

American Association of Teachers of Turkic Languages

Newsletter June 2017

In this issue

The Executive Secretary's Note	1
AATT thanks its donors	2
Upcoming Conferences	3
Prize Announcements	4
Employment	5
New Turkish Lecturer	5
Enrollments Survey	6
Book Reviews	10



Happy June,

While the academic year has come to an end, I hope you are ready to recharge and spend more time with your loved ones. I would like to start my remarks by reminding you the 2nd AATT Conference titled "Challenges and Opportunities in Teaching Turkic Languages and Literatures" which will take place on November 17, 2017 at Georgetown University, Washington D.C. We are in the process of reviewing and selecting the abstracts from three continents, and we will notify the presenters in early July. As we did for the 1st AATT Conference, this one-day conference will precede MESA/AATT Graduate Pre-conference on November 18, 2017 and MESA Annual Meeting thereafter, which will also take place in Washington, DC. Georgetown.

I would like to talk about a seminar I recently attended about "Design Thinking for Humanities" organized by the Association of Foreign Languages Departments. The gist of this approach is as "human-centered innovation, is to translate observations into services and products that will improve lives." It brings together what is desirable from a human point of view with what is technologically feasible and economically viable. It also allows people who aren't trained as designers to use creative tools to address a vast range of challenges. Since the audience for this seminar were the department chairs of language programs over 50 universities and colleges, the discussion focused on how

to come up with and utilize these creative tools to explore ways to attract more students to our programs and retain them especially for less commonly taught languages like Turkish. The reason I wanted to share this with you is that I believe that as AATT members, we can put our designer hats on and discover some creative ways to maximize our resources and increase our visibility on our campus. We can then share these strategies with each other to help grow language programs both in the US and in the rest of the world. This approach is also relevant to AATT's current efforts to come up with a new curricular framework for college-level Turkish instruction, which is both collaborative and innovative. Once it is completed, this project will help experienced and less-experienced teachers of Turkish alike by laying out the guidelines, principles and learning outcomes of our instructional efforts. At our institutions, we, as individuals, can start thinking about creating or revising flyers, brochures and websites that will attract the attention of potential students. We can also plan working with other groups and programs on our campus to offer some creative extra-curricular/cultural activities that will benefit everyone involved. This can also solve the limited funding issues since more stakeholders will be willing to fund such events jointly. Some examples could be Turkish and Modern Greek language programs organizing a backgammon tournament; and Ottoman, Arabic and Hebrew programs organizing a joint calligraphy workshop.

I wish you all a great summer, and hope to see you in D.C.

Ercan Balci

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

Institute of Turkish Studies
American Research Institute in Turkey
Georgetown University
Princeton University
University of Pennsylvania-Middle East Center
University of Pennsylvania-NELC
University of Arizona
Boston University
University of Chicago
Indiana University, Bloomington
MESP at University of Wisconsin-Madison
Stanford University-Mediterranean Studies
Harvard University
University of Texas at Austin

AATT would like to extend its sincere appreciation and gratitude to

Dr. Güliz Kuruoğlu,
Dr. Sylvia Önder, and
Dr. Feride Hatiboğlu
for their generous donations.

Upcoming Conferences

2nd AATT Conference: Challenges and Opportunities in Teaching Turkic Languages and Literatures

November 17, 2017

Georgetown University, Washington D.C.

It is a pleasure to invite you to our second AATT Conference focusing on language, literature, and pedagogy of the Turkic languages. The conference is organized by the American Association of Teachers of Turkic, and it will take place on November 17, 2017 from 9-6 at Georgetown University in Washington DC. The objective of the American Association of Teachers of Turkic is to advance and improve the teaching of the Turkic languages; to promote study, criticism, and research in the field of the Turkic languages and literatures; and to further the common interests of teachers of these subjects.

