

AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES

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THE EXECUTIVE SECRETARY'S NOTE

Happy summer, everyone!
After many rainy, snowy days,
longer, warmer summer days
have finally arrived. I wish you
all a restful summer with your
family and friends.

I would like to tell you a little
bit about what AATT board
and committee members have
been doing and what our plans for the rest of 2019 look like. Members of
the committee working on the 2019 AATT CURRICULAR FRAMEWORK FOR
COLLEGE-LEVEL TURKISH INSTRUCTION include Ercan Balcı, Saadet Ebru
Ergül, Feride Hatiboğlu, Funda Güven, Roberta Micallef, Jeannette Okur,
and Nilay Sevinç, as well as reviewers Erika Gilson and Güliz Kuruoğlu. The
Curricular Framework committee met face-to-face in Ann Arbor on April
25th and 26th, thanks to the Nilay Sevinç's superb organizational skills and
the generous support of the University of Michigan's [Center for Middle
Eastern and North African Studies](#) and [Department of Middle East Studies](#),
and the [University of Pennsylvania's Middle East Center](#). We finalized the
structure and sub-sections of the document, which will be published in the
form of a website once the final version of the print version has been
reviewed and edited.

As a sneak peak, here is the outline of the Curricular Framework that
emerged during our meeting:



- I. Introduction
- II. Turkish Language instruction in North America
 - A. Profiles of Turkish Programs
 - B. Profiles of Turkish Language Instructors
 - C. Profiles of Turkish Language Learners
- III. Program and Curriculum Development and Advocacy
 - A. Setting program goals and objectives
 - B. Considerations in course material selection
 - C. Program development and advocacy
- IV. Contemporary Pedagogical Approaches and Methodology
 - A. Overview of current approaches
- B. Methodology
- C. Technology
 - 1. Flipped Classroom
 - 2. Advantages and Challenges
- D. Cultural Proficiency
- V. Developing Four Skills, Grammar and Vocabulary
 - A. Speaking
 - B. Reading
 - C. Listening
 - D. Writing
 - E. Grammar and Vocabulary
- VI. Assessment
 - A. Types of Learning Assessment
 - B. Types of Program Assessment
- VII. Appendices

Our goal is to have the Framework ready for the 4th AATT Conference, to be held on November 13 and 14, 2019, at Tulane University in New Orleans. By the way, you can still submit abstract proposals for this conference, as the deadline has been extended to June 30, 2019. See the updated flier on the side or on our [website](#) for further information about the conference and the abstract proposal submission link [here](#).

I look forward to seeing many of you in New Orleans in November.

Ercan Balci



NOVEMBER 13-14, 2019
TULANE UNIVERSITY

NEW ORLEANS, LA

For further details,
 please visit <https://easychair.org/4thAATTConference>
 or contact us at aattsecretariat@gmail.com

INTRODUCING A NEW TURKISH LECTURER

Nalan Erbil

Faculty Associate

University of Wisconsin-Madison

Nalan is a language teacher as well as an interdisciplinary literary scholar. As a graduate student at UW-Madison, she taught elementary and intermediate Turkish courses independently for seven years and for two summers at its Arabic, Persian, Turkish Language Immersion Institute. Her pedagogical interest lies in social justice education in the Turkish language classroom; her research interests include late Ottoman and post-imperial Turkish literature; literature and ethics; orality and literacy; state and the writer; feminisms; migration; post-colonial/world literature, and film. Focusing equally on literary, historical, social, and political phenomena, Nalan's dissertation investigates the structural (trans)formation of Turkish writing from empire to nation since the late nineteenth century.

Nalan joined the German, Nordic, and Slavic faculty at the University of Wisconsin-Madison in Spring 2019. She holds a PhD (2018) in Asian Languages and Cultures with a minor in Comparative Literature, as well as an MA from UW-Madison, and a BA in English Literature from Boğaziçi University, Istanbul. She will offer all levels of modern Turkish in addition to Ottoman Turkish in Fall 2019, and will teach a course on Turkish literature and film (in translation) in Spring 2020. Nalan has recently participated in a 4-day ACTFL OPI Assessment Workshop to pursue Full OPI Tester Certification. Nalan is also the organizer of the AATT Roundtable at MESA 2019.



