

American Association of Teachers of Turkic Languages *Newsletter June 2015*

The Executive Secretary's Note

Ercan Balci

Brown University

AATT Executive Secretary



In this issue

- The New Executive Secretary's
Note
page 1
- Note from the AATT Treasurer
page 3
- Roberta Micallaef wrote about
AATT members' Textbook Project
presentation at NCLCTL 2015
page 4
- Meet the new Turkish Lecturers
page 5
- New Ottoman Turkish Summer
Programs
page 7
- The AATT Enrollments Report for
Fall 2014 prepared by Suzan Özel
page 8

Happy summer! While most of us are finishing up our academic year and getting ready for our time to rewind and recharge, thank you for reading our June Newsletter. I would like to start my first Executive Secretary's note by expressing my deep gratitude to my predecessor Roberta Micallef for her leadership and many years of tireless valuable contributions to AATT. I am deeply honored and humbled to have the opportunity to serve you following her tenure as the Executive Secretary, and I think we can only build on this success by working together. Some of you already know me well, but I thought I could introduce myself shortly for those who do not know me well. First, a disclaimer: the rest of this rather lengthy "happy summer" note has turned into a personal story, and I decided to leave it as is with the hope that it serves as a means to get my point across.

2015 has been full of exciting professional opportunities for me. I started not only as the Director of Center for Language Studies at Brown University, which is the hub for all languages offered on campus, but also as the AATT Executive Secretary in January. I would like to take this opportunity to talk a little bit about what AATT has meant to me and how much it has helped me both personally and professionally for 10 years. My ultimate goal is to plead with you to take a more active role in AATT since

only with more involvement by our members, we can take AATT to the next level.

As soon as I got a job as the Lecturer of Turkish at University of Illinois in fall 2006, I was welcomed as a new family member by Erika Gilson and the AATT community. Being an active member gave me a lot of ideas how to survive and thrive as a Turkish teacher in my first year in a foreign country. Before it was too long, I was invited to take part in multiple committees and projects AATT was part of or led. Over the years most of my academic travels were to places where I attended professional development workshops, participated in testing item development groups, roundtables which were all through AATT. For me, working closely with all the wonderful colleagues teaching Turkish all over the country was the most rewarding benefit of these trips. Something else happened during these gatherings, I got to meet colleagues teaching other languages and learned from their experiences as well. So this gave me an idea to bring different lecturers together to establish the LCTL program since our issues and concerns are very similar with other languages especially LCTLs in my own department. This actually led to more collaboration and thus establishing the Senior Lecturer position in our department a few years before the university took on the promotional path for non-tenure track faculty. As the first Senior Lecturer in the department, there was an extensive review process, and two of the external reviewers were leaders of AATT. Being promoted to Senior Lecturer and then being given the responsibility to lead the newly established LCTL program could not have been possible without the professional development opportunities I gained through my association and involvement with AATT. Especially for my current position, I feel indebted to AATT which has shaped my professional trajectory.

Sometimes, we think of “volunteering” our time to help an organization which we regard essential, but in reality we get a lot more than our investment in return. I think that for our own personal and professional development, we need to give more time and energy, engage more, organize more and

do more. The fruits of our efforts might not be there to pick right away, but I assure you in hindsight you will have many stories like mine to tell others. The short version of my secretarial note is actually a “thank you note” to AATT!

Before closing, some reminders and announcements are in order. First of all, I have prepared a survey to inform our planning starting in the fall semester. If you have not had a chance to do it yet, here is the link: https://brown.co1.qualtrics.com/SE/?SID=SV_a9HeQnbQscGph2Z

Thirdly we just found out that we received the ITS grant one more time to support our graduate students. Please encourage your graduate students to submit abstracts for the graduate student conference at MESA. AATT will also have a roundtable session at MESA organized by Jeannette Okur. See you in Denver in November!

Please don't hesitate to contact me with any suggestions, feedback, requests and concerns at aattsecretariat@gmail.com

Kind regards,

Ercan Balcı



Note from the Treasurer

Feride Hatibođlu
University of Pennsylvania
AATT Treasurer



Dear AATT members,

As our fiscal year is drawing to a close I'd like to report that we have been able to maintain our member base, keep a balanced budget and meet our financial obligations promptly. While retaining this wonderful group of members we should focus on growing this base and add new members to our Association.

