	UWash Indiana
Kazak II	UWash
Kirgiz I	UWash
Kirgiz II	UWash
Tatar I	Arizona State University
Tatar II	"
Turkmen	Indiana
Turkish	Consortium East: Ohio State University, Columbus, OH Consortium West: Oregon State U., Portland, OR

Annual Meeting

Tenth Annual Meeting took place on December 6, 1995, at 10 pm, following the Turkish Studies Association Annual Meeting.

AATT President Kathleen Burrill opened the meeting, and the Treasurer's report followed. With most operating expenses generously covered by the Near Eastern Studies Department at Princeton University, AATT's host institution, further, publishing only one newsletter, and having travel and workshop related expenses coming out of the Language Learning Framework budget, we were able to hold our own. Yet, it was stressed that the three-year project has come to a close, and that without outside funding and/or institutional support, the association would be in dire straits.

Güliz Kuruoğlu next reported on the Language Learning Framework for Turkish the preliminary version of which is ready and in circulation. (NL 17: Insert). Güliz urged all present to attend the LLF Workshop on the Teaching of Grammar.

Commenting on other AATT projects, Erika Gilson reported on the stalled Terminology Project and offered to seek funding for a meeting in Princeton to complete the Project. Erika also informed the members that the Instructional Technology Workshop for which a grant from ITS was sought, funded the workshop, although at only 50%. As this amount would not cover the costs of the originally conceived workshop, we are still working on ways to utilize the funds, complementing the upcoming Portland State Workshop on Instructional Technology in May by organizing a similar workshop for colleagues on the East Coast early in the Fall.

Next, Kathleen introduced the recipients of the joint TSA-AATT REDHOUSE STUDENT PRIZE, Phillip C. Allen (Princeton University) and Niambi Walker (Washington University). Only two awards were given out

although candidates are sought from four regions of the country and four prizes could be given out, each \$100.

The next item on the agenda dealt with the coordination of efforts to provide Summer Language instruction in the languages of the Turks. (*see above*) Discussion then focused on the urgent need for a Committee on Assessment and Testing. Although this discussion had taken place on several occasions in previous AATT meetings, this time a committee was formed. (*see below*).

Coming to NEW BUSINESS, the newly elected members of the Board were introduced and welcomed. They are Walter Feldman and Kurtuluş Öztöpcü. The Board then thanked Richards Chambers, the retiring member, who was not able to attend the Annual Meeting, for his many years of service to the field of Turkish teaching and Turkish Studies in general.

A new Nominating Committee was formed and instructed to present a slate of candidates for the election in Fall of 1996 for one new officer.

The Board next encouraged members to work on panels which AATT could sponsor for the MESA '96 conference, to be held in Rhode Island.

The meeting was adjourned at 11:20 pm.

Members of the Board 1995-1996

President: (yearly elected by the present Board)
Dr. Kathleen R.F. Burrill
Department of Middle East Languages and Cultures,
Columbia University

Executive Secretary-Treasurer:
Dr. Erika H. Gilson (appointed)
Near Eastern Studies, Princeton University

Members:

Dr. Walter Feldman (1995-1998)
Middle East Center, University of Pennsylvania
Dr. Güliz Kuruoğlu (1993-1996)
UCLA Affiliate
Dr. Uli Schamiloğlu (1994-1997)
Department of Slavic Languages, University of
Wisconsin-Madison
Dr. Kurtuluş Öztöpcü (1995-1998)
Near Eastern Studies, University of California, Los
Angeles

Committee on Assessment and Testing

Following discussion at the Annual Meeting in December, a committee was formed from among members present, and Güliz Kuruoğlu agreed to chair the committee. The other members are

Sibel Erol (Washington University), Ender Creel (ILR), and Mükriime Onursal (Foreign Service Institute and Georgetown University). Both Güliz and Sibel have been working on the Language Learning Framework for Turkish, and Ender and Mükriime are very familiar with testing methods used in government language schools.

AATT has applied to ITS for a small grant to cover travel and telephone costs so that the committee can better coordinate their work. In the meantime, contact has been made with Ted Higgs at SCSU in San Diego to have Güliz look into their testing model and possibly work with them on a Turkish prototype.

The complex issue of testing and assessment has always been a close concern, but only now that the development of Proficiency Guidelines and the Language Learning Framework for Turkish has been completed, can work begin towards assessing the resulting common metric for the field.

There is undeniably a great need to develop expertise among colleagues on how to construct language tests for

Turkish that are valid, systematic, and psychometrically appropriate; which compute reliably, and which are relevant to all concerned. Pragmatic concerns as well, such as item analysis, timing, clarity of tasks, delivery of tests, need to be carefully addressed.

MESA '95 Workshops

I. Teaching the Languages of the Turks

This AATT Workshop was organized by Erika Gilson to discuss difficulties encountered in meeting the rising demand for expertise in the Turkic languages, most of them not previously taught at American institutions. General conceptual questions relating Turkic languages to evolving area studies programs, methodological problems relating to Turkic language pedagogy, as well as language specific aspects were presented. Stressed in particular were problems which have surfaced as the languages are being taught:

The matter of language interference were discussed by Uli Schamiloğlu (**inter:** between Turkic language groups) and Kurtuluş Öztöpcü (**intra:** within one language group).

Arienne Dwyer spoke on how to handle important languages not at all taught such as Modern Uyğur, or Sarı Uyğur. The problem of the lack of language standards for several of the languages and how that effects teaching and teaching resources was presented by Walter Feldman. Larry Clark introduced the Turkmen Project just completed at Indiana University, and discussed the difficulties and choices one is faced with when developing a new and original teaching resource

II. Language Learning Framework for Turkish: Role of Grammar in Teaching

The members of the LLF Working Group presented their understanding of the role of grammar in teaching Turkish. AATT intends to publish their papers in the next Newsletter.

2. Berkeley '95 Workshop

BERKELEY '95 WORKSHOP

This is a report on the Turkish Teachers' workshop, held at the University of California, Berkeley, on June 2-4, 1995, sponsored by the Western Consortium of Middle East Centers, and organized by Dr. Laurence O. Michalak, vice-chair of the center, and Ms. Ayla Algar, Mellon lecturer in Turkish. Eleven teachers from all around the country participated in the workshop, which was entitled:

"Language Competencies in the Teaching of Turkish: Goals and Approaches".

Professor Claire Kramsch, Department of German, U.C. Berkeley, and Director of the Berkeley Language Center, Professor Engin Sezer (Harvard University), Professor Erika Gilson (Princeton University), and Professor Walter Feldman (University of Pennsylvania), presented papers, followed by discussions, on subjects such as:

"Clarifying and Defining Interactional Competence",
"Identifying Our Students and the Language Skills We Wish Them to Acquire"

"Classroom Approaches and Activities in Teaching Various Language Skills"

"Most Effective Teaching Materials for Attaining Goals: What is Available and What is Being Developed".

On June 12, at 2:00 o'clock the workshop began with welcoming and opening remarks by Michalak and Algar. We were very fortunate to have Claire Kramsch talk to the teachers on the subject of interactional competence emphasizing the importance of teaching our students a real communicative use of grammar. Professor Kramsch listed and discussed

what she calls "the seven myths that language teachers have." She said, " although we work in the classroom on the incremental level, and it looks as if you could only reach the upper levels by having gone through the building blocks of the words to sentences, sentences to paragraphs and paragraphs to the text, in both speaking and writing, this is as much a caricature or a reduced vision of what we are doing as the belief that grammar is all there is in a textbook. This building block view of language is erroneous. The real challenge is to give them an inkling of real use of grammar, real communicative use of grammar from the start in different dosages. After all this is what they are learning the language for." Following Claire's most stimulating presentation the teachers had a discussion session with Claire and asked her many questions on the subject of foreign language teaching.

On June 3, Saturday, our first speaker was Professor Engin Sezer who talked on "From Grammar to Usage in Teaching Turkish as a Foreign language." In his informative and humorous presentation, he emphasized the importance of teaching grammar and pointed out that banishment of grammar and translation from foreign language teaching arises from misunderstanding the function of grammar in language teaching in history as well as misunderstanding the findings of theoretical linguists and psycholinguists. He presented a detailed historical survey of various language teaching methodologies. He also pointed out the difference between second language teaching and foreign language teaching and claimed that this difference was largely overlooked in America, and pointed out that second language teaching methodologies could not be applied to foreign language teaching.

Engin Sezer concluded his speech with the statement that "saying that languages can be taught without any re-

course to grammar and translation was absolute gibberish." He said that grammar and translation should be incorporated into teaching Turkish in a controlled manner and the use of grammar and proficiency exercises must go side by side.

The presentation by Engin Sezer was followed by a discussion session and in the afternoon session Professor Erika Gilson who has been active in AATT for many years presented her speech and informed the participants about various nationwide developments in teaching Turkish and teaching languages in general.

She emphasized the importance of identifying our goals as language teachers remarking "once we establish our goals only then we can talk about ways and approaches to achieve them." She informed the teachers of a collaborative project of the ACTFL, AATF, AATG, and AATSP, entitled: *Standards for Foreign Language Learning: Goals for the 21st Century*, which is supported by grants from the U.S. Department of Education and the National Endowment for the Humanities. She read the goals established by this study which included: being able to communicate in a language other than English; to understand and interpret spoken and written language on a variety of topics and concepts; and to present information on a variety of topics and concepts. This presentation was also followed by group discussion.

The last speaker of the workshop was Walter Feldman who touched on a fresh and important subject such as Grammar and Turkish Language Pedagogy. He said that "in Turkish the gaps in the integration of linguistic description and pedagogical materials act as a serious impediment for the acquisition of the morphological and syntactic data which are needed to reach the advanced level of speaking and listening skills. The morphological syntactic data available to the Turkish language for the expression of time, aspect

and modality must be analyzed in a unified fashion, utilizing existing linguistic research, especially that which has been conducted in the US and other Western countries, often by native Turkish-speakers, plus new research undertaken collectively or at least cooperatively." Feldman urged that whatever method of instruction is adopted, it must reflect an understanding of the resources of the Turkish language as a system much more than it has been until now. The Saturday session ended with a discussion of Feldman's paper.

On Sunday, June 4, teachers mostly talked about the available teaching materials, each identifying the work they were involved with, and the materials they were working on. Then the teachers talked about the lack of adequate materials. Erika Gilson pointed out that we should get involved in instructional technology and showed a computer program she was working on. Ayla Algar talked about her Berkeley video project. They all agreed on the necessity of having a technology workshop in the near future, and Erika promised to look into getting the necessary funds.

All the participants expressed how pleased they were and how productive it had been to have a workshop for the first time which included so many participants from different universities from both Eastern and Western consortiums. The workshop closed on a very happy note, participants praising Berkeley's warm welcome and hospitality.

Ayla Algar
Mellon Lecturer in Turkish



3. Resources for Turkic: a Survey Part III

Editor's Note: Part I was published in AATT NL 15-16, Fall 1994, pp. 10-16: "Introduction," and "Turkic Languages of the Near East," and Part II in AATT NL 17, Spring 1995, pp.7-18, "Turkic Languages of East Europe," and "Turkic Languages of Central Asia."

TURKMEN

Between 1928 and 1940, standard Turkmen was written in Latin, and then transferred to the Cyrillic script. In accordance with official policy, a new Latin alphabet is being instituted in the republic. According to the 1989 census, there were 2,728,965 Turkmen in the USSR, 2,536,606 of whom lived in Turkmenistan, 121,578 in Uzbekistan and 20,487 in Tajikistan. A 1991 source estimated the numbers of Turkmen in the world in 1991 as follows: Turkmenistan (2,537,000), Iran (850,000), Afghanistan (700,000), Irak (233,000), Turkey (150,000), Uzbekistan (121,600), China (85,000—that is, the Salar), and elsewhere (133,000).¹

The Turkmen Language Project at Indiana University was established to create 600 hours of communicative instructional materials for the U.S. Government language schools. Materials will be accompanied by video- and audio-tapes and a set of resource books, including a student reference grammar.

¹ М. Дурдыев, Ш. Кадыров, *Туркмены мира. Историко-демографический обзор*, Ашгабат: "Харп", 1991.

English

David Tyson, Larry Clark. *Turkmen. Language Competencies for Peace Corps Volunteers in Turkmenistan*. Washington, D.C.: U.S. Peace Corps, 1993. 178pp.

This manual contains authentic Turkmen materials for learners with instructors trained in communicative methods.

Р. Непесова, О. Язлыева. *Иңлисче геллемәни өвренелиң / Let's Speak English*. Ашгабат: "Ылым", 1992. 196 pp.

Although intended for those wishing to learn English, this phrasebook of course contains the Turkmen translations of numerous phrases and glossaries.

Б. Ретман, Р. Ретман. *Let's Learn to Speak English! / Гелиң иңлисче гүрлемеги өвренелиң*. Ашгабат: "Гарлавач", 1992. 162 pp.

G. K. Dulling. *An Introduction to the Turkmen Language. A Brief Summary of the Grammar of the Turkmen Language with Selected Extracts in Prose and Verse*. Oxford: Central Asian Research Centre, 1960. 47pp.

Literally a "brief summary," this booklet presents cursory explanations and paradigms of standard Turkmen grammar, along with some samples of Turkmen written in Latin, Arabic, and Cyrillic scripts.

Oskar Hanser. *Turkmen Manual. Descriptive Grammar of Contemporary Literary Turkmen. Texts. Glossary. Beihefte zur Wiener Zeitschrift für die Kunde des Morgenlandes, Band 7*. Wien: Verlag des Verbandes der wissenschaftlichen Gesellschaften Österreichs, 1977. 290pp.

This manual provides a reliable and systematic introduction to the grammar of standard Turkmen that is based on field work in Turkmenistan, a corpus of texts, and the normative "Academy Grammar" of Turkmen. Hanser cites all

examples in Cyrillic and in a phonetic transcription that permits users to know how each word actually is pronounced. A reader includes 20 Cyrillic texts without translations (pp. 205-224) and a glossary (pp. 225-264). Standard greetings and colloquial sayings are provided in an appendix (pp. 281-288). The work includes an index of all grammatical forms and topics.

А. Алмәммедгов, Р. Назаров. Иңлисче-түркменче сөзлүк. Ашгабат: "Магарыф", 1989. 128 pp.

This school dictionary contains around 10,000 English entries and their equivalents in standard Turkmen.

Russian

Ниязберды Реджепов. Изучаем туркменский язык. Учебник для русскоязычного населения. Ашгабат: "Туран", 1993. 311 pp.

The 90 lessons of this textbook are arranged topically and contain grammatical and lexical materials, along with brief dialogs and texts that serve as exercises. A Turkmen-Russian glossary concludes the work.

Ниязберды Реджепов. Туркменский язык. Учебник для взрослых. Ашгабат: "Магарыф", 1993. 192 pp. [Third edition]

Consisting of 62 brief lessons, this textbook presents pronunciation and grammatical notes, exercises, and dialogs, occasionally with illustrations. The work concludes with a Turkmen-Russian glossary.

Г. Ч. Яйлимов. Учитесь говорить по туркменски. Пособие по туркменскому языку. Ашгабат: "Несип", 1993. 125 pp.

This manual presents the grammar of Turkmen accompanied by exercises (pp.5-88), and concludes with a Russian-Turkmen glossary (89-124).

Ж. Ягмыров. Түркмен дилини өвренйәрис / Изучаем туркменский язык. Ашгабат: "Ылым", 1993. 121 pp.

This grammar-based textbook consists of 21 lessons, each with brief dialogs or texts for exercises.

Н. М. Юмудова, О. Шыхыева, Э. Чарыева, Дж. Непесова, Г. Сарыева, Б. Атаев. Туркменский язык. Интенсивный курс обучения разговорному языку. Учебное пособие. Ашгабат: "Ылхам", 1993. 240 pp.

This textbook is organized in seven sections. Following an introduction, the second section contains six lessons devoted to daily situations that incorporate some communicative activities (pp. 10-50). A third section consists of 35 authentic texts for reading (51-94), and a fourth section of scripted texts dealing with aspects of various professions (95-176). Sample official forms constitute a fifth section (177-191). Grammatical notes (192-233) and a glossary of terms from professional life (234-237) complete this valuable work.

Вахид Месгудов. Арагатнашык ве дурмуш хызматы кәрханаларының ишгәрлери үчин русча-түркменче гөплешик китабы. Ашгабат: "Түркменистан", 1991. 122 pp.

This phrasebook is intended for Turkmen workers in municipal services and communications who deal with Russian customers. Divided into topics connected with these services, it presents Russian phrases and vocabularies and their Turkmen equivalents.

Н.А. Баскаков. Грамматика туркменского языка, I. Фонетика и морфология. Ашхабад: "Ылым", 1970. 503 pp.

This "Academy grammar" of standard Turkmen gives an extensive treatment of sound structure and morphology, but lacks an index.

Александр Поцелуевски. Избранные труды.

Ред. П.А. Азимов, А.Н. Кононов. Ашхабад: "Ылым", 1975. 337 pp.

This collection of Potselujevskij's studies of Turkmen includes his description of the sound structure (Фонетический строй туркменского языка, pp. 23-68) and his treatment of Turkmen syntax (Основы синтаксиса туркменского литературного языка, pp. 165-268).