Topics of Interest:

New approaches to the teaching of Turkic languages and literatures; World-readiness for Turkic languages; Perceptions and perspectives on teaching Turkic languages and literatures; Use of technology in teaching Turkic languages; Curriculum development and textbook writing for Turkic Languages; Teaching Turkic languages through literature

We look forward to seeing you at the 2nd AATT Conference in November. Just a reminder that this conference will precede MESA Annual Meeting, which will also take place in Washington, DC. Georgetown will also host MESA/AATT Graduate Pre-conference on November 18, 2017. For any inquiries about this conference, contact: Ercan_Balci@brown.edu

CFP for the 21st Annual NCOLCTL Conference

The 21st Annual Conference of the National Council of Less Commonly Taught Languages is scheduled for April 20-22, 2018, (with pre-conference workshops scheduled for April 19, 2018) at the HYATT REGENCY DULLES, 2300 Dulles Corner Boulevard, Herndon, VA 20171, USA. The NCOLCTL Conference Committee solicits proposals for individual papers, colloquia, and poster sessions to be presented at this conference.

The National Council of Less Commonly Taught Languages (NCOLCTL) is pleased to announce its LCTL Mission: "LCTL Education in the US: From Pre-K to Global Professional"

The conference aims to pursue a new pathway for advocating innovative approaches in research and practices, maximizing professional exchanges and collaboration among LCTL educators, and leveraging resources and strengths in the less commonly taught languages community. We cordially invite researchers, practitioners, program developers, and administrators in the LCTL community organizations to submit proposals and attend the conference.

Important Timeline:

Deadline for submission: **September 30th, 2017**
Notification of acceptance: **November 14th, 2017**.
Deadline for registration for presenters: **March 31st, 2018**.

If you have any questions regarding proposal submission, please contact the NCOLCTL Secretariat at: proposal@ncolctl.org

Prize Announcements, Call for Nominations

The Sydney N. Fisher Graduate Student Paper Prize

Apply by June 15, 2017

An annual prize for the best paper in Turkish or Ottoman studies written by a graduate student in Turkish or Ottoman studies during the preceding academic year (i.e., 2016-17 for the award given in 2017). This award, \$200, is sponsored by the Ottoman and Turkish Studies Association with the generous support of the M. Münir Erteğün Foundation. The winning paper will be considered for publication in the Journal of Ottoman and Turkish Studies (JOTSA).

Applicants must submit the following as attachments to an email: *Submit one electronic copy (as a PDF) of the paper; *The address, phone number, and e-mail of the author; *The name and address of the author's academic advisor.

Materials should be emailed by **June 15, 2017** to Dr. David Selim Sayers at the following address: david.s.sayers@turkologie.uni-giessen.de

The James W. Redhouse Student Prize For Best Progress in Turkish

Apply by June 30 of each year

The Redhouse Prize for Best Progress in Turkish for East and West regions in North America, was established by the Turkish Studies Association in 1991, and aims to recognize outstanding students.

The procedures are as follows: A two-person Language Awards Committee (one a member of the current AATT Board) oversees the annual awards in consultation with the two Area Coordinators. Any student (graduate or undergraduate) who, in the designated academic year completes a full-year course at any level in Modern Turkish at any institution that offers regularly scheduled Turkish language instruction in the US or Canada is eligible for nomination. Student eligibility is limited to a "once-in-a-lifetime" award.

Each institution may select ONE nominee annually. The nominee's name must be submitted, with supporting material no later than **June 30** to the Area Coordinator who makes the final choice of two recipients for the area. The Area Coordinators will inform the Language Awards Committee no later than **September 15, 2017** of their choice, and the Committee will forward the information to the President of OTSA.

This year's Language Awards Committee consists of: Uli Schamiloglu (University of Wisconsin) uschamil@wisc.edu and Pelin Basci (Portland State University) bnpb@pdx.edu

The following AATT members serve as Area Coordinators to whom the initial applications are sent:

Institution in the East:

Saadet Ebru Ergul, sergul@stanford.edu

Language Center, African and Middle Eastern

Languages Program

450 Serra Mall, Building 240, Rm 206

Stanford, CA 94305

Institution in the West:

Nilay Sevinç, nsevinc@umich.edu

NES, University of Michigan

4111 Thayer Academic Building

Ann Arbor, MI 48104

Employment

University of Florida

The Center for European Studies, at the University of Florida seeks a qualified Turkish language Adjunct Instructor to teach beginning and intermediate Turkish language students in Fall 2017 and Spring 2018. Candidates should have a native command of Turkish language.