AATT SAYS GOODBYE TO THE INSTITUTE OF TURKISH STUDIES

It is with deep sadness and regrets that AATT says goodbye to the Institute of Turkish Studies (ITS), which has announced that it is shutting down. ITS has supported AATT since its foundation in 1985, helping both with our start-up expenses and the funding of various projects over the years. ITS has offered seed-matching grants for new language instructor positions, and through its other grants, has supported individual faculty members, graduate students, libraries and conferences. ITS' contributions to the establishment of a Turkish Studies community were immense and will be sorely missed. We thank current Executive Director, Sinan Ciddi, for his service, and wish him and all the board members the best.

AATT

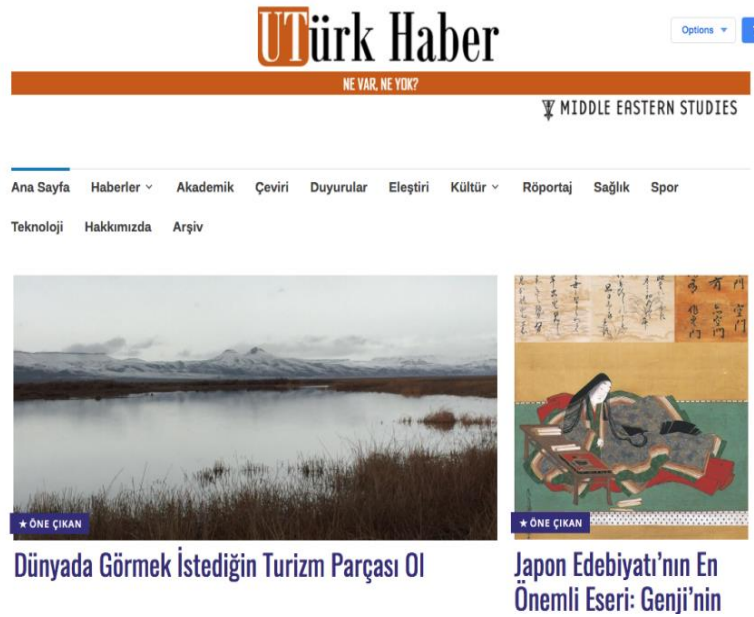
TURKISH LANGUAGE STUDENTS AT THE UNIVERSITY OF TEXAS AT AUSTIN PUT THEIR SKILLS TO ‘REAL WORLD’ USE!

BY JEANNETTE OKUR

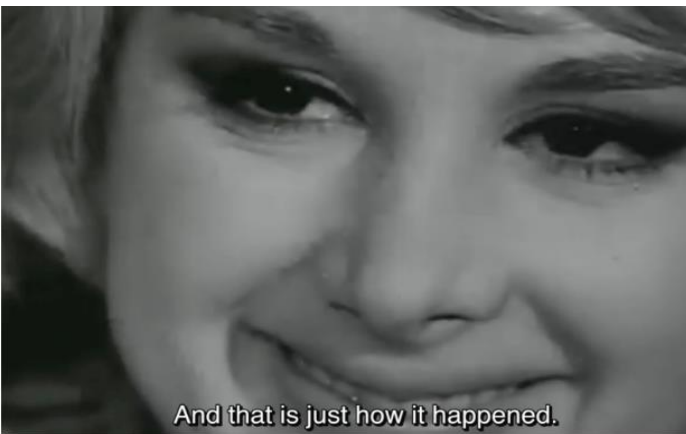
UNIVERSITY OF TEXAS AT AUSTIN

Turkish language students at the University of Texas at Austin have multiple opportunities to put their skills to ‘real world’ use. In spring 2018, UT Turkish language students and our 2018-2019 Fulbright Assistant from Turkey, Cemre Çiçek, created *UTürk Haber*, a student-run online Turkish newspaper. In spring 2019, UT graduate students Mona Mostofi and Libby Ennenga spearheaded efforts to produce another issue of the newspaper, assisted by Visiting Scholar at the UT Center for Middle Eastern Studies, Dr. Mehmet Yıldız. Check out the 2018 and 2019 issues at: <https://uturkhaber.wordpress.com/>. The language of the newspaper is, of course, Turkish, but the content ranges from the local to the global. Starting in their second semester of Turkish language study, UT students can contribute news articles related to politics, economics, sports, health, travel, the arts, etc., depending on their interests. Student volunteers on the Turkish newspaper team meet on a bi-weekly basis, and are responsible for topic research, writing, and the newspaper’s organization and graphic layout. Students who are unable to commit to working on the Turkish newspaper team on a regular basis are still encouraged to submit at least one article per semester. Essays or journal entries written for Turkish class may be turned into newspaper articles; and articles are also solicited from recent UT graduates, UT faculty, staff and students,

particularly those currently studying abroad in Turkey and Azerbaijan. Students involved with *UTürk Haber* say they have learned A LOT from researching, drafting, and revising their articles collaboratively.