Н.А. Баскаков, Б.А. Каррыев, М.Я. Хамзаев. *Туркменско-русский словарь*. Москва: Издательство "Советская Энциклопедия", 1968. 832 pp.

An essential reference dictionary of standard Turkmen, this work contains around 40,000 words and provides a pronunciation in brackets of Turkmen words that have long vowels, a feature that nearly is ignored in the standard orthography.

В. Мескутов. *Туркменско-русский учебный словарь*. Москва: "Русский язык", 1988. 448 pp.

This school dictionary contains around 9,000 words and includes a brief grammar of Turkmen with systematic contrasts with Russian (pp.408-448).

Б. Чарыяров, С. Алтаева. *Большой русско-туркменский словарь*, 1-2. Москва: "Русский язык", 1986,1987. 816, 752 pp.

This standard Russian-Turkmen dictionary contains some 77,000 entries and supersedes the dictionary edited by Н.А. Баскаков, М.Я. Хамзаев, *Русско-туркменский словарь* (Москва: Государственное издательство иностранных и национальных словарей, 1956, 880 pp.).

Turkmen

Б. Бейсов (Ред.). *Туркмен дилиниң орфо-график сөзлүги/ Орфо-графический словарь*

туркменского языка.

Ашгабат: "Туркменистан", 1989. 552 pp.

This orthographical dictionary lists in alphabetical order the "correct" or normative spelling for 94,000 words in standard Turkmen.

French

Louis Bazin. *Le Turkmène. Philologiae Turcicae Fundamenta, I.* Ed. Jean Deny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 308-317.

This is a reliable sketch of basic features of the Turkmen sound system and grammar. Examples are cited in transcription only. Excerpts of a story, with French translation, complete this chapter.

German

Karl Reichl. *Türkmenische Märchen, mit Übersetzung, Glossar und Anmerkungen. Materialia Turcica 4.* Bochum: Studienverlag Dr. N. Brockmeyer, 1982. 140pp.

This chrestomathy contains 10 Turkmen stories in Cyrillic script, with German translations and notes and a glossary.

UYGUR

The standard Uygur language of Xinjiang has been written in a reformed Arabic script since 1982 when a brief period of use of Latin-based *pin-yin* was ended. Although based on a slightly different dialect, the standard language used by the Uygurs of Kazakistan, and by smaller Uygur communities in Kirgizistan and Uzbekistan, is written in both a modified Cyrillic script and a variant of the reformed Arabic script. The corpus of English-language works dealing with this language is larger than for any other Turkic language except Turkish. However, most of them deal with what they call "East Turki," a collective name for many of

the Turkic dialects of eastern Central Asia that are served today by a standard Uygur in Xinjiang and in Kazakistan.

There are more than 6 million Uygurs who form the co-dominant (with Han Chinese) population of the Xinjiang-Uygur Autonomous Region of the P.R.C., a region incorporating the territories of what many call East Turkestan and Jungaria. Uygurs constitute 45% of the over 16 million people in Xinjiang; other nationalities include Kazaks, Kirgiz, and Hui or Muslim Chinese. The 1989 Soviet census recorded 262,643 Uygurs in the USSR, 185,301 of whom lived in Kazakistan, 36,779 in Kirgizistan, 35,762 in Uzbekistan, and 1,308 in Turkmenistan.

English

Leslie R. Leinone. *A Handbook of the East Turki Language, 1-3.* Washington, D.C.: National Security Agency, Office of Training, 1956. Grammar: XII+331pp. Reader: V+253pp. Translations: 79pp.

With important reservations, serves as a comprehensive and comprehensible description of what scholars writing in English call(ed) "East Turki." This term essentially refers to the Chagatay literary language as pronounced by speakers of various dialects of East Turkestan. Thus, Leinone cites all forms in Arabic script as spelled in that former literary language, but accompanies these forms with a transcription of the "pronunciation" of them by David Osman Rashid, an emigré from Urumchi. The resultant transcriptions are very close to the current standard which also is based on the Urumchi dialect. However, the script is not standard, nor are the many grammatical forms and constructions peculiar to Rashid's speech. On the other hand, the volume containing Leinone's amply illustrated treatment of the grammar may serve as a reference work. The outdated

content and vocabulary of the readings in the other two volumes render their use inadvisable.

Leslie R. Leinone [with the help of Habib Ullah Ahunbay]. *Selected East Turki Texts to Accompany an East Turki Voice Tape.* Washington, D.C.: National Security Agency, Office of Training, 1955. 21pp. [Unseen]

Reinhard Hahn. *Spoken Uyghur.* Seattle: University of Washington Press, 1991. XXII + 632pp.

This work actually comprises three books in one: a linguistic analysis of the morphophonology of the standard language; a set of scripted dialogs with transliterations and translations; and glossaries of words in dialogs and some grammatical paradigms. The author's theoretical presentation may impede profitable use of the first part of this work by students. Each of the "lessons" in the second part contains dialogs printed in the reformed Arabic script of standard Xinjiang Uygur, accompanied by transliterations, English translations, and other material, ranging from an exhaustive list of Uygur equivalents of world geographical terms to a linguistic excursus on aspect in Uygur and languages of the world. The third part of the book includes Uygur-English and English-Uygur glossaries (in transliteration only) and paradigms of declensional and tense forms.

David K. Parshall. *The First Step in Uyghur.* Hong Kong: In Step Language Books, 1993. 196pp.

This book is designed for self-study. Lessons are grammar-based and contain dialogs and situations that are not always authentic.

E.N. Nadzip. *Modern Uigur. Languages of Asia and Africa Series.* Moscow: "Nauka" Publishing House, Central Department of Oriental Literature, 1971. 158pp. [Translation of *Современный уйгурский язык*, 1960.]

Apart from its introductory nature and numerous awkward English renderings of the Russian text, this work cites Uygur forms in a system that mixes transliteration and transcription from the early reformed Arabic script used in Kazakistan and, in the 1950s, in Xinjiang.

Henry G. Schwarz. *An Uyghur-English Dictionary.* Center for East Asian Studies. Bellingham: Western Washington University, 1992. XXIV+ 1083 pp.

While it adds some specialized vocabularies from other sources, this dictionary essentially is a translation from the Chinese equivalents of the *Uygurqä-Hänzuqä Lugät* (see below), and therefore contains a number of errors in definitions of words. Oddly, the Uygur forms are not cited in the Latin alphabet (*pinyin*) used in the Uygur-Chinese dictionary; rather, they are presented in transliteration from the standard Arabic used today, and in the alphabetical order of that script. This major methodological flaw renders use of this work a chore.

Daniel St. John. *A Uighur-English Dictionary/Uyghurchä-inglizchä lughät.* Ürümchi: Shinjang Hälq Näshriyati, 1993. 671pp.

This dictionary contains around 12,000 entries in standard script, plus extensive (pp.540-671) grammatical paradigms accompanied by apt examples.

Anpär Päyzulla. *English-Uighur Dictionary / Inglizchä-uygurchä lugät.* Ürümchi: Shinjang Hälq Näshriyati, 1983. 558pp.

This school dictionary contains 7,200 entries with standard Uygur equivalents.

Chinese

Uygurqä-Hänzuqä Lugät. Ürümqi: Xinjiang Hälq Näxriyati, 1982. 798pp.

Members of the Chinese Language Faculty of Xinjiang

University compiled this dictionary. Chinese equivalents in characters are provided for standard Uygur vocabulary in the Latin alphabet (*pinyin*) used for standard Uygur from the 1960s to the early 1980s.

Russian

А. Боровков. *Учебник уйгурского языка.* Ленинград: Издание Ленинградского Восточного Института имени А.С. Енукидзе, 1935. 247 pp.

This is a manual of the first Uygur standard language that was based on the Kashgar and Ili dialects. The presentation is grammar-based and includes exercises at the end of each section. Forms are cited in Latin script up to page 87 and then in both Latin and early reformed Arabic script. It includes texts (pp. 195-204) and a glossary (pp. 227-247) in Arabic script only.

Эмир Наджип. *Уйгурский язык/Уйгур тили.* Москва: Издательство Московского государственного университета, 1954. 191 pp.

This chrestomathy contains a selection of folkloristic and classical Uygur texts in the early reformed Arabic script of the standard language used in Kazakistan. It includes an Uygur-Russian glossary (pp.141-190).

Эмир Наджип. *Уйгурско-русский словарь.* Москва: Издательство "Советская Энциклопедия", 1968. 828 pp.

The entries in this dictionary of standard Uygur of Kazakistan are given in the earlier reformed Arabic script, while Cyrillic script equivalents are provided in brackets. It contains around 33,000 words and may serve as a reference dictionary for standard Xinjiang Uygur as well.

Ш. Кирибов. *Уйгурско-русский словарь.* Алмата: Издательство Академии Наук Казахской ССР, 1961. 328 pp.

This dictionary contains around 10,000 words of the standard Uygur written in Cyrillic script in Kazakhstan; it also contains a grammatical sketch.

Turkish

Momin Abdulla. *A Turkish-Uighur Dictionary*. Beijing: Nationality Press, 1989. [Unseen]

UZBEK

From 1929 to 1940 Uzbek was written in the Unified Turkic Latin Alphabet, and from 1940 to the present in a modified Cyrillic alphabet. As other Central Asian Turkic languages, Uzbek will be switched to a Latin script in coming years. Since 1935 the standard language has been based on the non-harmonic dialects of the Tashkent region and on a mixture of forms from various other dialects. According to the 1989 census, there were 16,697,825 Uzbeks in the USSR, 14,142,475 of whom lived in Uzbekistan, 1,197,841 in Tajikistan, 550,096 in Kirgizistan, 332,017 in Kazakhstan, and 317,333 in Turkmenistan; an unknown number of Uzbeks also live in Afghanistan and 12,000 in China.

Although Uzbek has attracted the attention of language specialists for several decades, to date effective instructional and research materials have not been published. Completion of a project to draw up "Proficiency Guidelines for Uzbek" and the holding of several workshops aimed at producing proficiency-based instructional materials should be viewed as positive developments. In addition to the publications noted below, several instructional and reference works are known to be in preparation. An introductory textbook for university courses by Khayrulla Ismatulla of Indiana University will appear soon in the Uralic and Altaic Series. Andras Bodrogligeti of the University of California at Los Angeles has announced the forthcoming publication

of several of his works, including "Modern Literary Uzbek: A Manual for Intensive-Elementary and Intermediate Courses," "Modern Uzbek Reader," "Complete Course of Modern Uzbek for Communication," and "Academic Reference Grammar of Modern Uzbek."

English

Charles Bidwell. *A Structural Analysis of Uzbek*. American Council of Learned Societies, Program in Oriental Languages Publications Series B--Aids--Number 3. Washington, D.C.: 1955. 143 pp.

This grammatical description is based on brief contact time with only two Uzbek individuals who emigrated in the 1940s and whose dialects do not conform to standard Uzbek. Bidwell recorded their speech in a phonetic alphabet, and utilized a structuralist analysis that may not be comprehensible to beginning students.²

Andrée Sjoberg. *Uzbek Structural Grammar*. Uralic and Altaic Series 18. Bloomington: Indiana University Publications, 1963. 158 pp.

The non-standard speech of two Uzbek emigrés is recorded in this grammar in a phonetic alphabet. Due to the author's brief contact time with these speakers, there was no opportunity to correct a number of errors of detail. Although written within the structuralist framework of American linguistics now unfamiliar to most students and many linguists, this grammar nonetheless presents the fullest description of Uzbek available in English.³

Alo Raun. *Basic Course in Uzbek*. Uralic and Altaic Series 59. Bloomington: Indiana University Publications, 1969. XI + 273pp. [Tapes available from Indiana University]

² See the review by A. Sjoberg: *Language* 33, 1957, 480-489.

³ Reviewed by K. Menges: *Journal of the American Oriental Society* 85, 1965, 217-221.

Language Laboratory in a 1953 recording (Bo2.00-06) and in a 1963 recording (B01.01-.12).]

This is a course in non-standard Uzbek. Lessons consist of dialogs, exercises and glossaries. All materials are recorded in phonetic transcription. The dialogs were written first in English and then translated into Uzbek and checked by four emigrés. This work remains the only published textbook in English and is accompanied by audiotapes for Lessons 1-29.

Khayrulla Ismatulla, Larry Clark. *Uzbek. Language Competencies for Peace Corps Volunteers in Uzbekistan.* Washington, D.C.: U.S. Peace Corps, 1992. 203 pp.

This manual presents brief dialogs related to "survival" needs, accompanied by glossaries and grammatical notes. It is intended solely as a source of language materials for U.S. Peace Corps volunteers learning Uzbek from teachers trained in communicative methods.

Ж. А. Бобожонова, О. И. Любечанская. *Ўзбекча-русча-инглизча сўзлашгич/ Узбекско-русско-английский разговорник / Uzbek-Russian-English Phrase-Book.* Тошкент: Қомус-лар Бош таҳририяти, 1992. 207 pp.

This phrasebook is arranged topically with the three languages in parallel columns. English is the index language in the first half, and Uzbek in the second half.

Дж. Буранов, М. Т. Ирискулов, Э. М. Файзуллаева. *Англо-узбекско-русский разговорник.* Ташкент: "Укитувчи", 1993. [Unseen]

Khayrulla Ismatulla, William Fierman. *Uzbek / English Language Guide.* Denver: Newmont Mining Corporation, 1993. 93 pp.

Intended for employees of an American corporation

doing business in Uzbekistan, this pocket-sized guide contains phrases and vocabulary lists arranged according to situations. Notes on pronunciation appear in an introductory section, but remarks on grammar stop after a few pages.

Nicholas Poppe, Jr. *Uzbek Newspaper Reader.* Uralic and Altaic Series 10. Bloomington: Indiana University Publications, 1962. 247 pp.

This work contains a grammatical sketch of standard Uzbek (55 pages) based on Kononov's reference grammar (see below), reproductions of articles from Uzbek newspapers (95 pages), a few grammatical explanations (14 pages), and a glossary (69 pages). The standard Uzbek alphabet is used throughout. This book provides a useful service as a reader in a particular style of the standard language. Due to their age, the newspaper texts reflect the Soviet "dis-reality" and employ extensive Russian vocabulary and constructions that are no longer in use.

Ilse Laude-Cirtautas. *Chrestomathy of Modern Literary Uzbek.* Wiesbaden: Otto Harrassowitz, 1980. XII+249 pp.

One of the valuable aspects of this chrestomathy of standard Uzbek is its glossary (130 pages), which contains many skillful definitions and translations of Uzbek words and phrases. The texts included range from country descriptions and autobiographies of writers to literary samples of oral literature and modern short stories.

Natalie Waterson. *Uzbek-English Dictionary.* Oxford: Oxford University Press, 1980. xx + 210 pp.

This dictionary may repay browsing by beginning students of Uzbek. However, its 10,000 entries are listed according to roots and stems, a system that burdens the student with figuring out the meanings of words formed with suffixes. In addition, definitions provided for the entries fre-

quently are misleading or in error. The vocabulary included slants toward the Soviet rather than the Central Asian heritage of Uzbek.⁴

Karl Krippes (Ed.). *Uzbek-English Dictionary. Preliminary Edition.* Kensington, Maryland: Dunwoody Press, 1993. xi + 225 + 43 pp.

Most of the 17,000 entries in this standard Uzbek-English dictionary were compiled and verified over a long period by David Montgomery (Brigham Young University) who sold his manuscript to the publisher. Krippes edited the work and added an end-paper with some grammatical notes (43 pages). Uzbek specialists checked the spellings of Uzbek words. Illustrative sentences accompany a few entries which may help a beginning student build his or her vocabulary.

Ж. Бўронов, Й. Аълоев, К. Раҳмонбердиев. *Ўзбекча-инглизча луғат (ўрта мактаблар учун)/Uzbek-English School Dictionary.* Тошкент: "Ўқитувчи", 1969. 200 pp.

Intended for English-language instruction in Uzbek middle schools, this dictionary in conveniently small size contains some 7,000 words. Despite its numerous spelling errors, this glossary of basic vocabulary still may benefit beginners in the study of Uzbek.

В. А. Федоров, Г. А. Алиев. *Словарь-справочник словесного управления узбекско-русского-английского-немецкого языков/ўзбек-рус-инглиз-немис тиллари бошқарувиға доир луғат-справочник.* Тошкент: "Ўқитувчи", 1989. 286 pp.

This is a specialized grammatical reference work that provides an alphabetical list of over 900 Uzbek verbs, along with Russian, English, and German explanations and illus-

trations of their government of case suffixes. Those seeking to advance their mastery of such constructions will profit from this work.

Ж. Бўронов, К. Раҳмонбердиев, Х. Барноҳўжаева. *English-Uzbek Dictionary/Инглизча-ўзбекча луғат (ўрта мактаблар учун).* Ред. Х. Исматуллаев. Тошкент: "Ўқитувчи", 1991. 208 pp.

This school dictionary is a reverse of the 1969 Uzbek-English dictionary containing some 7,000 words, but with most of the errors in the English portion corrected.

Ж. Бўронов, К. Раҳмонбердиев, Й. Аълоев. *English-Uzbek Dictionary/Инглизча-ўзбекча луғат.* Тошкент: "Ўқитувчи", 1977. 259 pp.