Preference will be given to candidates with at least a Master's Degree in a relevant field and language training experience. The primary duties and responsibilities of this position include, but are not limited to the following: Serving as the instructor of record for Turkish language course, primarily at the introductory and intermediate levels (first and second year instruction).

Teaching assignment will be two (2) courses per semester (one beginning and one intermediate). Responsibilities to include developing fully detailed course syllabi that comply with UF standards, ensuring all course related materials (textbooks and reading packs etc.) are ordered according to UF regulations and published deadlines, holding office hours as appropriate, providing all grades and student assessments within published deadlines (for final grades), and responding to student course related inquiries in reasonable time (generally not to exceed 48 hours).

Other responsibilities include engaging in service activities as appropriate, particularly as these apply to the Turkish Studies program, but also European Studies more generally. Salary to be negotiated on a per/course basis. Interested candidates should contact Amie Kreppel (kreppel@ufl.edu) for more information.

Introducing New Turkish Lecturer 5

Oya Topçuoğlu
Northwestern University



Oya Topçuoğlu received her Ph.D. from the University of Chicago's Department of Near Eastern Languages and Civilizations in 2016. Her teaching experience covers a range of subjects, including modern Turkish language and culture, and history and archaeology of the Middle East. She taught Intermediate and Advanced level Turkish at the University of Chicago between 2011 and 2016, and she has been teaching Elementary and Intermediate Turkish classes at Northwestern since 2014. In addition to language courses, she offers an undergraduate seminar on the relationship of archaeology and politics in the modern Middle East, touching upon issues of nation-building, nationalism, identity formation, colonialism and education. Starting in fall 2017, she will also teach a new freshman seminar on Turkish food culture and cuisine from the Seljuks to today.

Oya is an archaeologist by training who specializes in the material culture of Anatolia and Mesopotamia. Her research addresses issues of social identity and cultural exchange, and the effects of political change and ideology on the material record of the ancient Middle East. Oya also studies political uses of the ancient past and its role in the formation of national identities in the modern Middle East. She is particularly interested in representations of the past in school textbooks, the history of archaeology and museums, and cultural heritage preservation in her native Turkey. Oya also holds a B.A. in History from Boğaziçi University in Istanbul.

Results for the Fall 2016 Enrollments Survey for Turkic Language Courses at Post-Secondary Institutions in the U.S.

Ebru Ergül

We would like to thank all AATT members, instructors, and administrators who contributed to the Fall 2016 enrollment count by responding to AATT's online survey.

Please note:

- The enrollment figures presented here reflect data collected between November 2016 and April 2017. These numbers indicate enrollment during the Fall term 2016.
- We strive for completion, assume that the results do not reflect the full sum we seek to report. The results presented here are, therefore, based on the data we have been able to gather.
- The Fall 2016 survey covered institutions in the U.S.
- We were able to contact **53** higher education institution:
 - Among **53** institutions, Modern Turkish was taught at **30** U.S. institutions in Fall 2016.
 - **18** institutions didn't participate the survey.
 - **5** institutions did not offer Modern Turkish in Fall 2016.

Table 1:
Enrollments recorded for 2009-2016

	Turkish* enrollments	Other Turkic enrollments	Number of reporting institutions
2009:	747	not reported	43
2010:	709	not collected	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

*Includes Ottoman Turkish

Table 2: General Summary for Fall 2016

Turkish	408
Ottoman Turkish	43
Azerbaijani, Kazakh, Kyrgyz, Uyghur, and Uzbek	17
TOTAL	468

Table 3:
Summary of enrollments for Fall 2016 by language

TURKISH	STUDENT TOTAL
	408
OTTOMAN	STUDENT TOTAL
	43
AZERBAIJANI	STUDENT TOTAL
	3
KAZAKH	STUDENT TOTAL
	1
KYRGYZ	STUDENT TOTAL
	1
UYGHUR	STUDENT TOTAL
	-
UZBEK	STUDENT TOTAL
	-

Table 4: Breakdown of enrollments for Turkish by course and class level. The first number indicates enrollments for 2016 and the number in parentheses those for 2015.