We are creating necessary initiatives, programs and conferences. These are all happening with the help of hard work and support of AATT volunteers. With your continued support I believe that we will turn into a new year of success and growth for our Association. Membership fees are inextricably linked to our future as we solely depend on our member base for our revenue stream and would like to see our members' continued support to our organization.

Looking forward to a successful and promising new financial year.

All my best,

Feride Hatibođlu

The Redhouse Award for Best Progress in Turkish

The Redhouse Prize for Best Progress in Turkish was established by the Turkish Studies Association in 1991. Although the monetary value is not large (\$100), outstanding students deserve the public recognition that being a winner brings. The procedures are as follows:

Student Eligibility: Any student (graduate or undergraduate) who, in the designated academic year, completes a full-year course at any level in Modern Turkish at a university offering such courses in its regular program is eligible for nomination. However, student eligibility is limited to a "once-in-a-lifetime" award.

Eligible Institutions: Any institution that offers regularly scheduled Turkish language instruction in the US or Canada.

Nomination Procedure: Each institution may select ONE nominee annually, judged at faculty discretion to be the student who made the most progress in Modern Turkish in the designated academic year. The nominee's name must be submitted, with supporting material no later than **June 15** to the appropriate Area Coordinator who will make the final choice of two recipients for the area. The Area Coordinators will inform the Language Awards Committee no later than September 15 of their choice, and the Committee will forward the information to the President of TSA.

-AATT will arrange for the recipients to be informed of their selection and to receive their prizes by mail or (preferably) at the OTSA Annual Meeting. The President of OTSA informs institutions of their students' awards.

This year's Language Awards Committee consists of:

Uli Schamiloglu (U Wisconsin) uschamil@wisc.edu

Pelin Bařçı (Portland State U) bnpb@pdx.edu

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

David Selim Sayers will be collecting the nominations from the East Coast universities and **Etem Erol** will be collecting the nominations from the West Coast universities. Here are the address:

Etem Erol

etem.erol@yale.edu

Department of Near Eastern Languages and Civilizations

Yale University

P.O. Box 208236

New Haven, CT

06520-8236

David Selim Sayers

dsayers@sfsu.edu

Turkish Studies Program San Francisco State University

College of Creative and Liberal Arts

1600 Holloway Avenue

San Francisco, CA

94132

News of the Profession

Past Conferences

AATF Representation at the Annual National Consortium of Less Commonly Taught Languages- Washington DC April 22-25, 2015

Roberta Micallef

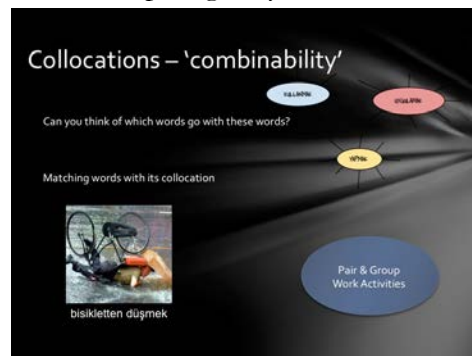
AATF was ably represented by Ercan Balcı, Seval Kömürçü, Roberta Micallef and Nilay Sevinç who discussed different aspects of writing a textbook for less

THE FIVE "W" s

- WHO ?
- WHY?
- WHAT?
- WHERE?
- WHEN ?