Containing over 12,000 words, this dictionary is intended as an aid for Uzbeks learning English.

Russian

Хайрулла Исмадулла. *Самоучитель узбекского языка.* Тошкент: "Ўқитувчи", 1991. 144 pp.

This is a self-study aid for students who seek a more structured paradigmatic approach to learning grammar. It contains short texts, some of which were "adjusted" by the publishing house, a small Uzbek-Russian phrasebook, lists of specialized vocabulary, and a selection of proverbs.

Р. Юлдашев. *Изучаем узбекский язык/ўзбек тилини ўрганамиз. Пособие для курсов по изучению узбекского языка. Часть I.* Ташкент: "Ўқитувчи", 1992. 256 pp..

Intended for Russians studying in Uzbek courses, the 80 lessons of this manual are grammar-based and include brief dialogs and texts. Lists of Uzbek nouns and verbs (pp. 157-184), a Russian-Uzbek glossary (184-232), verbal paradigms (233-250), and three text samples (251-255) complete the work.

⁴ Reviewed by John Soper: *Ural-Altäische Jahrbücher* 54, 1982, 119-136.

М. Усмонова, Э. Азларов, Г. Шарипов. *Узбекский язык/Ўзбек тили (Университетлар ва педагогика институтларининг рус группалари учун қолланма)*. Ташкент: "Ўқитувчи", 1991. 303 pp. [Second edition]

This manual is intended for college-level Russians studying Uzbek. Its lessons are grammar-based and include dialogs and texts. A glossary completes the work.

С. Салихов, Х. Исмадуллаев. *Русско-узбекско-таджикский разговорник / Русча-ўзбекча-тожикча сўзлашув китоби/Мучовараи русии-ўзбекии-тоҷикии*. Ташкент: "Фан", 1990. 100 pp.

Among a series of Russian phrasebooks that have appeared, this one may prove useful for students who visit one of the many communities of Uzbekistan in which both Uzbek and Tajik are spoken. The material in this Russian-Uzbek-Tajik phrasebook is arranged by topics in three columns.

З. М. Маъруфов, Г. Н. Михайлов. *Ўзбекча-русча сўзлашгич. Русча-ўзбекча сўзлашгич / Узбекско-русский разговорник. Русско-узбекский разговорник*. Тошкент: "Ўқитувчи", 1990. 287 pp.

Printed in pocket size, this phrasebook has appeared in several editions and is generally available. Other merits are not conspicuous. Under a variety of topics, phrases and glossaries are mixed together, and the Russian-Uzbek and Uzbek-Russian sections contain different material for the same topics.

В. И. Красных, С. И. Гаюпов. *Узбекско-русский и русско-узбекский разговорник / ўзбекча-русча ва русча-ўзбекча сўзлашув китоби*. Москва: "Русский язык", 1988. 400 pp.

This phrasebook is topically arranged and may facilitate learning of phrases belonging to various spheres of Uzbek life.

Андрей Кононов. *Грамматика современного узбекского литературного языка*. Москва-Ленинград: Издательство Академии Наук СССР, 1960. 446 pp.

Many Turkologists regard this reference grammar of standard Uzbek as the premier grammar of any Turkic language, primarily because they appreciate Kononov's comparative Turkic material. Besides its presentation of the sound system and grammar, this work also ends with an index of forms and key words which facilitates its use as a reference grammar. At the same time, Kononov's illustrative materials are drawn from the Soviet style of writing literary Uzbek.

В.В. Решетов. *Узбекский язык, Часть I. Введение, фонетика*. Ташкент: Государственное учебно-педагогическое издательство УзССР, 1959. 366 pp.

Reshetov's work was a standard introduction to the sound system of the Uzbek written language and its dialects. It is cited here because it provides a collection of texts in phonetic transcription (pp. 320-355) that may be useful for some instructional purposes.⁵

Александр Боровков. *Узбекско-русский словарь*. Москва: Государственное издательство иностранных и национальных словарей, 1959. 839 pp.

This dictionary is a major compendium of the vocabulary of standard Uzbek. It contains around 50,000 words and provides a rich assortment of illustrative phrases and sentences. Appended to the work are a grammatical sketch (pp. 677-727), an annotated list of Uzbek suffixes (and prefixes), and an Arabic script key to aid in the reading of Old Uzbek texts. Because of its age, however, it reflects most fully

⁵ The continuations of this work were published in Uzbek: Азим Ҳожиёв (Ред.). *Ҳозирги ўзбек адабий тили, I. Морфология*; Аюб Гуломов (Ред.). *Ҳозирги ўзбек адабий тили, II. Синтаксис*. Тошкент: "Фан", 1974, 1975 [Unseen].

the Soviet style of standard Uzbek and lacks a portion of current vocabulary and words from the Central Asian heritage.

С. Ф. Ақобиров, Г. Н. Михайлов. *Ўзбекско-русский словарь.* Ташкент: Главная редакция Узбекской советской энциклопедии, 1988. 726 pp.

This is a re-issue of the preceding dictionary, but without the grammatical sketch and Arabic script index of the original dictionary. On the positive side, this reprint adds several hundred entries from the current language to the original store.

О. Азизов, Э. Ризаева. *Ўзбекско-русский словарь/Ўзбекча-русча лугат.* Ред. Х. Исмагулла. Тошкент: "Ўқитувчи", 1989. 284 pp.

This dictionary contains some 15,000 words extracted from Borovkov's 1959 dictionary and is intended for use in Uzbek middle schools.

М.К. Кошчанов (Ред.). *Русско-узбекский словарь.* Ташкент: Главная редакция Узбекской советской энциклопедии, 1983. 797 pp.

This standard two-volume dictionary may benefit students with a knowledge of Russian.

Т. Алиқулов. *Русско-узбекский учебный словарь/Русча-Ўзбекча ўқув лугати.* Москва: "Русский язык", 1982. 287 pp.

This dictionary of 5,000 words is intended for Uzbeks studying Russian.

М. Садыкова. *Қисқача ўзбекча-русча фразеологик лугат/Краткий узбекско-русский фразеологический словарь.* Тошкент: Ўзбек Совет Энциклопедияси Бош редакцияси, 1989. 334 pp.

This dictionary of Uzbek phrases explained in Russian may prove useful to researchers.

Uzbek

М. Аққарова, К. Қосимова, Ҳ. Жамолхонов *Ўзбек тили. Педагогика билим юртлари учун дарслик.* Тошкент: "Ўқитувчи", 1989. 274 pp. [Second edition]

This work is intended for students at pedagogical institutes. It presents an often detailed description of the lexicon, phraseology, sound system, morphology, syntax, and punctuation of standard Uzbek, accompanied by brief texts as exercise materials.

Р. Иқромова, К. Қосимова, *Ўзбек тилидан машқлар тўплами.* Тошкент: "Ўқитувчи" 1988, 171 pp.

This is a collection of exercises for improving command of Uzbek grammar. Most of the exercises are brief texts or sets of sentences with an instruction. The book lacks an answer key.

Э. М. Маъруфов. *Ўзбек тилининг изоҳли лугати/Толковый словарь узбекского языка, 1-2.* Москва: Издательство "Русский язык", 1981. 631, 715 pp.

This self-defining Uzbek dictionary is an invaluable aid for the researcher. Although still representative of the Soviet style of literary Uzbek, the work incorporates over 60,000 words, including a better selection of those which reflect the Central Asian heritage than other available dictionaries.

Ш. Раҳматуллаев. *Ўзбек тилининг фразеологик лугати.* Тошкент: Қомуспар Бош Таҳририяти, 1992. 380 pp.

This is a useful work to consult for phrases used in the standard language.

German

Annemarie von Gabain. *Özbekische Grammatik.* Leipzig, 1945. 278 pp. [Unseen]

S. Wurm. *Das Özbekische. Philologiae Turcicae Fundamenta, Tomus, 1.* Ed. Jean Deny, Kaare Grønbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp.489-524.

Wurm incorporates dialect data into this grammatical sketch of standard Uzbek and cites forms in transcription only.

Ш. А. Джамалова, С. А. Салихова, В. А. Штапова. *Немецко-русско-узбекский разговорник.* Ташкент: "Ўқитувчи", 1993. [Unseen]

Karl Reichl. *Usbekische Märchen, mit Übersetzung, Glossar und Anmerkungen. Materialia Turcica 1.* Bochum: Studienverlag Dr. N. Brockmeyer, 1978. 156 pp.

This work includes the texts of eight stories and a glossary in standard script, along with German translations and notes.

TURKIC LANGUAGES OF SIBERIA

Several standard languages exist for Turkic peoples of Siberia, including two whose beginnings go back to the 19th century: Altay, Khakas, Tuva and Yakut.

ALTAY

Orthodox Christian missionaries created a Cyrillic-based written language for Altay in the 1840s. This script was reformed in 1922, but then replaced by Latin between 1928 and 1938 when Cyrillic was introduced. The standard Altay language reflects the southern group of Altay dialects which includes Teleut and Telengit. Although subsumed under one people in the Altay republic, the Tuba, Kumanda and Chelkan in the northern Altay speak a language belonging with the Khakas group. The 70,777 Altay speakers of

the 1989 census presumably included all groups, who accounted for 31% of the population of the autonomous oblast at that time.

English

C.G. Simpson. *Some Features of the Morphology of the Oirat (Gorno-Altai) Language.* Oxford: Central Asian Research Centre, 1955. 68 pp.

The author provides brief descriptions and paradigms of most grammatical categories of standard Altay (which Turkologists called Oyrot at that time).

Russian

Н.П. Дыренкова. *Грамматика ойротского языка.* Москва-Ленинград: Издательство Академии Наук СССР, 1940. 302 pp.

This is a comprehensive reference grammar of standard Altay that also incorporates some data about dialects.

Н.А. Баскаков, Т.М. Тощакова. *Ойротско-русский словарь.* Москва: Государственное издательство иностранных и национальных словарей, 1947. 312 pp.

A small dictionary containing around 10,000 words of standard Altay (older name Oyrot), this work also includes a grammatical sketch by Baskakov (pp. 219-312).

German

Omeljan Pritsak. *Das Altaitürkische. Philologiae Turcicae Fundamenta, Tomus, 1.* Ed. Jean Deny, Kaare Grønbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp.568-598.

Pritsak integrates data on dialects of both the southern and northern groups into this grammatical sketch of standard Altay; forms are cited in transcription.

КХАКАС

From 1929 to 1930 the standard Khakas language was written in the Latin alphabet and then switched to its current Cyrillic form. This standard serves speakers of a group of closely related dialects (Kacha, Kyzyl, Beltir, etc.), one of which, Shor, also at times has been a written language in Cyrillic script. The 1989 census registered 80,328 Khakas in the USSR, with the majority living in the Khakas autonomous oblast where they formed 11.1% of the population.

Russian

Н.А. Баскаков. *Грамматика хакасского языка.* Москва: Издательство Наука, главная редакция восточной литературы, 1975. 418 pp.

A collective work, this reference grammar consists of chapters on grammatical categories of standard Khakas.

Н. П. Дыренкова. *Грамматика хакасского языка. Фонетика и морфология.* Абакан: Хакоблнациздат, 1948. 124 pp.

This is a reference grammar that devotes most of its space to the morphology of the standard Khakas language.

Н. П. Дыренкова. *Грамматика шорского языка.* Москва-Ленинград: Издательство Академии Наук СССР, 1941. 307 pp.

This reference grammar of written Shor also incorporates dialect data.

Н. А. Баскаков, А. И. Инкижекова-Грекул. *Хакасско-русский словарь.* Москва: Государственное издательство иностранных и национальных словарей, 1953. 487 pp.

This small dictionary containing around 14,000 words of standard Khakas and occasionally its dialects also includes a grammatical sketch by the authors (pp. 359-487).

Khakas

Д. Ф. Патачакова. *Хакас тілі, I. Лексика, фонетика, морфология / Грамматика хакасского языка для педучилища.* Абакан: Хакасияның книга издательствозы, 1962. 239 pp.

Beside a rather extensive introduction to the sound system of standard Khakas, this work contains a grammatical presentation and a number of readers and exercises to illustrate the grammar.

German

Omeljan Pritsak. *Das Abakan-und Culym-türkische und das Schorische. Philologiae Turcicae Fundamenta, Tomus, I.* Ed. Jean Deny, Kaare Grønbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 598-640.

This grammatical sketch focuses on standard Khakas, but incorporates dialect data and cites forms in transcription only.

TUVA

The standard Tuva language was written in the Unified Turkic Latin Alphabet between 1930 and 1943 when it was switched to Cyrillic. According to the 1989 census, there were 206,629 Tuvas, nearly all in the Republic of Tuva. Small groups of Tuva live in northwest Mongolia and in the Altay region of Xinjiang.

English

John R. Krueger. *Tuvan Manual. Area Handbook, Grammar, Reader, Glossary, Bibliography.* Uralic and Altaic Series 126. Bloomington: Indiana University Publications, 1977. XI+261pp.

As other manuals by this author, this work contains an area handbook and gazetteer (pp. 1-86), a grammatical sketch (87-162), a reader (165-203) and a glossary (205-242).

Russian

Е. Б. Салзынмаа. *Орус-тыва чугаа ному/Русско-тувинский разговорник.* Кызыл: Тувинское книжное издательство, 1991. 117 pp.

Intended for Russians who wish to learn some Tuva, this booklet contains some grammatical notes, followed by scripted dialogs and glossaries on various topics.

Ф. Г. Исхаков, А. А. Пальмбах. *Грамматика тувинского языка. Фонетика и морфология.* Москва: Издательство восточной литературы, 1961. 472 pp.

This is a comprehensive reference grammar of standard Tuva.

Э. Р. Тенишев (Ред.). *Тувинско-русский словарь.* Москва: Издательство "Советская энциклопедия," 1968. 646 pp.

This dictionary of standard Tuva contains 22,000 words.

German

Karl Menges. *Das Sojonische und Karagassische. Philologiae Turcicae Fundamenta, Tomus, 1.* Ed. Jean Deny, Kaare Grønbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 640-670.

Menges provides a sketch of standard Tuva in transcription, but also cites Tofalar and comparative data from other Siberian Turkic languages.

YAKUT

Two writing systems using Cyrillic letters were introduced for Yakut in the 1850s. Between 1929 and 1939 Yakut was written in the Latin alphabet, and since that time in a Cyrillic alphabet that is very close to that used in the 19th century. The 1989 census recorded 381,922 Yakuts in the USSR, with the majority living in the Yakut republic,

where they formed 33.4% of the population. In recent years, this people has adopted its own name, Sakha, for their language and republic.

A closely related group called the Dolgan have or at least had a written language during the Soviet regime. The 1989 census reported 6,500 Dolgans who live among the Nganasan on the Taymyr Peninsula. Originally Evenki Tungus, this group began to speak Yakut in the 18th century and call themselves Sakha.

English

John R. Krueger. *Yakut Manual.* Uralic and Altaic Series 21. Bloomington: Indiana University Publications, 1962. XIII+389 pp.

In addition to an area handbook (pp. 1-25), map (between pp. 22-23) and gazetteer (311-380), this manual presents a reference grammar of standard Yakut set within the structuralist framework (27-150), a reader of 80 graded selections (151-228) with an English key (281-304), and a glossary (229-279).

Russian

П. А. Слепцов. *Якутско-русский словарь.* Москва: Издательство "Советская энциклопедия," 1972. 606 pp.

This dictionary of standard Yakut contains more than 25,000 words and a grammatical sketch of the language by Je.I. Ubrjatova (pp. 569-606).

Э. К. Пекарский. *Словарь якутского языка, I-III.* Москва: Академии Наук СССР, 1958. 3858 стол. [Reprint of original: St. Petrograd-Leningrad 1917, 1927, 1930]

Peckarskij's dictionary is a compendium of the Yakut lexicon and includes dialect data and historical-comparative materials.

German

Otto Böhtlingk. *Über die Sprache der Jakuten. Grammatik, Text und Wörterbuch. Uralic and Altaic Series 35.* The Hague: Mouton & Co, 1964. LIV+397+184pp. [Reprint of 1851 original]

A classic work of continuing utility, this volume contains a chrestomathy, reference grammar and dictionary of Yakut with forms cited in a Cyrillic-based alphabet very close to that used today.⁶

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A Supplement

**Kazakh and Kirghiz Supplement
to "Resources for Turkic"**

Whereas the "Resources for Turkic: a Survey Part II"⁷ focuses on cataloging instructional and reference materials in Western languages and the native Turkic, the supplement is intended to address certain lacunae in that catalog, but more importantly to propose how the following lexicographical references may be incorporated into a syllabus, in addition to critically evaluating their strengths and weaknesses. In preparing this supplement for Kazakh and Kirghiz, I have omitted works "in progress", phrasebooks, and publications

⁶ Böhtlingk's work has been translated into Russian, with an introduction, by V. I. Rassadin: *О ЯЗЫКЕ ЯКУТОВ*, Новосибирск: "Наука," Сибирское отделение, 1989.

⁷ Larry Clark, AATT Newsletter 17, Spring 1995, pp. 7-18.

on dialects and the Turkic languages spoken in the People's Republic of China. This supplement is restricted to lexicographical references rather than textbooks (to be treated separately later).

Those works previously cited in the AATT Newsletter 17, Spring 1995⁸, but which are in need for further qualification, are asterisked (**).