TURKISH	UNDERGRADUATE	GRADUATE	OTHER*	STUDENT TOTAL
1 st year	164 (228)	36(62)	3(8)	203 (293)
2 nd year	90(99)	40(37)	3(5)	133(138)
3 rd year	43(63)	21(31)	1(1)	65(94)
4 th year	5 (4)	1(3)	0(2)	6(9)
Total	312**(393)	98(133)	7(16)	417**(534)

*The students 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	6	2
2 nd year	4	2
3 rd year	3	2
4 th year	2	0

Tables 6a and 6b: Number of post-secondary institutions in the U.S. that reported teaching Turkic languages during the Fall 2016 term

	1st year	2nd year	3rd year	4th year
TURKISH				
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

	2016	2015	2014	2013	2012	2011
OTTOMAN	8	5	6	9	12	8
AZERBAIJANI	1	-	1	1	3	1
KAZAKH	1	3	3	1	6	5
KYRGYZ	1	-	1	-	2	2
TATAR	-	1	1	-	2	-
TURKMEN	-	-	-	-	1	-
UYGHUR	1	1	1	2	2	4
UZBEK	-	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	4	4	No data
Content courses taught in Turkish	6	6	14
Literature, culture or film in translation courses	5	5	5

Table 8: Thirty institutions reporting Turkic language instruction in Fall 2016

University of Madison	Binghamton University
Boston University	Brigham Young University
Columbia University	Duke University
University of Michigan	Brown University
George Mason University	University of Kansas
Georgetown University	University of Texas at Austin
University of Maryland	Stanford University
New York University	Northwestern University
Yale University	Portland State University
Indiana University	Princeton University
UNC Chapel Hill	University of Arizona
University of California, Los Angeles	University of Chicago
University of California, Berkeley	University of Wisconsin
University of Pittsburgh	University of Pennsylvania
University of Florida	Five Colleges Consortium

Institutions did not participate to AATT Enrolment Survey Fall 2016:

Cornell University	Rutgers University
Arizona State University	Syracuse University
UC Santa Barbara	University of Houston
University of Utah	University of Iowa
Harvard University	University of Minnesota
Howard University	University of Massachusetts
Michigan State University	University of Illinois
Ohio State University	University of Virginia
University of Washington	Florida State University

Turkish is not offered at the institutions below:

San Francisco State University
Beloit College
Santa Monica College
Michigan State University
Mercyhurst College

Türkçe Okuyalım Yazalım: Okuma ve Yazma Becerilerini Geliştirme Kitabı

Aslı Altan & Elif Aka. Papatya Yayıncılık Eğitim, İstanbul, 2017.

Melike Yücel-Koç

Türkçe Okuyalım, Yazalım/Let's Read and Write Turkish is a book designed for students of Turkish at all levels with a focus on reading skills. The book consists of different types and levels of original and edited reading texts accompanied with vocabulary, speaking, and writing activities in the target language, Turkish only.

The book with 380 pages is divided into three sections titled "Beginner Level" (A1 & A2), "Intermediate" (B1 & B2), and "Advanced" (C1 & C2) based on European Union Language Framework. Sections are further divided up to units (23 for Beginner, 26 for Intermediate, 37 for Advanced), each containing one text with accompanying activities for during-reading and post-reading. The reading selections are designed to familiarize students not only with different genres—letters, e-mails, job applications, Nasreddin Hodja jokes—, but also with cultural themes such as festivals in Turkey, Karagöz & Hacivat, and proverbs. The topics vary from geography and seasons to popular Turkish TV series, from Turkey-EU relations to Atatürk, from famous Turkish artists to recipes. Some of the texts are presented in their original form, and some others are adapted from the newspapers or websites. They range from 180 to 1150 words.

Each unit begins with the main text itself, which is followed by a list of vocabulary in Turkish only, yet with no definitions either in English or Turkish, and an activity including matching synonyms or antonyms, determining the parts of speech, and fill-in-the-blanks. Reading activities include True/False and reading comprehension questions, whereas the post-reading activities are geared toward speaking and writing skills through prompts. At the end

of the book, a list of vocabulary and an answer key are included.