Students in Dr. Jeannette Okur’s spring 2019 Turkish Cinema class also put their language skills to ‘real world’ use – in the world of fan subbing! As part of a research project on the efficacy of Learning Via Subtitling (LvS) in the mixed-level (Intermediate High-Advanced Mid) Turkish language classroom, Dr. Okur taught her students to use collaborative Google Docs and Aegisub Advanced Subtitling Editor software to create and add original English subtitles to three classic Turkish films. Her students’ first encounter with LvS – which aims to overcome the short coming of passivity by engaging learners in a new way – involved pair-translation of film dialogue and pair-preparation of English subtitles for key scenes (ie. video clips) from Halit Refiğ’s 1961 film, *Gurbet Kuşları*.



Their second LvS project was more challenging, as the pair-translation and subtitling of key scenes from Ertem Eğilmez' 1976 film, *Tosun Paşa*, required greater attention to cultural interpretation.



For their third and final LvS Project, students worked collectively to create a full set of accurate English subtitles for the acclaimed Yeşilçam melodrama, *Sultan* (Dir. Kartal Tibet, 1978). Each student translated 6-10 minutes of film dialogue; they then worked in small groups to revise and improve the consistency of the translation; finally, each student set the timing of the subtitles for his/her part of the film, using Aegisub software. Dr. Okur plans to screen the subtitled *Sultan* on the UT-Austin campus in fall 2019 and then broadcast the subtitles on Youtube.





When asked about how subtitling Turkish movies has improved their Turkish language skills, Dr. Okur's students had this to say:

"It helps build vocabulary in the context of viewing culturally important films."

"Really analyzing what the film characters say in order to translate it accurately helps improve my Turkish."

"I like being able to watch a completed product, ie. the clip my partner and I subtitled. It helps me take ownership of the translation and consider how to best translate, especially when the Turkish word order is the opposite of the English."

"It helps us hear, see and reiterate what happens in the movie. It helps us internalize the material better."

"I had to listen to the clip multiple times to make sure the subtitles were beginning and ending in the correct places. Listening to the clip in Turkish while placing my English subtitles made me rely more on listening comprehension."

"This skill transfers over to watching Turkish movies in my free time."

AATT STUDENT AWARDS

HALIDE EDIP ADIVAR SCHOLARSHIP COMPETITION

The annual scholarship from the OTSA Halide Edip Adivar fund (\$ 1,500) provides an introduction to Turkey for qualified undergraduate students who have not had extensive prior experience in Turkey or in Turkish studies. The award is to be used for travel to Turkey, and while there, to supplement participation in a program in Turkish language, a study-abroad program, or a work internship; or for study or research in any aspect of Turkey's history, culture or society. To learn more about this award, click [here](#).

THE JAMES W. REDHOUSE STUDENT PRIZE,

The Redhouse Prize for Best Progress in Turkish was established by the Turkish Studies Association (now Ottoman and Turkish Studies Association) in 1991, and four such prizes continue to be available annually, two for each of two regions in North America, designated as East and West. Although the monetary value is not large (\$100), outstanding students deserve the public recognition that being a winner brings. To learn more about this award, click [here](#).

To learn more about various awards and funding opportunities, visit our [website](#).

UPCOMING AATT CONFERENCES

BY ROBERTA MICALLEF

SAVE THE DATES!

AATT would like to invite all our members and any interested colleagues, scholars, and students to participate in the events we are hosting in New Orleans in November 2019.

The fourth AATT Conference will take place November 13-14, 2019 at Tulane University. The fourteenth annual Graduate Student Conference is scheduled for November 14, 2019, and will also take place at Tulane University. We are still accepting abstracts for both conferences. Please visit the AATT website for information about submissions and more details about the conferences. The 2019 AATT Business Meeting will also take place at Tulane University from 5 to 6 p.m. on November 14. We will issue a formal invitation for the meeting in October.

Last but not least, AATT hopes to see many of you at our roundtable titled “Assessment(s) for the 21st Century Literacy in Teaching and Learning Turkish” at the annual Middle East Studies Association conference in New Orleans.