KAZAKH

English

Krippes, Karl A. 1994. **Kazakh (Qazaq) - English Dictionary.** Kensington: Dunwood Press, 290 pp.

This dictionary of 20,951 entries is intended as tool for English-speaking students and translators of Kazakh and an improvement over Shnitnikov 1966.

This dictionary attempts to achieve that aim in five ways. First, the User's Guide presents the facts about variation in written Kazakh to help the user anticipate what variant forms a word may have in a text, though the variant itself may not be listed in the dictionary. Secondly, it arranges the dictionary primarily according to Syzdyqova 1988, but also according to actual usage in newspapers (namely that compound words and phrases which can be either separated by a blank or space are sorted the same as though written as a single string of characters). Third, the more frequent neologisms which have started to be used since 1990, but missing from the Kazakh-German are included, e.g. бағдарлама 'program', өркениет 'civilization'. Fourth, definitions were generally written first based upon the Explanatory Dictionary, next upon the Kazakh-German, and finally upon the Kazakh-Russian. Fifth, from a pedagogical standpoint, a less prominent feature of the dictionary is the 400 usage examples which were collected and translated mainly from

⁸ *ibid.*

newspapers in 1992, which in those cases guided the definition.

Given that this is a "partial description of the written Kazakh language as used in the Kazakh press" (p. iv), the user is expected to consult this dictionary in conjunction with the Kazakh-German, Kazakh Explanatory Dictionary, and Phraseological Dictionary (in that order of importance).

French

****Dominique Indjoudjian. 1983. Dictionnaire kazakh-français. Paris: Publications orientalistes de France, 34+192 pp.**

As pointed out by reviewers, the French glosses are translated from the Russian in the 1954 Kazakh-Russian dictionary with the aid of a native speaker. The lexicographic method of listing of synonyms in a target language is seldom improved by expanding the list with synonyms from a third language to "translate" the target language (i.e. French to Russian) because such a method causes the user to stray too far from the core meaning of a word. As an ancillary translation tool, students will find this to be a source of technical vocabulary (esp. biology, anatomy, botany, zoology) which has not found its way into other bilingual dictionaries. As for its non-technical Kazakh vocabulary, there is an imbalance due to the emphasis on headwords rather than phrases or idioms.

German

****Мырзабекова, Қ.Қ. Әбдікәрімба, С. Әбдіғалиев. 1992. Қазақша-Немісше Сөздік/Kasachisch-Deutsches Wörterbuch. Алматы: 'Рауан', 384 pp.**

Members of the Kazakh Academy of Sciences informed me that this dictionary was already finished in manuscript form 20 years prior to publication. Speakers of English

should not hesitate to use this, even with the aid of a good German-English dictionary. In terms of its coverage of *headwords and subentries*, it is perhaps the best bilingual dictionary of Kazakh into a Western language since the 1987 reedition of the Kazakh-Russian dictionary. Translators will find its *semantic coverage*, as well as inclusion of idioms and phrases very complete. It is only superseded by the Kazakh (Qazaq)-English Dictionary (1994), because it has almost no "new words" or replacements for Russian loanwords, having been edited during the Soviet era.

Kazakh

Бекмухаметов, Е.Б. 1977. Қазақ тіліндегі араб-парсы сөздері түсіндірме сөздік [Explanatory Dictionary of Arabo-Persian Words in the Kazakh Language], Алматы: 'Қазақстан.'

This dictionary is not merely a curiosity for Turcologists and historical linguists, but it has a practical use for students and translators. Even though it contains only a few thousand entries, its Arabo-Persian vocabulary has in some cases been overlooked by lexicographers of the modern Kazakh language as being archaic, e.g. Мәшрық 'the east' (not in any dictionary, including Syzdykova 1988). In addition to defining words in both Russian and Kazakh, and with a contextual example from literature, a word is given in both the Cyrillic and Persian orthographies. Very rarely does the author misidentify the origin of a word, e.g. (sic) сұңар 'falcon'. It is also a valuable source for resurgent Arabo-Persian words pertaining to Islam which Soviet-era lexicographers excluded, deliberately or indeliberately.

****Исқақов, А. Ы. .1974-1986. Қазақ Тілінің Түсіндірме Сөздігі [Kazakh Explanatory Dictionary]. 10 volumes. Алматы: Ғылым.**

Although an abridged 2 volume version appeared before the completion of this 10-volume work, I have not been

able to obtain a copy. It is regrettable for Kazakh studies in the United States that less than half of the ten volumes can be found at any lending libraries. Its total 88,403 entries and subentries are culled from the monuments of modern Kazakh literature. The entries and subentries are translated by Kazakh synonyms, with at least one illustrative example from Kazakh literature or the Kazakh press.

The Kazakh-Russian Dictionary had a separate origin, not connected with the Kazakh Explanatory Dictionary and did not make use of it in order to write definitions.

**** Кеңесбаев, І. 1977. Қазақ Тілінің Фразеологиялық Сөздігі [Phraseological Dictionary of the Kazakh Language]. Алматы: Ғылым, 712 pp.**

Identical in format to the Kazakh Explanatory Dictionary, there are some differences in the Kazakh definitions. Also new contextual examples and new entries (not in the Kazakh Explanatory Dictionary) have been added. At the intermediate and advanced levels, where idioms are more common than at the beginning level, this Phraseological Dictionary is an important tool for the student and translator. Even if one does not have access to the full ten volumes of the Explanatory Dictionary, the Phraseological Dictionary will be indispensable.

Сыдыкова, Р. 1988. Қазақ Тілінің Орфографиялық Сөздігі [Kazakh Orthographic Dictionary] Алматы: 'Қазақстан.'

As with other orthographic dictionaries, students and translators can rely on this to identify the normative spelling of words found in a text, and from there to consult a dictionary based on the normative spelling. This orthographic dictionary has the added feature of very extensive labeling of entries which will allow the user at a glance to identify whether a word is a plant, animal, disease, etc. or the subentry of another headword.

Mongolian

Баылхаан, Б. 1977. Қазақша-Монғолша Сөздік / Казах-Монгол Толь, Уланбатыр: БНМАУ Шинжлэх Ухааны Академи Хэл Зохиолын Хүрээлэн, 370 pp.

Although it has a separate origin from other dictionaries of Kazakh produced in the former Soviet Union, and being based on field work collected by its author in Almaty, it is not usable to most students of Kazakh because the glosses are in Khalkha Mongolian. Consulting a Khalkha-English dictionary will not improve the situation for the student either. Lastly, it has dubious entries not verifiable in Syzdykova 1988 or major Kazakh lexicographical references, e.g. *серигу* (= Мо. *сэргэх* 'to be alert'). This example seems to indicate that certain Mongolian definitions were chosen first on the basis of their phonetic resemblance to Kazakh and presumed "Altaic" origin. Therefore, despite its nearly 30,000 entries and a 20 page grammatical sketch, it can only serve English speaking students as an ancillary reference tool.

Russian

Махмудов, Х., Ф. Мұсабаев. 1987. Қазақша-Орысша Сөздік / Казахско-Русский Словарь [Kazakh-Russian Dictionary]. Алматы: Қазақ Совет Энциклопедиясының Бас Редакциясы, 507 pp.

As the editors clearly state in the preface, this is a dictionary intended primarily for speakers of Russian wanting to learn Kazakh, whereas the 1954 edition was for speakers of Kazakh learning Russian. It is the 1987 version which has been continually reprinted in Kazakhstan, and which contains the new standard orthography (i.e. established by the Academy since the 1954 edition) represented in

Syzdykova 1988. Kazakh orthography is in a state of flux, especially with the graphemes **Аа** and **Әә**. Thus even though **дүдамал** 'suspicious' (M & M 1987: 115) should have been changed to **дүдөмал** 'id.', in 1995 we find **жайт** 'situation' (Syzdykova 1988:120) more commonly written as **жәйт** 'id.'

Its grammatical sketch (pp. 405-465) and appendix of "new words" (pp. 466-507), e.g. **мүздәтқыш** 'refrigerator', are the two main features which distinguish it from both the 1957 edition and Shnitnikov 1966.

KIRGHIZ

English

Лубович, С. М., Т. Турсуналиев, Смолкина, Л. Я. 1976. Сүрөттү сөздүк [Illustrated Dictionary Kirghiz-Russian-English-German-French]. Фрунзе: 'Мектеп,' 208 pp.

This learners dictionary for Kirghiz middle-school children contains illustrations for the first 150 pages, followed by another 47 pages of vocabulary numerically referenced to the illustrations in columns: Kirghiz-Russian-English-German-French (pp. 153-199). The last 7 pages (pp. 201-208) contain a complete index of Kirghiz words referenced to page numbers. This may be incorporated into the syllabus of an elementary Kirghiz course for speakers of English.

Смолкина, Л. Я., Т. Сатаров. 1985. Коомдук-саясий лексиканын англисче-орусча-Киргизча сөздүгү [English-Russian-Kirghiz Dictionary Sociopolitical terms]. Фрунзе: 'Мектеп,' 143 pp.

This is a good supplement to Tursunaliyev 1980, and can be used by English speaking students having composition assignments in Kirghiz. Like other English-to-FL materials, one English word followed by 2 or more synonyms can sometimes be difficult for beginners to benefit from.

Турсуналиев, Т. ed. 1980. Англисче-Киргизча Сөздүк [English-Kirghiz Dictionary]. Фрунзе: 'Мектеп,' 382 pp.

Though originally published for Kirghiz learning English, it has not yet be supplanted by a larger or better reference for Americans learning Kirghiz.

Шамбаев, С., Джусаев, Д. 1978. Киргизча-Орусча-Англисче Сөздүк [Kirghiz-Russian-English Dictionary]. Фрунзе: 'Мектеп,' 232 pp.

This middle-school dictionary is an abridged version of the 1965 edition of Yudakhin's Kirghiz-Russian dictionary, with English translations of the Russian. Although it contains a few ghost words (i.e. not verifiable in other sources) and inconsistently lists the verbal noun and verb root as equivalent to the English infinitive, it still has its place in the *elementary* level Kirghiz course for speakers of English.

Kirghiz

Э. Абдулдаев, Д. Исаев. 1969. Кыргыз Тилинин Түшүндүрмө Сөздүгү [Kirghiz Explanatory Dictionary]. Фрунзе: 'Мектеп,' 775 pp.

In the tradition of the Russian *Тольковый Словарь*, this dictionary splits meanings according to voluminous documentation of examples quoted from Kirghiz literature and newspapers. Because it has a separate origin from the Kirghiz-Russian dictionary, it differs from the latter in the order and number of meanings.

This one volume work has very few entries not included in the Kirghiz-Russian, e.g. **чума** "epidemic", despite the fact that it is half the size of the Kirghiz-Russian. Even in Kirghizstan it had such a limited printing that few Kirghiz outside of the Academy of Sciences know of its existence or use it. Nonetheless, the value of this dictionary lies in its richness of contextual examples.

Э. Абдулдаев et al. ed. 1980. Кыргыз Тилинин Фразеологиялык Сөздүгү [Kirghiz Phraseological Dictionary]. Фрунзе: 'Илим,' 322 pp.

A work which began in 1970 under the direction of the late Yudakhin, it contains 2-4-word phrases, idioms, and some proverbs split into their primary meanings, defined with synonyms and exemplified by a least one sentence. It follows the format of the Kirghiz Explanatory Dictionary (1969). Being only in Kirghiz makes this reference less accessible to beginners. However, its arrangement makes the phrases easier find than does the Kirghiz-Russian, in which some subentries can total 3-4 pages.

К., Дыйканов. 1988. Алфавитно-частотный словарь эпоса 'Манас' [Alphabetical Frequency Dictionary of the "Manas" epic], ТОМ 1, 142 pp., Алфавитно-частотный словарь эпоса 'Манас' [Alphabetical Frequency Dictionary of the "Manas" epic], ТОМ 2, Фрунзе: Кыргыз ССРинин Жогорку жана Атайын Орто Билим Берүү Министерствосу, 134 pp.

Contrary to the title, this is an *index* of words, personal and place names which occur in the Manas epic. Volume 1 contains a methodological introduction to this computerized statistical study. Though not every Kirghiz-language course in the USA incorporates the Manas epic, volume 2 is especially valuable in planning the introduction of vocabulary according to frequency. The native speaker instructor can always omit archaic and dialectal forms which do not belong to the XXth century written language.

Карасаев, Х.К. 1983. Орфографиялык Сөздүк [Orthographic Dictionary]. Фрунзе: Кыргыз Совет Энциклопедиясынын Башкы Редакциясы, 576 pp.

Even though written Kirghiz is distancing itself from this normative orthography, this dictionary has two features which make it useful to English speaking students of

Kirghiz. First is that the parenthetical "non-standard" spellings which follow certain headwords, e.g. мээнет (мейнет...), will help the user to identify words which are variants rather than unique headwords. Second, certain words not contained in Yudakhin 1985 are cross-referenced to words that are in Yudakhin, e.g. ардакер (мыкты).

Карасаев, Х. К. 1986. Өздөштүрүлгөн Сөздөр Сөздүк [Dictionary of Loanwords]. Фрунзе: Кыргыз Совет Энциклопедиясынын Башкы Редакциясы,, 424 pp.

The utility of this dictionary is not limited to the historical linguist. Like other Explanatory dictionaries, words are defined by synonyms, and identified as being Arabic, Iranian, Mongolian, dialectal, etc. followed by at least one contextual example. Despite its size of 5100 entries, translators will need to use this in conjunction with both Yudakhin 1985 and Karasaev 1983 because it contains many words used in written Kirghiz in 1995 but not found in any other lexicographic source, especially the resurgent Arabo-Persian vocabulary, e.g. вазийфа (< ap.) 'duty, assignment'.

Сагынбеков, И. & Иманак уулу, Бакыт ed. 1994. Ч. Айтматовун Чырагмаларынын Алфавиттик Жыштык Сөздүгү [Alphabetical Frequency Dictionary of the Works of Ch. Aitmatov]. Бишкек: Кыргыз Республикасынын Улуттук Илимдер Академиясы.

This statistical study of Aitmatov's Kirghiz-language novels is a very good supplement to Karasaev 1983 because it shows current orthographic variation, though it is an index of words rather than a dictionary.

Russian

Сагынбеков, И., Бакыт Иманак уулу. 1992. Кыргызча-Орусча Минимум Сөздүк (Ч. Айтматовдун чыгармалары боюнча)/Кыргызско-Русский Словарь Минимум

(по произведению Ч. Айтматов). Бишкек: Кыргыз Республикасынын Илимдер Академиясы Кыргыз Тил Илими Институту, 47 pp.

This is the first 500 high frequency Kirghiz words, defined in Russian, which are the results of a frequency study by the same authorS.

****Юдахин, К.К. ed. 1985. Киргизско-русский Словарь [Kirghiz-Russian Dictionary], 2 vols. Фрунзе: Кыргыз Совет Энциклопедиясынын Башкы Редакциясы.**

Although most recognize this as the "mother of all Kirghiz dictionaries", the Kirghiz themselves admit that it is greatly in need of revision. Complaints center on the fact that it contains more dialectal forms (i.e. other than Northern and Southern) than are actually used in the written vernacular, and an abundance of obsolete vocabulary. I have estimated that about 10-12% of the vocabulary (i.e. root words, derivatives, and Russian loan-words) and spelling variants used in written Kirghiz from 1992 till the present is not contained in Yudakhin 1985. However, if we exclude from that percentage the Russian loan-words and derivatives like мамлекеттүүлүк 'nationhood', whose morphology is transparent enough not to cause a problem to the translator, the remaining "new words" can be found in either Abduldaev, 1969, Karasaev 1983/1986, or in a dictionary of another Central Asian Turkic language. As with other Central Asian Turkic languages, whose lexicon is rapidly being de-Russified, the student and translator need ingenuity as much as a good dictionary.

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4. Turkish Music for Teaching Turkish Culture

A Selected List of Turkic Compact Discs Available in the US

Most of us, the teachers of Turkic languages, have access to various music titles that are published in Turkey or Central Asia to illustrate the musical heritage and varieties of musical styles of the Turkic peoples. However, it is very difficult to obtain these titles without physically going to those countries. There is an ever growing compact disc market in Turkey where hundreds of old and new music titles are currently available. The situation in Central Asia and Azerbaijan is, however, quite different. Local titles in compact discs are nonexistent, and not all music is available in record and/or audio cassette formats. During the past few years close to a hundred compact discs on Turkic music most of which are Turkish titles published in Europe and the US, have become available in North America. Some of these titles are very good representatives of Turkic music and can effectively be used in the classroom to make students familiar with this important aspect of Turkic culture. Moreover most of these compact discs have excellent sound quality due to their digital recording and/or processing processes. The following is a selected list of the Turkic compact discs available in the USA with relevant commentary.

Kurtuluş Öztopçu
UCLA

AZERBAIJAN

Trio Saquiné Ismailova, *Musique Traditionelle D'Azerbaidjan*. By Institute du Monde Arabe. (DDD) A very good performance of the traditional *muqam* music of

Azerbaijan by an all-female ensemble. Excellent sound quality.

Music of Azerbaijan, by King Records in the World Music Library Series. (DDD) It features various folksongs as well as instrumental pieces.