Türkçe Okuyalım, Yazalım offers a great variety of texts that are not only interesting but also culture-driven at different levels. Following a myriad of matching, gap-filling, and short-answer exercises, each unit ends with speaking and writing tasks that give students an opportunity to have class discussion first, and then write a similar text, such as e-mails or letters or a paragraph about the text itself.

Noticeably absent from this book are pre-

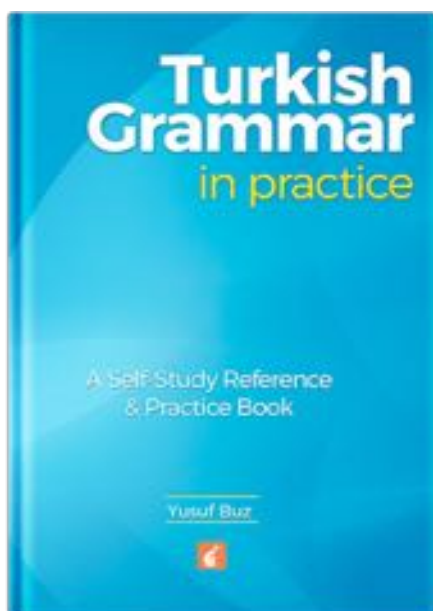
reading activities. If a student were to follow the book exactly as outlined, she would likely be overwhelmed by the length of some texts. Warm-up activities would activate learners' schemas, prepare them for the text and help them internalize the topic. Furthermore, *Türkçe Okuyalım, Yazalım* does not provide any explicit strategy training in the importance of writing skills even though its title encourages that it is a 'reading & writing' book. Writing is only included as prompts related to the texts. By adding graphic organizers and some guidance for writing in different genres, this book could be an ideal book for developing reading and writing skills. Last, but not the least, when the positive

correlation and the reciprocal relationship between vocabulary and reading are taken into account, it is important to note that adding the definitions of the words in Turkish would reinforce vocabulary, and prepare students for the text. In a practical classroom, this book would be used by experienced teachers, who will no doubt benefit by the variety of texts included by choosing specific units and activities and adapting them to the syllabus. *Türkçe Okuyalım, Yazalım* is successful in its endeavor to expose students of Turkish to different genres of writing in Turkish at different levels, and it does this through integration of culture, which is fundamental in language learning and teaching.

Turkish Grammar in Practice: A Self-Study Reference and Practice Book

Yusuf Buz. Foxton Press, London, UK, 2016.

Roberta Micallef



Turkish Grammar in Practice by Yusuf Buz is a new reference and practice book for those either studying Turkish on their own or taking an elementary or intermediate Turkish language class. Yusuf Buz has a background in teaching English as a second language and among others has authored a textbook titled *English Grammar* aimed at Turkish learners of English. He started teaching Turkish as a second language after moving to the U.K. which inspired him to write

this book.

Turkish Grammar in Practice consists of 114 two-page units, each on a grammar topic with the explanation on the left-hand side and the exercises on the right-hand side. Verb tenses are generally divided into three units positive, negative and question. A dedicated website that offers online listening, grammar and vocabulary exercises is also available to those who purchase the text. *Turkish Grammar in Practice* aims to teach its users the most commonly used 1900 Turkish words. Each unit reinforces vocabulary already taught and introduces new expressions or vocabulary. Each one of these 1900 words and a few extras are included in the very useful 1932-word vocabulary list toward the end of the book. The extra words are interjections such as "aha" which are commonly used in Turkish but may not be immediately comprehensible to the Turkish learner. In addition, the book includes a 15-unit section titled "Grammar Essentials." These units do not include exercises but simply provide explanations for concepts important in reading and writing Turkish such as expressing polite

offers and requests and similes. A full answer key is provided at the end of the book. The exercises provided are very useful in practicing grammar points, with realistic sentences, dialogues and readings as the learner acquires more vocabulary. The grammar essentials are nicely illustrated and provide good examples about how to appropriately use expressions such as "tam sana göre," which helps those learning Turkish sound authentic.