AATT ROUNDTABLE AT MESA 2019

BY NALAN ERBİL

The Middle Eastern Studies Association’s annual meeting will take place in New Orleans, Louisiana on November 14-17, 2019. This year’s [AATT Roundtable](#) entitled “Assessment(s) for the 21st Century Literacy in Teaching & Learning Turkish” will focus on literacy assessment in Turkish language instruction. As instructors and scholars of Turkish, we set out from the proposition that to think critically about language and literacy

assessment entails thinking critically about language acquisition. Thinking critically about the ‘how, why, what, and when’ of literacy assessment on a day-to-day basis, expanding from each lesson to the curriculum, can spark deeper investigation into the nature of language learning, and thus, might help provide instructors with necessary means to enhance students’ learning. ACTFL’s own definition of literacy states that integrating assessment into a (multi)literacies framework has the potential to increase student engagement and L2 learning; this idea is also supported by recent SLA scholarship. Participants in this roundtable will probe how we can rethink, revise, and perhaps change the ways we assess language proficiency to include assessment(s) of (multi)literacies in order to improve student learning.

The presenters will engage with this premise, offering analyses and solutions based on their classroom practices. Zeynep Elbasan will discuss using Blended Learning on Canvas, how to differentiate between face-to-face and online language instruction, and strategies for establishing a successful social and cognitive teaching presence in an online environment. Nalan Erbil will elicit, analyze and criticize the (non)existing tools for assessing literacy for teaching and learning Turkish across levels. Beyza Lorenz will investigate how students can advance their literacy skills with various activities that aim to put them in contact with native speakers to improve their proficiency beyond the textbook and the classroom. Jeannette Okur will discuss best practices for introducing Advanced Low proficiency learners to linguistic diversity and multimodal forms of linguistic expression and representation as they are manifested in Turkish film and short critical texts about Turkish film.

Exemplifying testing blueprints, Nilay Sevinç will elaborate on the complexity of assessing learners' overall language use in a variety of circumstances and situations at all levels.

We look forward to a productive discussion in New Orleans. Check out the program details [here](#)!

Visit our home at
www.aatturkic.org!



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group. Find us [here](#)!



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THANK YOU TO OUR DONORS!

The American Association of Teachers of Turkic Languages would like to thank the institutions below for their support:

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University of Pennsylvania–NELC
University of Arizona
Boston University
University of Chicago
University of Texas at Austin

AATT would like to extend its sincere appreciation and gratitude to Dr. Sylvia Önder and Dr. Jeannette Okur for their generous donations.

If you would like to contribute an article, news item, or share an announcement with AATT Newsletter, please contact editors Dr. [Esra Predolac](#) and Dr. [Jeannette Okur](#). For previous issues of our newsletter, click [here](#).

CONFERENCE REPORTS

NORTHEAST ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY (NEALLT) 2019 CONFERENCE

***BY FERIDE HATİPOĞLU
UNIVERSITY OF PENNSYLVANIA***

The Northeast Association for Language Learning Technology (NEALLT) 2019 Conference was hosted on April 5-7, 2019, at Penn Language Center, University of Pennsylvania. NEALLT 2019 addressed two topics: transformative practices and teaching and learning language and culture with technology. The conference focused on pedagogical approaches and best practices that language educators combine with technology to create new opportunities for learners to explore language more collaboratively acquire a deeper appreciation of culture in face-to-face, blended and online environments. Presenters discussed the effectiveness and limitations of some common pedagogical approaches in online learning environments and explored approaches for improving participant collaboration and merging online instruction with the World Readiness Standards for Learning Languages. Presenters also described conditions, strategies and challenges for successful implementation of telecollaboration, course management systems and Open Educational Resources (OER).

THE 3RD INTERNATIONAL SYMPOSIUM OF LIMITLESS EDUCATION AND RESEARCH (ISLER 2019)

***BY FERIDE HATİPOĞLU
UNIVERSITY OF PENNSYLVANIA***

The 3rd International Symposium of Limitless Education and Research (ISLER 2019) was held in

Muğla, Turkey, on April 24-27, 2019. 236 presentations, 3 workshops and 6 panel discussions took place at the three-day symposium. Participants from Turkey and various countries discussed teaching the Turkish language in and outside of Turkey, sharing ideas and exploring possible solutions to educational and teaching-related problems. Feride Hatiboglu (University of Pennsylvania), Thomas Gilpatrick (Portland State University) and Todd Alan Price (National Louis University) were among the presenters from the United States.