commonly taught languages in the 21st century. The panelists who are currently in the process of writing a textbook for elementary Turkish presented different aspects of their project. Balcı, the organizer of the panel and the Project itself introduced the panel. Micallef provided the backstory for the project. She discussed why such a textbook was needed. On the basis of her interviews with fourteen instructors of foreign languages, she described the instructors' notions of the ideal textbook which more than simply teaching a language presented an appropriate frame and offered the instructors guidance on how to use authentic materials to produce good teaching resources. She discussed the importance of a strong textbook for novice teachers who lack mentoring. Sevinç introduced the principles guiding the writing of the textbook, the layout of each chapter and its design. Furthermore she shared samples of authentic materials developed for chapter 3 and chapter 10. One occurring early in the semester and one later in the semester each chapter demonstrated with concrete examples how authentic materials can be turned into teaching tools as well as notions of scaffolding and recycling and building on prior knowledge to help make the student an independent learner who is equipped with the

appropriate tools in order to create with language. The examples of materials provided by Sevinç demonstrated the guiding principles in action. Kömürçü joined the presentation from Germany via the wonders of technology. Her presentation focused on vocabulary choice, transitions, activities in the units. Built on prominent linguistic theories and the foundational works of second language acquisition Kömürçü demonstrated how these theoretical tools would come into practice in designing tools for teaching Turkish as a second language. She explained the choice of 1000 most frequently used words to be introduced in the first academic year through this textbook. The vocabulary will enable the learner to handle standard classroom activities, to discuss survival needs and daily life activities leading up to more in depth communication about the learners academic or professional interests and needs. Based on the best practices and communicative approach the teacher's book will provide many suggestions as to how to create appropriate activities that are presentational, interpersonal or interactive. Teaching the vocabulary in a systematic manner, connecting the new material to previously acquired material will promote retention and later production. The vocabulary will be presented alongside grammar and a context or a storyline that develops logically over the semester. Finally Balcı



concluded with a review of the guiding principles and the organizational factors involved in bringing about the project which will be evident in each unit. A

crucial point made by Balcı is the importance of a unified curriculum to guide Turkish language programs. Due to this lacuna textbooks and lesson plans are at times rather individualized and random. This textbook also aims to provide students and teachers with a unified curriculum that will take them from novice to advanced.

Introducing New Turkish Lecturers at American Universities

Our previous issues had featured job postings for Turkish lecturer positions at various universities across the US. In this issue, as AATT Board, we would like to extend a warm

 WELCOME and CONGRATULATIONS 
to new Turkish lecturers, and introduce them to our readers.

Didem Havliođlu - Duke University

Didem Havliođlu joins the Asian and Middle Studies Department Duke University and the Department of Asian Studies at the University of North Carolina this coming fall as the teaching fellow of Turkish. After a brief start of teaching at the University of Utah, she had been the faculty member of the Department of Turkish Language and Literature at Istanbul Őehir University since 2010. She is completing her book on Mihri Hatun and gender in early-modern Ottoman literary history. She has experience in teaching Turkish and Ottoman Turkish both in US and in Turkey since 2008.

Didem Havliođlu received her Ph.D. from Near and Middle Eastern Studies from University of Washington in 2008. Her areas of research and teaching are as follows: Modern and Ottoman Turkish language and literature, women writers, gender studies.



Jason Vivrette - UC Berkeley

Jason Vivrette holds a M.A. in Comparative Literature from the University of California, Berkeley (2010) with an emphasis in Turkish, Arabic and Italian languages and literatures. He also has extensive training in Second Language Acquisition from UC Berkeley's Language, Literacy and Culture graduate program.

In addition to teaching Turkish, Jason coordinated the Arabic language program at San Francisco State University for five years, and co-directed the Critical Languages Scholarship (CLS) Arabic program in Tunisia for three years. While at SF State, he also served as Co-Director of Middle East and Islamic Studies from 2012 to 2014. During his time with MEIS, he helped launch a new Turkish Studies program, the first of its kind in the California State University system.

At UC Berkeley, Jason has conducted numerous research projects designed to advance Turkish language pedagogy and teaching resources. In 2008, he collaborated with colleague Kristin Dickinson (University of Michigan) on a year-long fellowship project implementing a Literacy-based approach to first-year Turkish. Likewise, he has worked with Professor Mark Kaiser of the Berkeley Language Center for the past seven years compiling and archiving a digital database of culturally relevant scenes from Turkish movies for the BLC Library of Foreign Language Film Clips.