TURKEY

I. Turkish Classical Music

Turquie: Çinuçen Tanrıkörür. By Ocora Radio France. (ADD) Various *taqsim* 'improvisations' performed on *ud* by one of the leading performers of the instrument.

The Necdet Yaşar Ensemble: Music of Turkey. By Music of the World. (DDD) This CD features the most celebrated *tanbur* player in Turkey and his ensemble. It includes solo improvisations on various instruments and ensemble pieces. Highly recommended.

Şarkı: Nesrin Sipahi. By CMP Records. (DDD) This legendary singer of traditional modern songs of the 60s and 70s is past her prime, but this CD is a rear find of this style in the US and features the Kudsi Ergüner ensemble, one of the best ensembles of Ottoman classical music anywhere in the world. It has excellent sound quality.

Süleyman The Magnificent, Original Soundtrack. By Celestial Harmonies. It is scored by Brian Keane. This CD includes both traditional and original compositions and is a combination of folk and classical music styles.

Fasıl: Musique de l'Empire Ottoman. By Ethnic. (DDD) It is probably the best CD to illustrate the Ottoman court music. This compact disc which features the Kudsi Ergüner ensemble has an excellent sound quality. Most highly recommended.

Peshrev & Semai of Tanburi Djemil Bey. By CMP. (DDD) This CD also features the Kudsi Ergüner Ensemble and contains compositions of arguably the greatest *tanbur* player of all times, Tanburî Cemil Bey who was a

legend in Turkey around the turn of the century.

Turquie, l'Art du Tanbur, Talip Ozkan. By Ocora Radio France. (DDD) Talip Ozkan, a celebrated *saz* player, shows his virtuosity on a different instrument this time. He plays various pieces on *tanbur* and combines a repertoire of folk and classical pieces.

Turkish Classical Music. By Unesco. (ADD) This CD contains 13 songs performed by the National Choir of Turkish Classical Music under the direction of Navzad Atıg. This group which incorporates 15 musicians and 36 singers is generally regarded as the best choir of classical Turkish music in Turkey, and has produced close to 20 albums there. This CD, however, is the first of such recordings put out abroad, and contains compositions that date from 1270 to 1850. Highly recommended.

The Art of Taksim, Göksel Kartal. By Crossroads. This CD contains improvisations on *kanun* accompanied by a *darbuka* player. It is useful to demonstrate a single instrument.

L'Orient de l'Occident. By Al Sur. A very interesting CD that tries to combine the traditional Koranic and Flamenco singing styles. It features a group of Turkish and Spanish musicians under the direction of Kudsi Ergüner.

Returning: The Mevlevi Ensemble of Turkey. By Interworld. (ADD) This CD contains the music of the Whirling Dervishes of the Mevlevi Order. The ensemble is directed by Doğan Ergin and features one of the best religious singers in Kâni Karaca.

Ocean of Remembrance, Orüj Güvenç & Tümeta. By Interworld. (ADD) Sufi improvisations and *zikrs*. This CD contains some of the interesting samples of the sufi musical traditions.

Tzigane, The Gypsy Music of Turkey. By CMP. (DDD) A very rare recording of the famous Erkoşe Brothers in the West that features the so called 'Gypsy Music' that is

played during festive and celebratory events.

Turath 'Heritage', Simon Shaheen. By CMP. (DDD) Two Turkish and two Arab musicians come together in this CD and plays mostly Ottoman pieces.

Musique Populaire & Classique de Turquie. By Playa Sound. (AAD) Although this CD contains some interesting folk and classical songs, the sound quality is not as good as some of the other discs.

II. Turkish Folk Music

Chants et Dances Populaires de Turquie. By Playa Sound. This CD also has poor sound quality, despite it features some of the best folk singers in Turkey.

Turkish Folk Songs and Instrumental Music. By King Record Co. Under the title 'World Music Library' this Japanese company has produced many titles of world music which include several compact discs from various Turkic countries. Sound quality of their recordings is usually superior and their CDs contain a fair amount of instrumental music which may be used to demonstrate how certain instruments sound.

Music of the Poet-Musicians: Turkey. By Ethnic. (DDD) This CD features Ozan Flrat and his friends is not very exciting.

Bayram: Music of the World, produced by the Center for Turkish Music at the University of Maryland, Baltimore County. (DDD) This is probably the best CD of Turkish folk music performed by one person. It features Bayram Bilge Toker who is an excellent *baglama* player and singer. His sincere and unpretentious singing style is something to be heard. The sound quality is also exceptional. It is an excellent CD to demonstrate Turkish folk songs and *sufi* melodies for it includes some of the best representative compositions mostly from Central Anatolia. It is very highly recommended.

Turkish Sufi Music: Folk Lute of Anatolia. By Lyrichord. (ADD) This CD features the voice and *baglama* of Ali Ekber Çiçek, a very well known instrumentalist and singer. Most of the compositions are traditional Alevi songs from Anatolia.

Talip Özkan: The Dark Fire. By Axiom. (AAD) Saz and vocals by Talip Özkan, a famous Turkish saz player who now resides in Europe. This CD includes songs from various parts of Anatolia. Sound quality is not very good.

Talip Özkan: Mysteries of Turkey. By Music of the World. (ADD) Similar to the previous CD. It includes pieces mostly from the nomadic tribes of Anatolia.

Song Creators in Eastern Turkey. By Smithsonian Folkways. (ADD) It is a very important CD since it features some of the most famous traditional *âşık* style singers such as Şeref Taşlıova, Murat Çobanoğlu, and Rahim Sağlam. It also includes a 60-page booklet that provides information on the songs, meters, and Turkish folk music in general.

Traditional Turkish Folk Music through the Centuries. By HITEK. (AAD) It features Ruhi Su, an opera singer-turned-folk singer who was very well known in Turkey especially among intellectuals in the 60s and 70s. He introduced a different style into the folk music and gained immediate fame and recognition. This CD contains his albums of Yunus Emre and Pir Sultan Abdal, and his only disc available outside Turkey. Highly recommended.

Light: Aman World Music. By Aman Folk Ensemble. This CD includes various pieces from different Balkan countries, and also includes two nice songs from Turkey.

Orient Express: Kara Tren. By Pan Records. Features Turkish and Dutch musicians and includes Turkish and Balkan songs.

KAZAKHSTAN

Music of Kazakhstan I. By King Records in the World

Music Library series. (DDD) It features singer Kapash Kulysheva, dombra player Kairat Baibosynov, and kobyz player Smagul Unhetbaev, and includes mostly traditional Kazakh songs. Especially the first song Koshtash is very beautiful.

TURKMENISTAN

Turkmen Epic Singing: Köroğlu. By Unesco in the Anthology of Traditional Musics series. This CD includes many songs from the celebrated Oghuz epic Köroğlu performed by Turkmen singers.

Ashkabad: City of Love. By Realworld Records. The modern Turkmen ensemble Ashkabad plays various traditional and modern Turkmen songs which include some pieces from the famous Turkmen poet Maghdumqah.

EASTERN TURKISTAN (Uighur)

Turkestan Chinois / Xinjiang: Musiques Ouigoures. By Ocora Radio France. (ADD) This two disc collection of Uighur music from the Uighur Autonomous Region of the People's Republic of China is most interesting since it features local as well as nationally known musicians. It incorporates solo and group instrumental as well as vocal pieces. One of a kind.

Instrumental Music of the Uighurs. By King Records in the World Music Library series. (DDD) It features instrumental pieces.

Vocal Music of the Uighur. By King Records in the World Music Library series. (DDD) It features various Uighur folksongs.

UZBEKISTAN

Music of Central Asia, Uzbekistan. By King Records in the World Music Library series. (DDD) It features various folksongs as well as instrumental pieces. It is

most useful to demonstrate individual instruments of Central Asia

Alma Alma: Yulduz Osmanova. This CD features probably the most famous popular singer of Uzbekistan today. It is mostly modern popular music.

5. Summer Programs

BOĞAZIÇI SUMMER PROGRAM in Turkish Language and Culture June 24-August 16, 1996

Intensive elementary, intermediate, and advanced courses in Turkish Language and Culture will be offered at the Boğaziçi campus. For information contact:

Director,
Summer Program in Turkish, Boğaziçi University
80815 Bebek, İstanbul, Turkey
(90 212) 257-5039, fax: (90 212) 265-7131

STATE UNIVERSITY OF ARIZONA Tatar Summer Language Program

The Critical Languages Institute has applied for a new fellowship from SSRC. This time, ASU will offer first and second year Tatar during the summer of 1996 during eight weeks. The cultural program after class will be extended (Tatar dances, skits, slides from Tatarstan, short lectures about Tatar history and literature).

Undergraduate and graduate students are welcome to apply as soon as possible. For this course, ASU is waiving tuition. Additional fellowship support may be available.

For more information and applications, please contact:

Pat Nay

Russian and East European Studies Consortium
Arizona State University, Tempe, AZ 85287-2601
(602) 965-4188 fax: (602) 965-0310
e-mail: IBUPGN@ASUVM.INRE.ASU.EDU"

EASTERN CONSORTIUM
Turkish at The Ohio State University
June 17 - August 9, 1996

Intensive (one-year equivalent) instruction in both first- and second-year Persian and Turkish, intended to develop all four language skills. This course of instruction will provide 15 quarter hours of graded undergraduate credit.

Tuition and Fees: \$1,091.00 (Ohio resident)
\$3,271.00 (non-resident)

Financial aid in the form of tuition and fee waivers will be available to qualified applicants, and FLAS Fellowship funds may be applied to tuition and fees. On-campus housing at nominal rates will also be available. The application deadline is April 1. For further information, contact:

Stafford Noble, Coordinator
Department of NJH, The Ohio State University
203 Botany and Zoology Bldg., 1735 Neil Avenue
Columbus, OH 43210-1293
(614)292-9255 Fax: (614)292-1262
E-mail: noble.3@osu.edu

This summer program is a cooperative arrangement of the Middle East Centers of Columbia, Harvard, New York, Ohio State, and Princeton Universities and the Universities of Michigan and Pennsylvania.

WESTERN CONSORTIUM
Turkish at Portland State University
June 24 - August 17, 1996

Intensive first and second year Turkish will be offered during the summer session, sponsored by the Western Consortium of University Centers of Middle East Studies, the universities of Arizona, California at Berkeley and Los Angeles, Texas at Austin, Utah, Washington, and Portland State University.

For information, contact:
PSU Summer Session, P.O. Box 1491
Portland, OR 97207
503 725-8500, or 800 547-8887, ext. 8500

UCLA
John D. Soper Central Asian Language Institute
Azerbaijani and Uzbek
June 24 - August 16, 1996

The summer program offers intensive Beginning and Advanced language courses in Uzbek, as well as Beginning Azerbaijani. Scholarships are available. Contact:

Prof. A. E.J. Bodrogligeti
Dept. of Near Eastern Languages & Cultures,
376 Kinsey Hall, 405 Hilgard Avenue
Los Angeles, CA 90024
310 825-5167, fax: 818 784-7687

INDIANA UNIVERSITY
Summer Language Workshop
June-August, 1996

The summer program will offer again this year introductory Kazakh, Uzbek and Turkmen.

Contact: Director, SWSEEL
502 Ballantine Hall
Indiana University
Bloomington, IN 47405

UNIVERSITY OF WASHINGTON
Intensive Language Programs in
Kazakh, Kirghiz, Uzbek
June 17-August 16, 1996

For information about fellowships and the Summer Program in Central Asian Languages and Culture, contact:
Prof. Ilse Cirtautas

Dept. of Near Eastern Languages and Civilizations
229 Denny Hall DH-20, University of Washington
Seattle, WA 98195
(206) 685-3800; icirt@u.washington.edu

ANNOUNCEMENTS

WORKSHOP ON CENTRAL ASIAN STUDIES
UNIVERSITY OF WISCONSIN-MADISON
October 3-6, 1996

Sponsored by the

CENTRAL ASIAN STUDIES PROGRAM and the
CENTER FOR RUSSIA, EAST EUROPE,
AND CENTRAL ASIA.

Co-sponsored by the

ASSOCIATION OF TEACHERS OF TURKIC
LANGUAGES,
ASSOCIATION FOR THE STUDY OF NATIONALITIES
ASSOCIATION FOR THE ADVANCEMENT OF
CENTRAL ASIAN RESEARCH
ASSOCIATION FOR CENTRAL ASIAN STUDIES
JOHN D. SOPER CENTRAL ASIAN LANGUAGE
INSTITUTE (UCLA)

In consultation with colleagues and organizations in the Central Asian field throughout the United States, the Central Asian Studies Program at the University of Wisconsin-Madison, in conjunction with the Center for Russia, East Europe, and Central Asia, is pleased to an-

nounce the establishment of a new annual workshop in Central Asian Studies (coordinator: Prof. Uli Schamiloglu). The first meeting is scheduled for October 3-6, 1996.

The goal of this new annual workshop is to offer an opportunity for scholars, institutions, and organizations interested in the Central Asian field to meet annually to discuss in depth problems related to how we research, teach, and coordinate efforts in the Central Asian field. There will be several important features of this annual conference in addition to the opportunity for Central Asianists to meet with colleagues studying the same area.

1. Many colleagues have suggested the need for an opportunity to discuss papers and issues in greater detail. Each annual meeting of the Workshop will have a special theme around which there will be one or more panels with an emphasis on expanded discussion of papers related to this theme. In consultation with colleagues, we have sketched out themes for the first three years, with additional topics already under consideration for future years. We have selected "THE LEGACY OF RUSSIAN COLONIALISM IN CENTRAL ASIA" as the theme for the first meeting of the conference. (The tentative topics for the next two meetings of the Workshop are "The Formation of National Identities in Central Asia" and "Rewriting Central Asian History".)
2. There will be a regular focus on undergraduate education. During the first annual meeting there will be a roundtable discussion on "Central Asia in the Undergraduate Curriculum". If successful, this could be continued each year. It would also be possible to organize an undergraduate panel if and when it becomes feasible.
3. As coordinator for the Workshop on the Proficiency-Based Teaching of Central Asian Languages (now jointly sponsored by CREECA and AATT), I will schedule a sepa-

rate day-long mini-conference for teachers of Central Asian languages devoted to the proficiency-based teaching of these languages (tentatively scheduled for October 3 arrival/October 4 special session). This mini-conference is intended to complement the full Workshop on the Proficiency-Based Teaching of Central Asian Languages, which last met in Madison in May 1995. (The alternative is to schedule special sessions for teachers of Central Asian languages during the course of the Workshop on Central Asian Studies.)

4. Scholarly organizations will be allowed the opportunity to conduct business meetings in the interest of better coordination of activities in the Central Asian field in the United States.

5. Other special activities are currently in the planning stage.

We hope that a formal call for papers can be issued in the coming weeks. In the meantime, we would welcome any comments on the final form of the program. Although the dates for 1996 are fixed, if there is sufficient interest future meetings of the Workshop can be scheduled for another time in the academic year (though I would rather that visitors see Madison early in the fall semester or as late in the spring semester as possible!).

For further information contact:

Uli Schamiloglu
Dept. of Slavic Languages
1432 Van Hise Hall--1220 Linden Drive
University of Wisconsin
Madison, WI 53706
608/262-6222 (office), 608/262-3498 (dept.), 608/265-2814
(fax); E-mail: uschamil@macc.wisc.edu

or:

Center for Russia, East Europe, and Central Asia
301 Ingraham Hall
University of Wisconsin
tel. 608/262-3379; fax 608/265-2919
E-mail: creeca@macc.wisc.edu

REDHOUSE PRIZE
Best Progress in the Turkish Language
Deadline: June 1, 1996

In recognition of the students who have made the best progress in Turkish in the academic year 1995-1996, the Turkish Studies Association in conjunction with the Turkish Culture and Folklore Society of Canada will award four prizes of \$100 each to students in each of four regions of the United States and Canada, as determined by Area Coordinators and a committee composed of one member each of AATT and TSA. Any student (graduate or undergraduate) who has completed a full one-year course at any level in modern Turkish at a university offering such courses in its regular program can be nominated.

Nominations should be sent to:

EAST: J. Stewart-Robinson, Near Eastern and
North African Studies, U. of Michigan
Ann Arbor, MI 48109

WEST: Sarah Atis, South Asian Studies,
U. of Wisconsin-Madison
Madison, WI 53706

NORTH: E.H. Gilson, NES, 110 Jones Hall
Princeton University
Princeton, NJ 08544-1008

SOUTH/MIDWEST: R. Jaeckel, NELC
U. of California at Los Angeles
Los Angeles, CA 90024

**1997-1998 Fulbright Awards
U.S. Faculty and Professionals
Deadline: August 1, 1996**

Opportunities for lecturing or advanced research in over 135 countries are available to college and university faculty and professionals outside academe. U.S. citizenship and the Ph.D. or comparable professional qualifications are required.

Contact the USIA Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box GNEWS, Washington, D.C. 2008-3009 (202) 686-7877. URL: <http://www.cies.org/>

**6. Resource Materials Published in
China**

**Reference Works and Pedagogical
Materials
for Modern Uyghur, Yellow Uyghur (Sarı
Yoghur), and Salar Published in China.**

Editor's Note: This article has been condensed and reprinted, with permission, from the following articles: Dwyer 1994. "Materials for the Study of Modern Uyghur Published in China." Central Asiatic Journal 38.2: 155-159; and Dwyer, forthcoming. "Salar and Sarı Uyghur (Yellow Uyghur) Dictionaries Published in China." Central Asiatic Journal 39.2.