THE 22ND ANNUAL NATIONAL COUNCIL OF LESS COMMONLY TAUGHT LANGUAGES CONFERENCE (NCOLCTL), APRIL 26-28, ATLANTA, GA

***EMRAH ŞAHİN
UNIVERSITY OF FLORIDA***

Since its inception in 1990, the National Council of Less Commonly Taught Languages has enabled cross-cultural exchanges by fostering language education in and outside of classrooms. At the annual [April 2019 meeting](#) in Atlanta, a cohort of scholars, statesmen, and businessmen came together to examine how “diversity and inclusion” relate to language instruction across the board. In seven panels and poster exhibitions, they explored issues related to biliteracy, cultural awareness, pedagogy, public opinion, social circumstances, student enrollments, and technologies. According to the plenary notes and President Chung Cheng’s speech, it is recommended that teachers of Turkic languages:

1. Recognize diversity and inclusion in their profession,
2. Explore innovative and effective means of collaboration,

3. Enrich curriculum with new pedagogies, and,
4. Stimulate interest in learning foreign languages.

A striking conclusion made in various panels at the meeting was that language teachers should continue applying traditional methods while also experimenting with interactive approaches and current technologies. In particular, traditional techniques relating to decoding speech cannot be discarded because listening and other skills continue to register formative influences in a language learner's development, and thus, older techniques should be integrated into instructional efforts across a wide range of pedagogical and practical choices, including goal-based and flipped instructions, story-telling and gaming as learning activities, and hybrid and online course designs. Additionally, on an optimistic note, former senator Howard Stephenson defined monolingualism as a national security threat and explained how Utah has effectively counteracted it by establishing a statewide dual language immersion program. Based on the cultural, national, and psychological rewards of multilingualism, Utah's 'six-language-strong' educational program has already manifested an impressively positive impact on students' development, local tourism business, and the state's rise to eminence as the nation's leader in educating students in an immersive setting. Due to the thought-provoking discussions, ground-breaking presentations, and eye-pleasing exhibitions, the annual meetings held by the National Council of Less Commonly Taught Languages are important, relevant, and deserve the participation of teachers of Turkic languages, along with anyone else interested in languages less commonly taught in the United States.

RESULTS OF THE FALL 2018 ENROLLMENT SURVEY FOR TURKIC LANGUAGE COURSES AT POST-SECONDARY INSTITUTIONS IN THE U.S.

SAADET EBRU ERGÜL
STANFORD UNIVERSITY

We would like to thank all AATT members, instructors, and administrators who contributed to the **Fall 2018** enrollment count by responding to AATT's online survey.

Please note:

- The enrollment figures presented here reflect data collected between **March 2019 and May 2019**. *These numbers indicate enrollment during the Fall term of 2018.*
- We strive for completion, but assume that the results do not reflect the full sum we seek to report. The results presented here are based on the data we have been able to gather.
- The Fall 2018 survey covered institutions in the U.S.
- We were able to contact **59 institutes of higher education**:
 - Among **59** institutions, Modern Turkish was taught at **33*** institutions in Fall 2018.
 - **15** institutions didn't participate in the survey.
 - **11** institutions did not offer Modern Turkish in Fall 2018.

* includes one institution from Canada

Table 1:
Undergraduate Enrollments recorded for 2009-2018

	Turkish* enrollments	Other Turkic enrolments	Number of reporting institutions
2009:	747	<i>not reported</i>	43
2010:	709	<i>not collected</i>	39
2011:	955	42	50
2012:	927	35	37
2013:	811	32	42
2014:	686	36	38
2015:	560	29	34
2016:	451	17	30
2017:	481	22	32
2018:	496**	10	33

*Includes Ottoman Turkish

**18 of these took Ottoman Turkish

Table 2:
General summary for Fall 2018*:

Turkish	(478+108) 586
Ottoman	(18+23) 41
Azerbaijani, Kazakh, Kyrgyz, Uyghur, Uzbek and other	(10+13) 23
Total	650

*Undergraduate and graduate combined

Table 3:
Summary of enrollments for Fall 2018* by language

TURKISH	STUDENT TOTAL
	586

OTTOMAN	STUDENT TOTAL
	41

AZERBAIJANI	STUDENT TOTAL
	0

KAZAKH	STUDENT TOTAL
	6

KYRGYZ	STUDENT TOTAL
	2

UYGHUR	STUDENT TOTAL
	3

UZBEK	STUDENT TOTAL
	5

TURKMEN	STUDENT TOTAL
	0

OLD TURKIC (ORHKON)	STUDENT TOTAL
	0

OTHER	STUDENT TOTAL
	7

* Undergraduate and graduate combined

Table 4:
Breakdown of enrollments only for Turkish by course and class level. The first number indicates enrollments for 2018 and the number in parentheses those for 2017.