Most recently, Jason received research grants in 2015 from the UC Berkeley Center for Middle Eastern Studies (CMES), Institute for European Studies (IES), and the Institute of Turkish Studies (ITS) to develop interactive, computer-based modules for Turkish language acquisition. Ultimately, these materials will serve as a core component of a new Turkish language textbook currently in progress.

To complement his work as a language teacher, Jason has contributed to a number of academic journals as a translator of Ottoman and Modern Turkish poetry and prose alike.

New Turkish Lecturers

Melike Yücel-Koç - University of Washington

Melike Yücel-Koç earned her B.A. degree in English Language Teaching (ELT) from Hacettepe University, Ankara in 2005. After graduation, she served at a state secondary school as an English teacher for three years, during which she conducted a research on improving critical and creative thinking skills of young learners through task-based language teaching, as part of her M.A. degree at Çukurova University, Adana.

Upon completion of her master's degree, she came to US to teach Turkish at Portland State University on a Fulbright Foreign Language Teaching Assistantship. After the nine-month period of teaching Turkish in the U.S., Melike received her M.A. degree from the Applied Linguistics Department with specialization in TESOL from Portland State University. Her thesis was on Emotion Language and Emotion Narratives of Turkish-English late bilinguals. During her time at PSU, she worked at the Intensive English Language Program as an Internet-based TOEFL tutor.

In 2011, Melike started her Ph.D. program at the School of Education, in Seattle Pacific University, specializing in Second Language Acquisition, Learning & Teaching. In the first half of her Ph.D. years, she taught English as a second language (ESL) at A.C.E. Language Institute at the Seattle Pacific University and in the second half, she worked at the University of Washington, as a part-time lecturer where she taught Intermediate Turkish. There, she had the opportunity to develop curriculum, syllabi, and teaching materials.

Currently, Melike has been working on her dissertation, which is about improving students' academic vocabulary and reading through morphology-based instruction. She is expected to graduate this summer. Her research interests are meta-linguistic awareness, morphological instruction, academic language—specifically vocabulary and reading, and teaching methodologies.



Nilüfer Hatemi - Princeton University

After a year and a half in the Near Eastern Studies Department as the Ertegün Visiting Assistant Professor, Nilüfer Hatemi has become the lecturer in Turkish at Princeton University. A graduate of the Department of Turkish Language and Literature at Boğaziçi University, Hatemi has received her Ph.D. ("Unfolding a Life: Marshal Fevzi Çakmak's Diaries") in Near Eastern Studies from Princeton University in 2000 and worked as an assistant professor at Yeditepe and Kadir Has Universities, Istanbul Turkey. At Princeton, she has taught courses on Turkish and Ottoman language and literature (some of which are: TUR 305, "Advanced Turkish: Selected Readings in Historical and Literary Texts," TUR 424, "Turkish Language in Translation: from Ömer Seyfettin to Orhan Pamuk," and TUR 405, "Introduction to Ottoman Turkish"). Her articles have appeared in the International Journal of Turkish Studies, and in various conference publications. Her most recent article is 'Çakmak, Fevzi' in The Encyclopaedia of Islam, Third edition, Part 2013-4, and she recently presented a paper titled 'Growing up in Istanbul during the Great War' at the Perspectives on the Great War: World War One International Conference, August 2014, Queen Mary University of London.

Retirement News

After three decades of dedicated service to the field of Turkish language instruction, **GÜLİZ KURUOĞLU** retired from her lecturer position in Turkish at UCLA Near Eastern Languages and Cultures Department. As AATT family we congratulate her on her retirement and thank her for her contributions and hard work. We wish her a happy, healthy, and long retirement!

New Ottoman Turkish Summer Programs



Bahçeşehir University İmros Summer School

In this intensive, one-of-a-kind summer language program (July 19-August 30), with an interdisciplinary team consisting of historians, philologists and an archaeologist, we aim to teach the two native tongues of this cultural landscape, Byzantine Greek and Ottoman Turkish, under the same roof.

The intensive Byzantine Greek, Modern Greek, and Ottoman Turkish Summer School on the island of Imvros, Turkey, offers courses focused on reading and translating Greek and Turkish texts both handwritten and printed.