I UYGHUR PEDAGOGICAL MATERIALS

**1. Dictionaries Intended Primarily for
Language Students**

Daniel St. John, ed. *A Uyghur-English Dictionary*. Urumqi: Xinjiang Renmin Chubanshe [Xinjiang People's Press], 1993. 671 pp. ISBN 7-228-01381-6. Hardcover, 19.20 yuan.

Anwar Feyzulla, ed. *Inglizcä -Uyghurcä lughat* [English-Uyghur Dictionary]. Urumqi: Xinjiang Renmin Chubanshe [Xinjiang People's Press], 1988. 558 pp. ISBN 7-228-000739. Hardcover, 6.50 yuan.

Daniel St. John's *A Uyghur-English Dictionary* contains approximately 12,500 entries. In addition, there are three sizable appendices on morphology (totaling 130 pp.). The dictionary was compiled in Urumqi and Qashqar between 1987 and 1989. The author had native speakers select high-frequency words from the 1986 *Pronunciation Dictionary* (see below) and then combining these with his own word list, he filled in the English glosses. Example sentences were mostly taken from the 1982 *Wéi-Hàn Cidian* [Uyghur-Chinese Dictionary] or composed by the author and his assistants.

The entries are arranged alphabetically according to the Arabic-based Uyghur script. Each entry is distractingly followed by a period. Verbs are listed first as a hyphenated stem, followed by the conventionally used nominal suffix *-maQ*. e.g., *yighla- yighlimaq*. This double entry system, though redundant, follows the precedent of the *Pronunciation Dictionary*.

Each item is followed by its word class (e.g., 'noun') followed by a square-bracketed quasi-transcription. The publishers, apparently lacking an I.P.A. character set, unfortunately substituted the romanized Uyghur script. The result is a transliteration of the Arabic-script Uyghur, with vowel length usually but inconsistently indicated, e.g., *dunya* 'world' but *dunya:wi* 'earthly'. These length 'transcriptions' (including primary long vowels in Arabic-Persian loans and secondary long vowels in Turkic words) have been taken directly from the *Pronunciation Dictionary*. With the exception of secondary vocalic lengthening, other phonological rules are not reflected in the transliteration. Glosses are brief, and polysemous glosses are only separated by commas, which can lead to confusion.

The appendices ("Word-building suffixes/Derivative Affixes"; "Inflecting Suffixes"; "Verb Tables"), though lengthy, do not contain any semantic information. The Verb Tables, in particular, list but do not distinguish between the past tenses. The dictionary is quite adequate for beginning and intermediate students of Uyghur. Due to some unfortunate formatting decisions at the publishing house, the dictionary is not the easiest to use. Each page has been divided into three columns, with the result that each entry and even most words have been broken up or hyphenated. In addition, since main headings and subheadings are formatted identically, it is hard to find items.

Anwar Feyzulla's *English-Uyghur Dictionary* contains approximately 7200 high-frequency lexical items. The English word list was compiled by the 'short-cut' method typical in China: the author referred to an English-Chinese dictionary (in this case Gao Mingkai, Liu Jingyan et al's *Dictionary of High-Frequency English Words*) and simply translated the Chinese into Uyghur. When uncertain, Feyzulla often referred to Russian-English or Özbek-English dictionaries. The author was assisted by Ablahat Ibrahim.

The dictionary contains appendices of English verbs and of common place names. It was designed for Uyghurs learning English. The Uyghur glosses lack disambiguating example sentences, leaving the beginning student of Uyghur at a loss. As such, it must be used with great care, if it is to be used at all. Xinjiang People's Press is currently preparing a comprehensive English-Uyghur dictionary, which may be published in 1995.

2. Other Useful Dictionaries

Aminä Ghappar et al, eds. *Hazırqi zaman Uyghur ädäbiy tilining täläppuz lughiti* [A Pronunciation Dictionary of Modern Literary Uyghur]. Beijing: Minzu Chubanshe [Nationalities Press], 1988. 680 pp. ISBN 7-105-00529-7. Hardcover, 7.30 yuan.

This dictionary, containing 25,000 entries, begins with a rather detailed introduction to Uyghur phonology and phonological rules. With numerous examples, vocalic rules such as compensatory lengthening, devoicing, weakening, and deletion are described; consonantal rules such as the devoicing of final stops, weakening, deaffricativization, and liquid deletion are also described. Certain syllabic rules and loan phonemes are also listed.

The second section of the dictionary lists un glossed words in two columns: once in the Arabic-based Uyghur script, and once in the romanized Uyghur script. The latter is intended to be a broad transcription, illustrating the operation of the aforementioned rules, such as vowel devoicing (waqit [waqit] 'time'), vowel weakening (/alma/ + /s)/ → [almisi] 'his apple'), liquid deletion (/bar-/ + /-GAN/ → [ba:ghan] 'went'), and consonant spirantization (q →χ/___C e.g., aqla- [axla-] 'to step across'). Vowel spirantization (/uk'a/ + /-m/ → [ϕuk'am] 'my younger brother') is not indicated. The appendix contains a detailed list of environments where liquid-deletion occurs.

Xinjiang Uyghur Autonomous Region Nationality Language and Script Task Committee, ed. *Hazırqi zaman Uyghur ädäbiy tilining imla lughiti* [An Orthographic Dictionary of Modern Literary Uyghur]. Urumqi: People's Press, 1985. No ISBN number; Chinese Book Number M9098-42. 889 pp. Vinyl softcover, 3.00 yuan.

This orthographic dictionary, though unexciting, is an extremely helpful quick reference work for doing any kind of writing in Uyghur. Those of us wrestling with the complex and often counter-intuitive new orthographic rules can flip quickly through this dictionary to check spelling. It also includes a preface which describes which phonological rules are reflected in the current orthographic system. In addition, the preface contains information on the spelling of non-native names.

Abliz Yaqub et al. *Uyghur tilining izahliq lughiti* [An Explanatory Dictionary of the Uyghur Language]. Beijing: Minzu Chubanshe [Nationalities Press].

Volume I: A-P. 1990. ISBN 7-105-00928-4. 809 pp. Hardcover, 18.50 yuan.

Volume II: T-X. 1992. ISBN 7-105-01431-8. 908 pp. Hardcover, 19.90 yuan.

Volume III: D-F. 1992. ISBN 7-105-01692-2. 946 pp. Hardcover, 19.00 yuan.

Based on so-called "literary Uyghur", this is the most comprehensive encyclopedic dictionary of modern Uyghur to date. Three of six projected volumes have appeared. Volume I is reviewed by Reinhart Hahn in *CAJ* 36.3-4 (1992).

II. Uyghur Textbooks

Razzaq Mätniyaz and Mirzakerim In'amshah, eds. *Uyghur tilidin asas/ichu Weiwueryu* [Elementary Uyghur]. Urumqi: Xinjiang Educational Press, 1991.

Volume I: 380 pp. ISBN 7-53370-1562-1. Softcover, 5.30 yuan.

Volume II: 445 pp. ISBN 7-5370-1626-7. Softcover, 6.15 yuan.

Yi Kunxiu, Gao Shijié, eds. *Jichu Weiwueryu/Uyghur tilidin asas* [Elementary Uyghur]. Beijing: Central Minorities Institute, 1991. 617 pp. ISBN 7-81001-059-X. Softcover, 8.00 yuan.

These textbooks are designed for Chinese students of Uyghur. Vocabulary and grammatical explanations are provided in Chinese. Both are updated versions of mimeographed teaching materials used by these two institutions (Xinjiang University and the Central Minorities Institute) in the late 70's and early 80's.

The Xinjiang University textbooks have 70 lessons and introduce 3400 vocabulary items. The texts are primarily intended for reading practice; even when in dialogue form the language of some of the early texts is rather stiff. (The final Nasridin Ependi texts are fine examples of colloquial Uyghur, however.) Nonetheless, the texts provide both vocabulary and structures for communication, as well as a vari-

ety of cultural information. Exercises are extensive.

The main shortcoming of these books is an almost total lack of grammatical explanation. Each chapter includes a grammar section introducing word classes or linguistic concepts, yet there is no development of these concepts throughout the book. These textbooks can be used for a two-year course or an accelerated one-year course.

Jichu Weiwueryu has 68 lessons and includes 1600 vocabulary items. Its strengths are the Xinjiang University textbooks' weaknesses: the grammatical explanations are relatively systematic, clear, and extensive, but the texts contain less cultural information and more political jargon.

III. Sari Yoghur (Yellow Uyghur) and Salar Dictionaries

In Turkology, Salar and Sari Yoghur have always possessed a certain exotic allure: situated on the easternmost periphery of the Turkic language family, these two languages are both extremely conservative and strikingly innovative. Yet the amount of scholarship on these languages is quite sparse. Particularly in the area of lexicography, only work lists have been available. At present both groups officially lack a written language, and linguistic material is almost entirely derived from oral sources.

Fortunately, within the last two years two important (if condensed) bilingual dictionaries have appeared in the People's Republic of China. While these works are not meant to be comprehensive, they each offer the comparative a lexicon of high-frequency words, as well as a brief morphological sketch.

Lin Liyun, ed. 1992. *Sâlâ—Hàn, Hàn—Sâlâ cihui*. Chinese Academy of Social Sciences Nationalities Research Institute, eds. *Zhongguo shaoshu minzu yuyan xilie cidian congshu*. Chengdu: Sichuan Minzu. ISBN 7-5409-0303-1. 255 pp. Hardcover, 5.60 yuan.

Lei Xuanchun, ed. 1992. *Xibu Yugu—Han cidian*. Chinese

Academy of Social Sciences Nationalities Research Institute, eds. *Zhongguo shaoshu minzu yuyan xilie cidian congshu*. Chengdu: Sichuan Minzu. ISBN 7-5409-0457-7. 377 pp. Hardcover, 6.95 yuan.

Both books share certain Chinese typographic conventions. Each entry is recorded in a semi-phonemic I.P.A. broad transcription. The idiosyncratic aspiration distinction found in Salar and Yoghur stops is transcribed as a voicing distinction. Thus, the I.P.A. symbols for voiced and voiceless obstruents are used to represent unaspirated and aspirated obstruents, respectively. (E.g., Salar *godər* 'a little, slightly', conventionally transcribed as [kotər], vs. *kutdər* 'to have (s.o.) shepherd', conventionally [k'ut'tər]). Velar and uvular fricatives are not distinguished in the transcription; thus, *x* generally represents [χ], except in Chinese loanwords, where it is the velar [x]. *ɣ* represents uvular [G] in back-vocalic words, and [ɣ] in front-vocalic.

In both dictionaries, the entries are inconveniently arranged, not alphabetically, but rather by type and place of articulation. Vowels appears first, followed by consonants from front to back articulatory position. However, as if to further test the reader's patience, the two dictionaries follow a slightly *different* ordering scheme: the Salar lexicon has *i, e, ə, a, o, u, ö, y, b, p, m, f, v, d, t, n, . . .*, while the Yoghur dictionary has *a, ə, e, i, o, u, ö, y, b, . . .*. In the latter half of the Salar lexicon, however, the Chinese headwords *are* arranged alphabetically.

Phonological variants are accorded two separate entries. These regional and idiolectal variants include (1) the free alternation of initial retroflex spirants (ʂ ʐ ʧ ʧ', etc.) with their alveo-palatal counterparts (ʃ, ʀ, tʃ, tʃ', etc.); and (2) alternations between front and back vowels, and between yodhized and non-yodhized initial vowels, such as Yoghur *örek-jörek* 'heart', and Salar *jybur-juɓur* 'to knead'.

In Sarı Yoghur alone, the alternation of native Turkic

with metathesized forms, such as *dər-dro* [tər]-[tro] 'to be' are listed separately. Derived forms (e.g., causative verbs) and compound words with the same headword are also accorded separate entries.

In both works, reduplicated forms are generally hyphenated. Binomes are hyphenated in the Salar Lexicon (*ada-ana* 'parents'), but are not hyphenated in the Yoghur Dictionary (*GəzaGa* 'elder sister'). In the latter work, occasionally an apostrophe is employed when syllabification is ambiguous, e.g., *tio'arəm* 'the middle of the night'.

Example sentences and phrases in both works have been drawn from a variety of sources, from ordinary conversation to more formal oral literary discourse.

1. A Salar-Chinese, Chinese-Salar Lexicon

The Salar and Chinese lexicon was compiled in 1984 but unpublished for nearly a decade. The book is prefaced by the briefest of morphological sketches (5 pp.). The first section consists of a Salar-Chinese lexicon of 4000-5000 entries; the second, a Chinese-Salar lexicon of about 7000 items. Both contain a smattering of sample phrases and sentences in Salar. Personal names and some local toponyms have been included. (Most women's names misleadingly appear with the diminutive suffix *-agu* ('girl'), even though this is a less commonly used 'marked' form; e.g., the name Zibida appears as *zibidagu*, Aysha as *ajfagu*, etc.)

The range of entries in this lexicon is representative of basic Salar vocabulary in current use. However, a disproportionate number of the Turkic and Perso-Arabic lexical items included are actually obsolete in modern colloquial Salar. For example, Turkic *jer* 'ground, earth; place' is included, while the much more commonly used Chinese loans *dzi* 'ground, earth' and *dzifoŋ* 'place' are omitted.

Most of the Persian and Arabic vocabulary in this slim

volume is obsolete in the modern colloquial Salar lexicon (except for religious vocabulary). Perso-Arabic nouns such as *hejzi* 'menses', *hejvan* 'animal', *hikayed* 'story', *dzo-vap* 'answer' rarely if ever occur in colloquial Eastern (amdo) Salar. However, these words do appear in pre-modern Salar documents, and most are also extremely common in modern Uyghur. For example, many deverbal nouns in -f appear in the Salar Lexicon (*orəf* 'method of cutting' <or- 'scythe'), yet are no longer in common use in Salar. In modern Uyghur, by contrast, -f is a high-frequency and highly productive suffix.

The "standard language" on which this book is actually based is an amalgam of pre-modern and modern Salar, as well as an Uyghur-influenced modern variant such as Western (Xinjiang) Salar. Although this lexicon is said to be based on the Gaizi vernacular (spoken in western Xunhua county, Qinghai), the author in effect establishes a "literary standard Salar" (if there is such a form) at the expense of the modern colloquial language.

Lexical items of Tibetan origin are under-represented, e.g., [ksart'əŋ~səf't'ən] 'youth, strapping young man' is omitted in favor of Turkic *jixit~jiyit* (its cognate [jiyit~dzigit] is commonly used in Uyghur and Qazaq, but appears only as a fossilized literary form in Salar).

By and large, the author has chosen to minimize abstraction in phonetic representation. Allophonic variants are accorded separate entries (e.g., *tah-* 'to pull', *tat-* 'id.'). Where diachronic changes have been consistent and nongradient, the modern forms are represented, e.g.: syllable-internal consonant weakening: *ahla-* (<at-la) 'to step across, *ahra* (<afra/ <arfal) 'barley', *jexmuş* '70').

Where phonological change has been gradient and inconsistently applied (i.e., varies from area to area and speaker to speaker), the *Lexicon's* transcription reflects only one of several local variants: in front vowel de-rounding: *gun*

([kyn]~[kun]</kyn/) 'day, sun'; but *jyr-* 'go' ([jyr]~[jur]; *zyjlan-* ([zujlan]~[zyjlan] < Ch. zui) 'to become drunk', *sujla-* ([sujla]~[syjla] < Ch. cui) 'to urge, to hasten'.

Phonological changes which may be gradient but have been consistently applied are not variously transcribed in the Salar *Lexicon*. For example, Salar (and many other Turkic languages) has a rule of de-aspirating (historically, devoicing) obstruents in coda position. In this *Lexicon*, when those obstruents appear word-finally, they are generally represented more phonemically as unaspirated-devoiced (e.g., *kidab* [k'itap] 'religious book'); yet when appearing medially in coda position, these obstruents are represented inconsistently (e.g., 'grass' (/ot/, cf. *öd* 'gallbladder') appears variously as *t* [t'] and as *d* [d]: *otəχ* 'short grass', but *otəχ oda-* 'to scythe grass'.

Ultimately, these inconsistencies reflect the largely gradient nature of these phonological changes, and the resultant difficulty of establishing a standard transcription. Thus, lexemes with final voiced (aspirated) obstruents may only be partially devoiced: *sus* [siuzs~s(i)us] 'talk, word(s)' but *xoz* [χus~χos] 'walnut'. Furthermore, unvoiced unaspirated obstruents may be semi-voiced in initial position and are often voiced intervocally.

2. A Sarī Yoghur-Chinese Dictionary

The Sarī Yoghur-Chinese Dictionary was compiled in 1987, and contains approximately 7000 entries. In addition to the dictionary itself, the work contains three very useful appendices: a list of common toponyms, a comprehensive grammatical sketch (31 pp.), and a chart of common suffixes with examples. An introduction thoroughly explains the dictionary's conventions.