Instructors and students taking a Turkish language class will find this book a useful and helpful supplement to classroom activities and exercises. If a learner's main goal is oral communication a grammar in practice book even one that includes over 2000 sample sentences and 3000 practice questions and is accompanied by online listening exercises will not suffice. However, if the students' primary goal is to read and write Turkish, then *Turkish Grammar in Practice* and its accompanying website will indeed help them achieve their goal.

The organization of *Turkish Grammar in Practice* is unique. A *Student Grammar of Turkish* by Nihan Ketrez, for example is organized progressively with increasingly difficult grammar concepts that allow for the development of gradually more complex language skills. Starting with "The Sounds of Turkish," the student using her book progresses to "Relative Clauses," and then to the finer points of Turkish that allows one to sound authentic. *Turkish an Essential Grammar* by Aslı Göksel and Celia Kerslake begins with a unit on "The Alphabet and Pronunciation" and by the end of the book has reached units on "Adverbial Clauses" and "Conditional Sentences," ending with a unit on "Conversational Features." Yusuf Buz takes a different approach. *Turkish Grammar in Practice* begins with units on "The Alphabet" and "Vowel Harmony," and "Consonant Mutations," but then progresses to three units devoted to the "olmak,"

which he translates as "to be." The "to be" verb in Turkish is rather more complicated. The first unit presented is titled "olmak fiili (geniş zamanda)" or in English, "the verb 'to be' in the present tense." The present tense with aorist is not presented in earnest until much later in the book, unit 22 and yet the simple past and the future tense which are simpler to teach and learn do not appear until units 37 and 45 respectively. Grammar explanations are not provided but this is not a book about grammar but about practicing a language. A student could jump around or an instructor could assign units to accompany their own syllabus as best fits their needs.

Students studying on their own will appreciate the fact that instructions and explanations are given in English and that the Turkish example sentences come with English translations. The grammar point emphasized in each unit is presented in practice sentences with color coded examples and translations. For example, in the unit on the simple past the learner would come across an example such as: Yeni bir araba **aldım** and its translation, **I bought** a new car.

The book is nicely presented with colorful, appropriate and contemporary illustrations. *Turkish Grammar in Practice* will be of interest to instructors looking for grammar exercises to supplement classroom instruction. Instructors who want to dedicate class time to communication rather than grammar exercises may well find the exercises with the translations and answer key useful to assign to students. This book is an excellent practice book would be useful, easy to grasp exercises that will allow the student to learn how to use various expressions, tenses and other aspects of grammar. The student who wants to learn to use Turkish grammar in order to read or write rather than in order to understand the workings of Turkish grammar will find this book useful.

American Association of Teachers of Turkic Languages

Center for Language Studies
Brown University
Box 1982, 195 Angell Street, 2nd Floor
Providence, RI 02912

AATT has a new home!

www.aatturkic.org

Visit us!



AATT has a Facebook group.



Find us on
Facebook !!!

AATT membership is now
possible with



Click now to become a
member!!

AATT OFFICERS

President

Uli Schamiloglu
Department of German, Nordic, and Slavic
University of Wisconsin-Madison, WI
uschamil@wisc.edu

Saadet Ebru Ergül
Stanford University Language Center
Stanford University, CA
sergul@stanford.edu

Executive Secretary

Ercan Balci
The Center for Language Studies
Brown University, RI
aattsecretariat@gmail.com

David Selim Sayers
Turkologie
Justus-Liebig-Universität, Deutschland
david.s.sayers@turkologie.uni-giessen.de

Treasurer

Feride Hatiboğlu
Near Eastern Languages and Civilizations
University of Pennsylvania, PA
feride@sas.upenn.edu

AATT Newsletter Editor

Burcu Karahan
Department of Comparative Literature
Stanford University, CA
bkarahan@stanford.edu

Board Members

Funda Derin
Department of German, Nordic, and Slavic
University of Wisconsin-Madison, WI
fderin@wisc.edu

AATT Facebook Page Editor

David Selim Sayers
Turkologie
Justus-Liebig-Universität, Deutschland
david.s.sayers@turkologie.uni-giessen.de

Nilay Sevinç

Department of Near Eastern Studies
University of Michigan, MI
nsevinc@umich.edu

Webmistress

Jessica Tiregol Menteşoğlu
University of California, Los Angeles, CA
jmentesoglu@library.ucla.edu