Students will develop skills in paleography for reading original archival documents written in different periods and styles. The school is based in Agridia (Tepeköy), one of the island's predominantly Greek Orthodox villages.

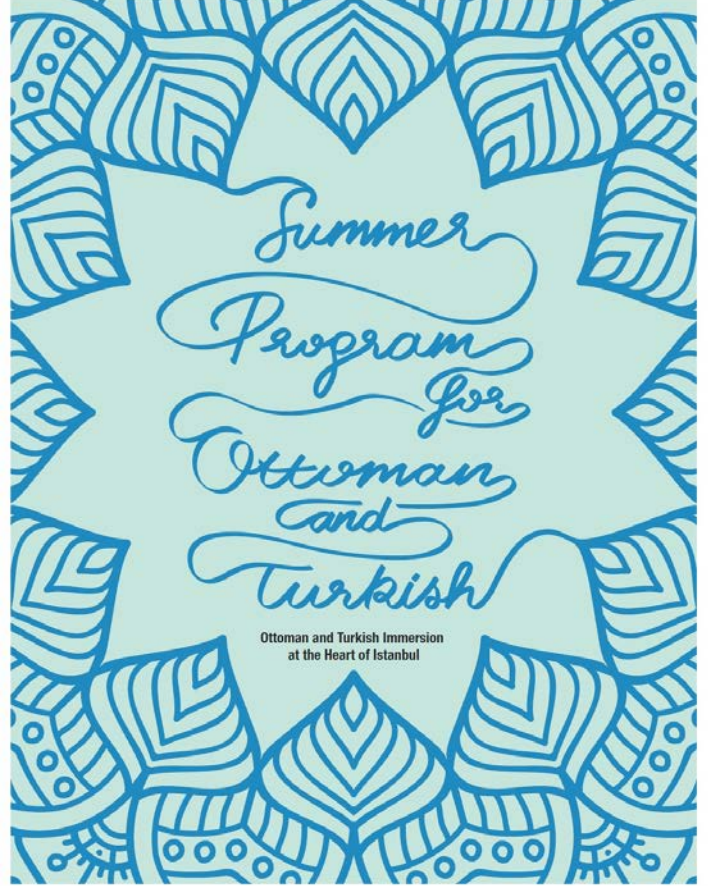
Ottoman Turkish classes are available at the beginner, intermediate and advanced levels, while Byzantine Greek classes are available at the intermediate and advanced levels; and Modern Greek classes are available at the beginner and intermediate levels. Classes will be held at the Imroz Greek School (İmroz Rum Okulu). The medium of teaching is English.

The island is well known for its vineyards, goat herding, beaches, as well as now desolated monastic environment which offer a surprise around seemingly every corner. During their stay, students will be able to immerse themselves in Aegean rural life, going on organized field trips twice weekly to archaeological sites, places of natural interest (and beauty), and other locales.



İMROZ RUM İLKOKULU

Koç University Summer Program for Ottoman and Turkish



Koç University Research Center for Anatolian Civilizations will offer a brand new intensive program this summer. The Summer Program for Ottoman and Turkish will be conducted in Beyoğlu, Istanbul. It is open to graduate students interested in continuing their study of Ottoman. The program will also offer additional courses in both Persian and Turkish languages.

The program will give participants the chance to read and translate Ottoman Turkish texts in various contexts. The readings will include histories, hagiographies, literary texts, legal documents, court registers, etc.

The program will run from July 6th to August 13th.

For more details about the program, please visit the webpage at <http://rcac.ku.edu.tr/en/ottomansummerprogram>

You can also email Merve Demirbas at mdemirbas@ku.edu.tr to share your inquiries.

Results for the Fall 2014 Enrollments Survey for Turkic Language Courses at

Suzan Özel

We would like to thank all AATT members, instructors, and administrators who contributed to the Fall 2014 enrollment count by responding to AATT's online survey. The survey was conducted by Suzan Özel with the help of Saadet Ebru Ergül (Stanford University) and Ercan Balcı (Brown University).