One of the most oft-noted features of Sarī Yoghur is the presence of so-called pharyngealized or spirantized vowels. This is actually consonantal preaspiration. Where this

spreading of consonantal features onto a preceding vowel is optional, this dictionary shows two separate entries: *tək-* and *dəhk-* 'to sew'. Occasionally, the rule operation is distinctive and obligatory, e.g. *aht* 'horse' and *at* 'name'. Sarī Yoghur is far from being the only language with such an assimilatory rule (cf. Salar and Kälpin Uyghur). Consonant preaspiration is a feature of both Salar and Sarī Yoghur. Since this rule operated more globally in Sarī Uyghur, both standard and variant lexemes with V-h-C strings are consistently recorded in this dictionary. In contrast, although *aht* is a common variant of *at* 'horse' in Salar, the former does not appear in the Salar *Lexicon*. Subsequent secondary rules such as metathesis and vowel devoicing is not reflected in the entries of either work: Yoghur [hat'] 'horse' appears as *aht*'. Lexical items with an epenthetic initial *h* appear as such, e.g., *hudzon* (<uʃon) 'thirty', but *uʃ* 'three'.

Two regional variants of Sarī Yoghur have been identified, based on slight differences in lexicon and phonology: the Dàhé and mínghua area vernacular. According to scholarly convention within China, the Mínghua area vernacular is taken as standard, while that of the Dàhé area is considered variant. All entries in the present dictionary are based on the vernacular of the Mínghua plains, unless the entry or sub-entry is marked to indicate an item or usage idiosyncratic to the mountainous Dàhé area.

Arienne Dwyer
University of Washington

7. Turkish Language Pedagogy

Editor's Note: This paper was originally presented at the Workshop "Language Competencies in the Teaching of Turkish: Goals and Approaches," held at the University of California, Berkeley, June 2-4, 1995.

Grammar and Turkish Language Pedagogy

This topic grew organically as it were out of the Entry to Advanced Turkish materials currently being completed at the University of Pennsylvania. Despite the fact that these materials are constructed out of dialogues and exercises they are essentially grammar-driven. That is, although many of the dialogues express well-known functions, such as making social invitations, buying and selling, giving advice, etc. they are organized according to the principle grammatical structures required to create these functions, often giving alternative grammatical forms to express the same function.

Over the past year, in seeking to correct any inconsistencies or ambiguities and to assess how these materials can be used, the role of grammar in teaching Turkish has emerged rather emphatically. In addition, the writing of the proficiency guidelines for Uzbek (addressed most recently at the "Workshop on the Proficiency Teaching of the Central Asian Languages," held at the University of Wisconsin, Madison), the discussion of how such guidelines might be written for other Turkic languages and the fledgling attempts to create teaching materials for these other languages have frequently returned to the issue of how grammar should be used for these purposes. It has been noted repeatedly that the grammars of the Central Asian languages, such as Uzbek, Kazakh or Turkmen are inadequately described, and that even the dialect or literary standard of each titular language which should be targeted is not always obvious. However it has become all too clear that the Turkish of Turkey, generally regarded as the model which the teaching of the other Turkic languages will emulate to some extent, is not a language whose grammar, as it has been analyzed by linguists, is well-represented in the available teaching-materials. As a result the role of our new upper-intermediate to advanced-level materials seems to be falling into a grammatical vacuum.

In this brief paper I wish only to point out what seems to me to be a rather puzzling situation which has not allowed the teaching of Turkish to advance to successively higher levels with a sufficiently clear understanding of the conceptual problems facing the non-native student. Unlike the situation with languages whose grammatical structure is rather more akin to English, the gaps in the integration of linguistic description and pedagogical materials act as a serious impediment for the acquisition of the morphological and syntactic data which are needed to reach the advanced level of the speaking or listening skills for Turkish.

It is widely acknowledged that there has long been a serious gap between the Turkish language as it is usually presented to first-year students and how it is presented in the second and third years. Whether we look at Robert Underhill's Turkish Grammar or at the first volume of the Koç and Hengirmen series we get the impression that in terms of grammatical information, the first year of a normal academic year course in Turkish will be spent in learning the principles of vocalic harmony, agglutination expressing possession, case-relationships, basic post-positions and some "basic" tenses. A more ambitious course might conclude with functions in which either the subject or the object participles, or both may be taught. At this stage Turkish will give the impression of being a rather "easy" language for English-speakers. It uses the Latin script, it has a simple phonology, no gender, its verbal and nominal roots are always transparent whatever the suffixation, its case-system is simple and regular, and it has a tense-system which corresponds almost exactly to tenses in English. Signs of dangers ahead are formed mainly by the troubling participial system and the rigors of word-order, including post-positions. But-all in all, compared to languages like Arabic or Russian first-year Turkish allows the student to come away with a feeling of accomplishment and high ex-

pectations for the following year. Only the least responsible or least motivated students will do badly in first-year Turkish. As we know, real trouble may begin in the second year when the student sees how longer sentences are built up, and also how even the simplest functions in actual spoken Turkish may utilize grammatical forms which had not been taught or may not have seemed at first to be so productive or "necessary."

Then the student will learn, for example that such concepts as anteriority, posteriority, simultaneity, and especially causality and results can be expressed with a bewildering variety of morphological forms, usually of the "participle/gerundial" type. As a rule the teacher has no way of explaining most of these forms. At this point even the apparently innocuous tense-system that had seemed so familiar shows threatening signs of instability, the mysterious morpheme *-miş* appears more frequently and with various functions, and a perceptive student may perhaps get the suspicion, even he lacks the terminology to express it, that some features which have been presented as "tenses" behave more like "aspect."

If there is a third year, contact with more complex authentic language will have shaken many of the conceptual foundations which had been acquired earlier, and no existing materials either "explain" or exemplify many of the factors which shape the language at this point. One casualty of this situation is the student's ability to leave the information-register of language. The creation of a new speech-register to express deference, hesitation, or irony is generally alien to the linguistic tools which he has at hand, and worse still, he may not even recognize these registers when they appear in the speech of natives. Of course all of these problems are endemic to academic language-learning to some extent, but I think that they are particularly problematic in Turkish, and they have not been addressed sufficiently.

To date, proportionally more energy has been expended toward creating materials for the first year (roughly) of the Turkish language. As is usual, the grammatical forms presented are pared down to what is considered most basic for the information-register. Anything beyond that speech-register is usually confined to single-word exclamations (*harika! bayılırım! yandık!*). Where longer expressions appear they are presented as material to be learned, not as part of a larger system. The advanced end of the proficiency spectrum has generally been left for some future stage. Having begun our materials from the other, advanced end, the problems of joining the two are perhaps more apparent. A recent attempt to treat several proficiency levels and many speech registers is the Colloquial Turkish of the Bayraktaroğlus (Routledge 1992). While this book has many virtues (*cf.* the recent review in the AATT Newsletter) it seems rather too willing to trust that the student can accustom himself to the many new grammatical concepts underlying the linguistic expression of several functions mainly through imitation. Rarely does the grammar seem to form part of a system. One of the cases where these authors are willing to present some grammatical material highlights the problems which exist in connecting known facts about the Turkish language with pedagogic materials.

In Ders 7 of Colloquial Turkish, the "Offering Help" function is presented by means of the forms of the subjunctive mood. This is developed further under "Giving Advice" in Ders 8. In Ders 7 one sentence using the second person subjunctive, a form not often encountered in Turkish pedagogic materials, is given :

"Pazar günü gidesin diye bilet alıyorum."

Even this brief mention is more than what is found in other Turkish textbooks. Nevertheless the concept of the subjunctive, created both with its verbal suffixes, with the post-position diye and with the -DI suffix is essential for

non-informational speech-registers in Turkish. In her dissertation of 1980 ("On the Meaning of the Tense and Aspect Markers in Turkish") Feryal Yavaş had shown how the formally past-tense -DI suffix marks subjunctive usage. She gives the example of the "present-continuous" in this function:

"Size bir şey sormak istiyordum, vaktiniz var mı?" (p. 25).

According to how the present-continuous is usually taught one would have the impression that the speaker, a student addressing a professor, had formerly wished to ask a question, but does so no longer. However, as Yavaş indicates the usage here is subjunctive: "By presenting his wish not as being immediate and present, but as distant and past, the student allows more room, so to speak, for the professor not to act upon it, *i.e.* to refuse it." (26). She connects this usage of past as subjunctive with identical behavior in English, Romance languages and Persian. Other typical examples of this use of the subjunctive appear in the formulaic speech of Turkish waiters:

"Ne arzu ederiniz?"

"Ne arzu etmişiniz?"⁹

In this situation the waiter does not mean to imply that the customer no longer desires to eat anything, but that by using the subjunctive the latter's biologically-driven desire for food and drink is rendered more distant, and hence more socialized by being projected into the past.

We might conclude that the concept of the subjunctive, however it is expressed formally, needs to be fully integrated into the teaching of Turkish, not only in its more advanced stages, but quite early on, as the Bayraktaroğlus attempt to do.

However the number of grammatical features which loom large in the second and third years of instruction but may be almost absent or extremely simplified in the first in-

⁹ These examples were suggested to me by Ms. Bilge Özel.

clude such basics as -miş in various functions and the usage of such tenses as -ir (aorist), present continuous and the -ecek "future." For example to teach the -ecek form as the marker of the "future" usually creates the impression in the English-speaking student that -ecek should be employed wherever any kind of futurity is intended, whether or not it takes the "future" tense in English. Commonly enough "he will come, he will certainly come, he should come, he is coming (in the near future)" all are translated as gelecek. The possibility or even necessity of using gelir, or geliyor in many cases is not even considered. As Yavaş concludes: "What is regarded as future tense in Turkish is best analyzed within the category of modality; the form -(y)EcEk is the marker of presumptive modality, and, as such, it is used in making presumptive statements about non-future events as well as making predictions about future happenings" (166). The issue of the certainty of the event occurring, and the ways of marking degrees of certainty or uncertainty by means of other words in addition to verbal suffixes must be integrated into the teaching of futurity as a concept.

Yavaş presents a strong critique of Underhill's positing of three distinct -miş morphemes: 1) narrative past tense, 2) dubitative auxiliary, 3) past participle. The teaching of -miş has been bedeviled by Underhill's failure to distinguish between the first two clearly enough. Even with existing materials students can learn certain characteristic uses of -miş, but the conceptual muddiness hinders the teacher in offering either explanations or sufficient examples. The third -miş, as past participle, especially as it is used modally with olan or olmalı needs further research to be integrated properly into the system. These are certainly more advanced usages, but I would contend that one goal of a course in Turkish must be to prepare the student for the use of modality and aspect which are so prominent in the language.

Aspect and tense are almost inextricably mixed in the semantics of several Turkish gerunds, such as -ince, -erek, -dikçe. It is not clear whether the linguistic data actually exists from which one could determine all the factors influencing the degree to which each of these morphemes expresses only temporality as opposed to some degree of causality. Unless this series of gerunds is taught effectively connected narrative cannot be created by the student except in the most basic information-register because the crucial attitude of the speaker toward the events being mentioned cannot be expressed. The student is presented with a group of partly synonymous morphemes, a sort of morphological "overkill" for expressing time, result or intention. While the morphemes expressing "before" (-meden önce) and "after" (-dikten sonra) can be presented quite simply the same cannot be said for the group of morphemes mentioned above. Establishing the boundaries for the usage for each of them must be a desideratum before the grammatical characteristics of the intermediate and advanced levels can be connected.

The meaning of the semantic changes introduced by the -DI morpheme when attached to such tenses as the present continuous and the "future" are not treated adequately. The future+DI may also be equivalent to English "tried to do" modality rather than the purely subjunctive "would have done." The "try to do," "almost do" is a modality which is very common in English but students are not adequately guided as to how this may be created in Turkish, and the differing nuances of the various forms. Likewise the present-continuous+DI is usually presented although it had one simple meaning.

The conclusion which should be drawn from all of these specific cases is that the morphological and syntactic means available to the Turkish language for the expression of time, aspect and modality must be analyzed in a unified fashion, utilizing the existing linguistic research, especially

that which has been accomplished in the U.S. and other Western countries, often by native Turkish-speakers, plus new research undertaken collectively or at least cooperatively. For it appears English-speaking students may only be able to internalize these crucial features of Turkish if they are presented, by whatever means, using whatever pedagogic techniques, as forming a unified system. As it is they often appear as a large group of unnecessary and, for the student, unwelcome additions later on in his career as a student of Turkish. This emphasis on grammar is not meant to suggest that overt explanations of grammar should form the basis for language lessons. Rather whatever method of instruction is adopted it must reflect an understanding of the resources of the Turkish language as a system much more than it has been until now. We are deceiving ourselves if we imagine that these problems exist only for the poorly described languages of Central Asia. While Turkish has probably been described more intensively than any of these the existing linguistic data does not seem to have found its way sufficiently into the materials which are actually in use for pedagogic purposes.

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Feryal Yavaş, "On the Meaning of the Tense and Aspect Markers in Turkish," University of Kansas Dissertation, 1980.



8. Teaching and Learning Aids

Boğaziçi University Press Turkish as a Second Language Series

TURKISH for Foreigners, Hikmet Sebüktekin, (US\$ 9.99)

This textbook with accompanying recorded materials applies in its methodology the general principles of the audio-lingual approach as modified by an enlightened eclecticism to teaching the Turkish language to speakers of English.

WORKBOOK for TURKISH for Foreigners, Muammer Serin and Eser E. Taylan, (US\$ 7.99)

Supplementary material and presentation of grammar point in English and Turkish.

LET'S LISTEN TO TURKISH, A. Sumru Özsoy and Meltem Keleşir, (US\$ 5.99)

Türkçe Dinleyelim and accompanying recorded material are aimed at developing the listening skills for learner's of Turkish as a foreign language.

Note: copy of order form in this newsletter

Sample Syllabus for Advanced Turkish

Submitted by: Kurtuluş Öztöpcü
UCLA

ADVANCED TURKISH 200A

Ders ileri düzeyde bir Türkçe dersi olup tümüyle Türkçe olarak işlenecektir. Dönem boyunca Türk dili, edebiyatı, kültürü ile ilgili değişik konular üzerinde durulacak, bu konularla ilgili güncel basın organlarından ve şiir, hikâye vb. edebî eserlerden seçilmiş metinler üzerinde tartışmalar yapılacaktır. Bu metinler gerektiğinde, sınıfta okunacak, açıklanacak, İngilizceye çevrilecek ve bu konularda verilecek olan ev ödevleriyle öğrencilerin işlenen konularla ilgili bilgileri pekiştirilecektir. Öğrencilere gramer ve kelime

alıştırmaları, konuyla ilgili kaynakça çalışmaları, İngilizce- den Türkçeye, Türkçeden İngilizceye çeviriler ve Türkçe kompozisyon ödevleri verilerek Türkçe okuma, yazma, dinleme ve konuşma alanlarındaki ilerlemelerine aktif bir katkı sağlanmış olacaktır. Öğrenciler dönem boyunca iki "paper" hazırlayacaklardır.

Dersin Programı:

İşlenen konunun önemine göre belirlenecek olan 2-4 haftalık zaman dilimlerinde aşağıdaki konular üzerinde durulacaktır:

- * Din (mezhep, toplum ilişkileri vs.)
- * Kadın (kadının Türk toplumundaki yeri, yeni kadın hareketleri vs.)
- * Aile
- * Sınıflar ve sınıf ilişkileri
- * Eğitim ve eğitim kurumları (üniversiteler de dahil)
- * Folklor (genel inanışların zaman içinde geçirdikleri değişiklikler)
- * Türkiye'deki azınlıklar ve bugünün Türkiye'sinde doğdukları sorunlar
- * Türkiye'nin dış politikasındaki en önemli güncel sorunlar (Bosna, Kıbrıs, diğer Türk Cumhuriyetleri vs.)
- * Yukarıdaki konuya ilişkin olarak yeni doğan Türki Cumhuriyetlerle ilişkiler ve onların Türk kamuoyunda tuttuğu yer.

KONU I: Temmuz 1993'te meydana gelen Sivas olayları ve Türkiye'deki din ve toplum ilişkileri.

Okunacak Metinler:

- * Temmuz 1993 *Tempo* dergilerinden seçilmiş olayla ilgili haber ve yorumları içeren metinler
- * "Din Korkusu" *Nokta* 11 Temmuz 1993
- * Pir Sultan Abdal'dan iki şiir.
- * "Diyanet Aleviye Yaklaştı" *Cumhuriyet* 28 Şubat 1992

- * "Türkçe Ezan, Tepkiler ve Bursa Ulucami Olayı" Hasan Hüseyin Ceylan'ın *Cumhuriyet Döneminde Din-Devlet İlişkileri* adlı kitabından: Risale Yayınları, İstanbul 1990, s. 306-312.