TURKISH	UNDERGRADUATE	GRADUATE	OTHER GROUP OF LEARNERS*	STUDENT TOTAL
1 st year	266 (216)	50 (44)	5 (8)	321 (268)
2 nd year	125 (101)	35 (28)	1 (4)	161 (133)
3 rd year	74 (43)	21 (14)	0 (2)	95 (59)
4 th year	13 (11)	2 (3)	0 (2)	15 (16)
Total	478** (371)	108 (89)	6 (16)	592** (476)

*The learners counted in the category “Other” are post-doc researchers and visiting or regular faculty members.

**Five Colleges Consortium student numbers are added to grand student total and to undergraduate student total.

Table 5:

Class size for Turkish courses

TURKISH	Average undergraduate enrollment	Average graduate enrollment
1 st year	8	2
2 nd year	4	1
3 rd year	4	1
4 th year	2	0

Tables 6a and 6b:

The Number of post-secondary institutions in the U.S. that reported teaching Turkic languages during **Fall 2018:**

Turkish	1st year	2nd year	3rd year	4th year
2018	33	30	21	7
2017	30	27	17	5
2016	30	27	18	4
2015	34	24	20	2
2014	38	32	20	7
2013	42	35	24	3
2011	50	43	25	7

	2018	2017	2016	2015	2014	2013	2012	2011
OTTOMAN	8	4	8	5	6	9	12	8
AZERBAIJANI	2	-	1	-	1	1	3	1
KAZAKH	4	1	1	3	3	1	6	5
KYRGYZ	2	-	1	-	1	-	2	2
TATAR	0	-	-	1	1	-	2	-
TURKMEN	0	-	-	-	-	-	1	-
UYGHUR	4	3	1	1	1	2	2	4
UZBEK	5	5	-	3	4	4	9	8

Table 7:
Additional Courses

	Number of institutions reporting additional courses	Total number of courses	Total Enrollment
Academic Turkish reading, writing, speaking and translation courses	7	7	No data
Content courses taught in Turkish	5	5	No data
Literature, culture or film in translation courses	9	9	No data

Table 8:
Thirty-three institutions reporting Turkic language instruction in **Fall 2018:**

University of Wisconsin-Madison	University of Pennsylvania
Boston University	New York University
University of Arizona	Duke University
University of Michigan	Brown University
George Mason University	University of Kansas
Georgetown University	University of Texas at Austin
University of Pittsburgh	Stanford University
Michigan State University	Northwestern University
Yale University	Portland State University
Indiana University	Princeton University
University of Oregon	Five Colleges Consortium
University of Florida	Cornell University
Rutgers University	University of Chicago
Columbia University	Syracuse University
University of Washington	George Washington University
University of California, Los Angeles	University of California, Berkeley
University of Toronto*	

* included

Table 9:

List of **institutions that did not** participate in AATT Enrollment Survey **Fall 2018**, but which have participated in previous years::

Harvard University	Ohio State University
University of Utah	Mercyhurst College
University of Georgia	University of Houston
Bernard College	University of Illinois
University of Richmond	Santa Monica College
Texas A&M	University of Minnesota
University of Illinois	University of Virginia
Brigham Young University	

Table 10:

List of **institutions that did not** offer Turkish in **Fall 2018**, but did offer it in previous years:

San Francisco State University
University of Iowa
Howard Community College
Florida State University
UC Santa Barbara
Beloit College
Binghamton University
Georgia State University
University of Maryland
University of Massachusetts
Arizona State University*

* In 2018 Turkish Language Classes were offered during the summer semester only.

MLA ENROLLMENT DATA

The MLA has just released its full report on language course enrollments in colleges and universities in the United States. Click [here](#) for this latest report.

To access MLA's Language Enrollment Database (1958-2016) and search enrollments in foreign languages, click [here](#).

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For questions regarding enrollment data of Turkic Languages, please contact [Saadet Ebru Ergül](#).

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