Please note:

- The enrollment figures presented here reflect data collected between November 2014 and May 2015. These numbers indicate enrollment during the fall term 2014.
- We strive for completion, yet, 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 2014 survey covered only institutions in the U.S. (unlike previous surveys that also included Canada).
- We were able to record that Modern Turkish was taught at thirty-nine U.S. institutions in Fall 2014. Thirty-eight of these reported their enrollment figures.

Table 1:

Enrollments recorded for 2009-2015

	Turkish* enrollments	Other Turkic enrollments	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

*Includes Ottoman Turkish

Table 2:

General Summary for Fall 2014

Turkish	652
Ottoman	34
Azerbaijani, Kazakh, Kyrgyz, Uyghur, and Uzbek	36
Total	722

Table 3:

Summary of enrollments for Fall 2014 by language

LANGUAGE	STUDENTS
TURKISH	652
OTTOMAN	34
AZERBAIJANI	2
KAZAKH	18
KYRGYZ	1
UYGHUR	1
UZBEK	14

Table 4:Breakdown of enrollments for Turkish by course and class level. The first number indicates enrollments for 2014 and the number in parentheses those for 2013.

Turkish	Undergraduate	Graduate	Other*	Student Total
1st year	224 (319)	82 (86)	15 (9)	321 (414)
2nd year	118 (163)	56 (63)	3 (5)	177 (231)
3rd year	73 (76)	42 (32)	12 (4)	127 (112)
4th year	19 (4)	6 (1)	2 (0)	27 (5)
Total	434 (562)	186 (182)	32 (14)	652 (762)

*The students counted in the category "Other" are post-doc researchers and visiting or regular faculty members.

Table 6a and 6b:

Number of post-secondary institutions in the U.S. that reported teaching Turkic languages during the fall term

<i>Table 6a</i>	1st year	2nd year	3rd year	4th year
Turkish				
2014	38	32	20	7
2013	42	35	24	3
2011	50	43	25	7

<i>Table 6b</i>	2014	2013	2012	2011
OTTOMAN	6	9	12	8
AZERBAIJANI	1	1	3	1
KAZAKH	3	1	6	5
KYRGYZ	1	-	2	2
TATAR	1*	-	2	-
TURKMEN	-	-	1	-
UYGHUR	1	2	2	4
UZBEK	4	4	9	8

*Taught on a volunteer basis

Table 7:

Additional Courses

	Institutions w/additional courses	Total number of courses	Total enrollment
Turkish reading and translation	1	1	1
Content courses in Turkish	2	2	12
Literature, culture or film in translation	2	5	122

Table 8:

Thirty-nine institutions reporting Turkic language instruction in Fall 2014:

Arizona State University	San Francisco University
Binghamton University	Stanford University
Boston University	Syracuse University
Brigham Young University	University of Arizona
Columbia University	U of California, Berkeley
Duke University	U of California, Los Angeles
Five College Center for the Study of World Languages	U of California, Santa Barbara
George Mason University	University of Chicago
George Washington University	University of Florida
Georgetown University	University of Illinois at Urbana-Champaign
Georgia State University	University of Kansas
Harvard University	University of Maryland
Indiana University	University of Michigan
New York University	University of Pennsylvania
Northwestern University	University of Pittsburgh
Ohio State University	University of Texas at Austin
Portland State University	University of Utah
Princeton University	University of Washington
Rutgers University	University of Wisconsin
	Yale University

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 Languages and
Cultures of Asia
University of Wisconsin-Madison, WI
uschamil@wisc.edu

Umida Khikmatillaeva
Online Instructional Designer,
eLearning Design & Services
University Information Technology Services (UITS)
Indiana University, IN
ukhikmat@indiana.edu

Executive Secretary

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

Sylvia Önder
Department of Arabic and
Islamic Studies
Georgetown University,
Washington D.C.
onders@georgetown.edu

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 Languages and
Cultures of Asia
University of Wisconsin-Madison, WI
fderin@wisc.edu

AATT Facebook Page Editor

Züleyha Çolak
Middle Eastern, South Asian, and African Studies
Columbia University, NY
zc2208@columbia.edu

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

Webmistress

Jessica Tiregol Menteşoğlu
University of California, Los Angeles, CA