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KONU II: Türkiye'de Toplumsal, Sosyal ve Politik Açından 'Kadın' ve 'Kadın Hakları' Okunacak Metinler:

Edebî Metinler:

- * Kaygusuz Abdal'ın "Avradın Kötüsü" adlı şiiri.
- * Tomris Uyar: *Otuzların Kadını*. İstanbul, Can Yayınları. 1992. (Öyküler)

Güncel Metinler:

- * "Kadın Olmak Hala Zor" *Tempo* 22 Aralık 1991
- * "Thelma & Louis Filmi Üzerine Bir Tartışma" *Aktüel* 12 Aralık 1991
- * "Tomris Uyar İle 'Otuzların Kadını' Üzerine" *Vizon* Nisan 1993

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KONU III: Türkiye'de sınıflar: Tarihî gelişmesi ve bugünkü durumu

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- * Murat Belge: *Türkiye Dünyanın Neresinde?* İstanbul: Birikim Yayınları, 1992. s. 55-70
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- * *Cumhuriyet*: "Sol, Geçmişle Gelecek Arasında" 17 Ocak 1992
- * *Cumhuriyet*: "Kapatılmayan DISK" 21 Şubat 1992
- * *Panorama*: "Greve Beş Kala" 31 Mayıs 1992
- * *Hürriyet*: "Grev Ya Bitecek, Ya Bitirilecek" 12 Ağustos 1992
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9. Reports from the Field:

Arizona State University REPORT ON THE TEACHING OF INTENSIVE TATAR SUMMER 1995

Thanks to the funding provided by the Social Science Research Council, the Department of Languages and Literatures and the Russian and East European Studies Consortium of Arizona State University established the Critical Languages Institute (CLI) during summer semester

1995. Directed by Professor Lee Croft, the CLI provided instruction in three critical languages of Eastern Europe and Eurasia: Macedonian, Serbo-Croatian, and Tatar. This report confines itself to the Tatar program.

This unprecedented ten-week intensive first-year Tatar language program was a great success. Ten students, eight from ASU, one from the University of Wisconsin, and one from St. John's College in Maryland, completed the ten-week course. The group included undergraduates and graduates in anthropology, linguistics, political sciences, history, business, engineering and religious studies.

The primary instructor for the course was Agnès Kefeli, a graduate of the Ecole des Hautes Etudes in Paris and a former student of the famous Turcologist Alexandre Bennigsen. Assisting her by leading the conversation sections was Göljihan Biktimirova-Kashaeva, a native speaker of Tatar from Orenburg. As expected, the students' level varied considerably. There were three groups of students: the first had had no previous exposure to any foreign language; the second had had this exposure but no knowledge of either Russian, Turkish, or Turkic languages; and the third had had a strong background in Russian and in Turkic languages (Kazakh and some Tatar). The instructors tried their best to satisfy everybody, and apparently their efforts succeeded, since the evaluations were excellent. In fact, the students liked the course so much that they expressed the desire to do a second year next summer. One of them (a graduate from ASU) is now applying for Indiana University to do a Ph.D. in Turkic linguistics.

The specific needs of each student were taken into consideration. For example, one student was particularly interested in linguistics so Agnes Kefeli introduced her to the elementary principles of comparative Turkic linguistics. Another student who was more advanced in the study of

Turkic languages learned the Arabic script, did extra translations, and used the video library more often than the other students to improve her language skills. She also had extra hours of conversation. Another student was interested in religious studies and introduced important aspects about Islamic culture to the class. In the classroom, communicative competence work (socially relevant dialogues and language "tasks") was alternated with grammatical presentations reinforced by drills (substitution of forms, question-and-answer mechanics). Flash-cards and graphic aids were used to help students to add suffixes properly. Listening and reading texts played an important role.

Special grammatical notes, exercise sheets and graduated texts were regularly distributed to the students to supplement Nicholas Poppe's Tatar Manual, the only available textbook in English. Since most of the students were not familiar with Tatar civilization, teachers always tried to relate what they were doing with history.

Professor Eugene Clay from the Religious Studies Department explained to the students how to access Kazan State University's home page on the World Wide Web and how to subscribe to the Tatar e-mail group. A Tatar living in Tempe, Arizona presented his recollections of Tatarstan. In addition to formal class instruction, the summer program included an extracurricular element, designed to give the student a broader exposure to Tatar culture. Students gathered to watch cartoons in Tatar from Agnes Kefeli's personal film library. Teachers provided transcripts of these films, which are not subtitled. In addition to the film program, students learned important Tatar songs. This included Gabdulla Tukai's "Tugan tel" [My Native Tongue], the Tatar national anthem. The students also helped their teachers to prepare a traditional Tatar dinner, including such dishes as chak-chak. During the evening, Göljihan talked about her family using pictures of her own traditional Tatar wedding.

Students were able to follow. During the feast, Agnes introduced them to her area of study—the Jadids, showing them reproductions of old pictures of famous Tatar intellectuals given to her by the historian Madina Rakhimkulova, who is laboring in Orenburg to make Jadid works available to the younger generation.

Agnès Kefeli-Clay
Arizona State University

University of Kentucky Kazakh Course

Intensive Kazakh Course was offered at the University of Kentucky from late January to late March (8 weeks). Beginning instruction was given to an NGO interested in placing nursing and support staff in Kazakhstan for the next two years. The program provided 25 hours of instruction each week with weekly cultural activities (e.g., Kazakh cooking classes, music and social history discussions, movies/documentaries). There were two instructors, both native Kazakhs.

Roger Anderson
University of Kentucky

Oklahoma State University Oklahoma Exchange with Kazakh University Funded by USIA Linkage Grant

Oklahoma State University has received funding from the United States Information Agency for linkage grant with Al-Farabi Kazakh State National University in Almaty. The focus of the grant is to provide curriculum reform assistance to the Department of Political Science and the College of Journalism at Kazakh State University. The exchange is also designed to increase awareness, among students and faculty

at OSU, of the history, culture and language of the newly independent Central Asian countries—of their problems today and of their aspirations for tomorrow. OSU is planning to offer an interdisciplinary course introducing undergraduate students to Central Asian studies.

Under this exchange ten Kazakhstani professors of political science, English, history and philosophy visited Stillwater, Oklahoma in November, 1994 and July, 1995. During Winter/Spring semester, 1995, Keith Tribble, Assistant Professor of Russian at OSU, was in residence in Almaty as Director of the Exchange Program. Dr. Tribble lectured on American literature, taught English and translated the lectures and meetings of four OSU faculty visiting Kazakhstan during the term. Dr. Maureen Nemecek of the OSU School of Journalism and Broadcasting spent the month of April in Kazakhstan, where she lectured on freedom of the press in the United States and on the role of advertising in making journalism a self-supporting industry. Dr. Joel Jenswold, Dr. David Nixon and Dr. Rebekah Herrick of the Department of Political Science at OSU lectured on the tripartite structure of American government, the key roles in the American congress, the resolution of international conflicts, and the role of women in American politics. KazakhGU faculty have witnessed demonstrations of statistical computer programs provided by OSU and installed on the sole computer in the KazakhGU political science department, then the same faculty have used the program themselves on computers while visiting the OSU campus for a month this summer. KazakhGU faculty have participated in the conducting of surveys about ecology and the perception of women in politics, then began learning how to use the computer technology to tabulate the results of the surveys.

Dr. Nemecek was also successful in obtaining grant funding to bring 14 Kazakhstani journalists to the OSU campus for five weeks this summer to study "Management

of Mass Media and Journalism." After teaching and taking the participants to visit newspaper, radio, and television studios in Tulsa, Oklahoma City, Atlanta, Georgia and Washington, D.C., two OSU faculty returned to work on-site with the journalists and their staff in Almaty and several provincial cities in Kazakhstan.

Half a dozen graduate students from Kazakhstan are now studying at OSU. Further exchange of faculty are planned for the 1995-1996 academic year.

Keith Tribble
Assistant Professor of Russian and French
Oklahoma State University

Osh State University Hosts International Conference on MANAS

From 7 through June 10, 1995, Osh State University in Kyrzysztan¹⁰ hosted over thirty scholars from Kyrgyzstan, Kazakhstan, Uzbekistan, and the United States for a conference commemorating the 1,000th Anniversary of the Kyrgyz epic "Manas," once called the "Iliad" of the steppe by the Kazakh scholar Chokan Valikhanov.

Convened at Osh State University under the auspices of the Ministry of Education and Science of the Kyrgyz Republic, the Southern Division of the National Academy of Sciences of the Kyrgyz Republic and the Center for Study of the Spiritual Heritage of Al-Farabi at the Al-Farabi Kazakh State National University in Almaty, the international research and theoretical conference was devoted to "The Epic 'Manas' and 'Kutadgu Bilig' by Yusuf Balasaguni: Historical Parallels."

¹⁰ Spelling as submitted by the author was retained. Ed.

The university auditorium where the conference was held was dominated by a huge poster (presumably in preparation for the forthcoming referendum) proclaiming "We welcome President Akaev into the 21st century." Vice-Rector Egemberdiev of Osh University opened the Plenary Session and introduced the chairman of the organizational committee, R. Zhodoshev, Deputy Director of Regional State Administration, who reminded us that UNESCO has announced 1995 as the year of "Manas." The first panelist, Dr. Agyn Khairulovich Kasymzhanov, Chairman of the Department of Philosophy and Social Awareness at Kazakh State University and Corresponding Member of the Kazakh Academy of Sciences, spoke on "The Common Spiritual Heritage of the Peoples of Central Asia." Kasymzhanov emphasized the Zoroastrian sources of "Manas" and reminded listeners that, since Zarathustra means "the man to whom the camel belongs," Zarathustra must have been a nomad. He urged the listeners to become more aware of their culture and language and to bear their cultural heritage with dignity. His talk was illustrated with photographs of the Yusuf Balasaguni mausoleum near Kashgar in the People's Republic of China. Keith Tribble of Oklahoma State University spoke on "The Interrelationship between Authorial Texts and Oral Literature" and the Dean of the College of History at Osh University, Professor Sh. Bazarbaev addressed the topic "Yusuf Balasaguni as a Representative of the Renaissance of the East."

The participants subsequently joined in seminars and round tables devoted to "The Mythological, Religious and Philosophic Bases of the Epic 'Manas'" (chaired by Dr. D. Dzhaniybekov and Zh. Arzymbatov) and to "The Philosophical, Pedagogical and Other World Views of Yusuf Balasaguni" (chaired by Dr. Sh. Bazarbaev and A.A. Aliev of Osh University, who was also the organizer of the symposium).

In the round table Dr. Aidaralieva of Osh Agricultural Institute insisted that "Manas expresses patriotic ideas about the Kyrgyz people; it is not an epic of all the Turkic peoples." The discussion dwelled on the possible roots of the name "Manas"—the Sanskrit word for "mind," or the Syrian "mani" meaning "teacher", since Manichaeism was widespread in Central Asia, or possibly the river Manas on the Southeast slopes of the Tian Shan mountains and in Northeast India. The round table also featured a demonstration of the dance movements of the *Manasçı* reciting the epic and an explanation of how those movements reflect the metres and rhythms of the poetry itself. The discussion of Balasaguni brought out his debt to Kashgari, Beruni and Al-Farabi.

In his summary remarks about the conference Professor Kasymzhanov concluded from the panel discussions that if 'Manas' belonged to the literature of Kyrgyz nationalism, then the 'Kutadgu Bilig' of Yusuf Balasaguni belonged to world literature. Professor Kasymzhanov also announced that the anniversary of Hoca Ahmet Yesevi would be celebrated with a conference at the Kazakh Turkish International University in the city of Turkestan (Kazakhstan). At the conclusion of the conference Asylbek Aliev decided to form a study group together with colleagues at Osh University, A.K.Kasymzhanov and Keith Tribble to propagate awareness of 'Manas' in the West.

The cultural program of the conference featured a concert (videotaped by the author of these notes) which included a performance by a *Manasçı* from Osh of the introductory passage from "Manas" and of Kyrgyz music, as well as a trip to the 11th Century Karakhanid mosque and minaret in the nearby city of Uzgen, a city also known for its wonderful brown rice. The proceedings of the conference will be

published by Osh State University in a volume slated to appear late in 1995.

Keith Tribble
Oklahoma State University

10. A Matter of Concern *Ve Saire*

Those of us with students who had applied to ARIT for the Boğaziçi Summer Program for Advanced Turkish already know that funding for Turkish has been cut by the U.S. Department of Education. Not only for this summer, but for three summers, with no assurance that support for advanced language study abroad will be forthcoming from the government after 1998. Making promptly a special appeal to ITS, ARIT together with AATT support was able to receive funding to cover travel expenses for up to 10 students, even though the deadline had passed. Some of the students who applied might receive enough additional funds from their institution to go to Boğaziçi—but some will not, considering that budgets are tight all around.

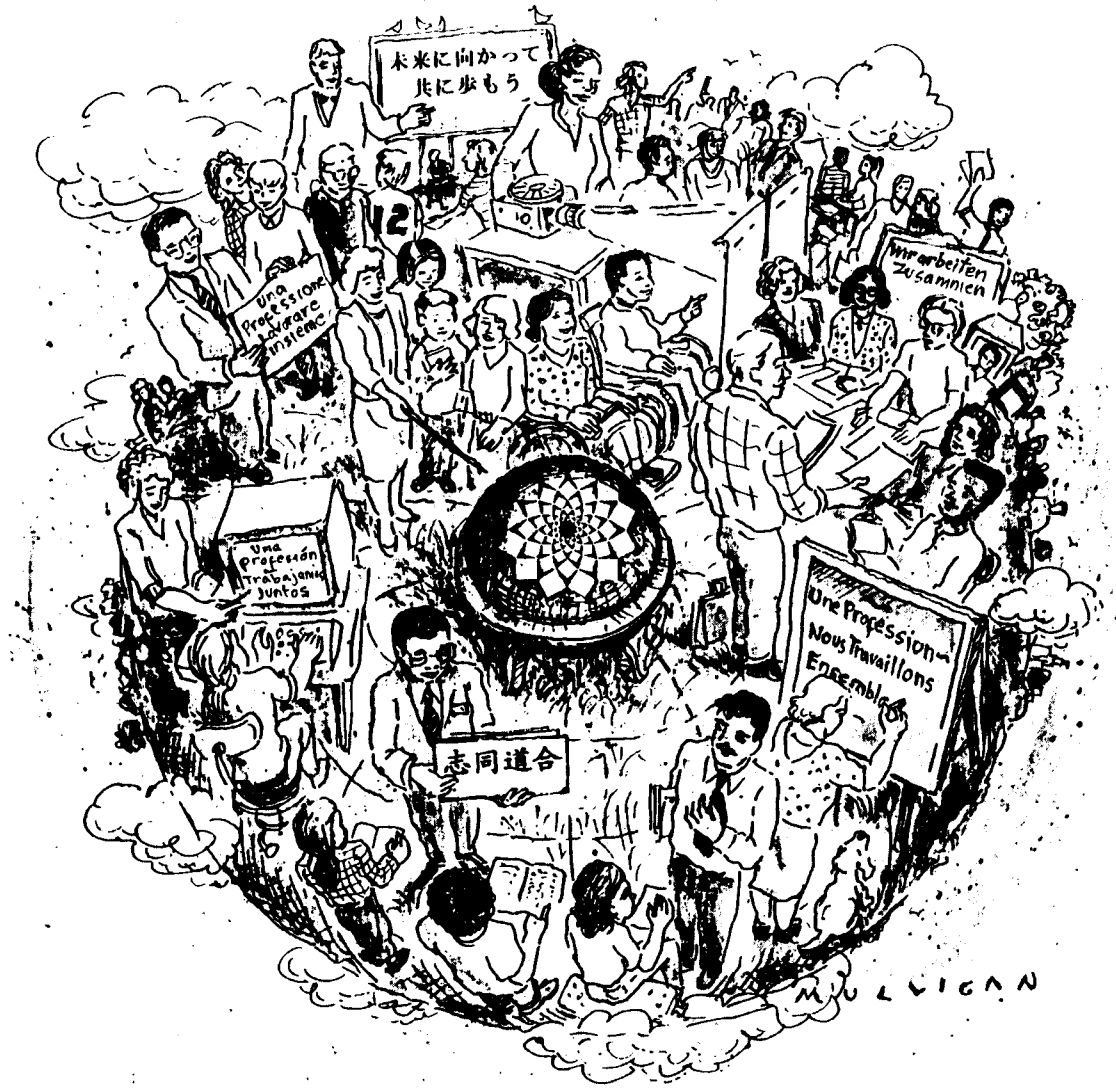
It is difficult to tell whether the present political climate in Washington will persist or not. In any case, it is important that alternate sources be found to insure that committed students of Turkish at the advanced level have the opportunity to develop their language skills in Turkey. We don't know how funding will fare for the other languages of the Turks either, although at the present funding appears to be available. If you have any suggestions, please contact any member of the Board.

Now some very important reminders: please promptly return the student survey and membership directory form—and, those that have not yet paid the 1995-1996 dues, please do so. Şimdilik bu kadar.

Erika H. Gilson
Princeton University

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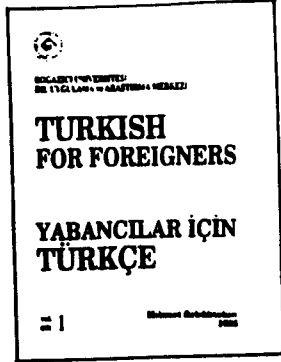
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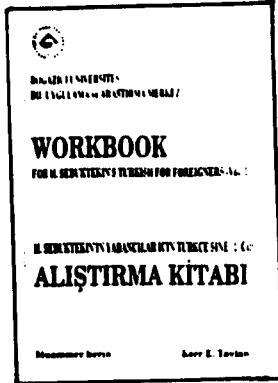
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