

AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES

NEWSLETTER, WINTER 2021 ISSUE

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THE EXECUTIVE SECRETARY'S NOTE

BY SAADET EBRU ERGÜL



We are standing at a distance but remain together.

2020 has been a difficult year for language professionals across the nation and around the world. 2020 was filled with anxiety, uncertainty and many challenges. We were required to make an almost instant transition to online learning and

teaching practices. Even under normal conditions, switching to online practices doesn't happen overnight; but we did it and we survived. Actually, it won't be surprising if I say that we have even gotten used to it now.

One of the things that I have observed during this past year is how much effort language professionals put into engaging their students and enriching their curricula during this difficult time. The value of our collaboration and our efforts to create community is priceless. Our immense support for each other, willingness to collaborate and sharing of resources has made us stronger. The feeling of community that AATT has created has played a critical role in our individual and collective success.

In 2021, AATT will continue its yearly calendar of events, and is working on new projects, new awards and new collaborations. In this spirit of collective work, I would like to thank all of you for staying connected and taking part, for contributing to AATT's events and activities and for being an amazing team. I hope the New Year brings you much health, happiness and prosperity.

Stay safe, healthy and connected!

THE PRESIDENT'S NOTE

BY FERİDE HATİBOĞLU

I'm happy to welcome 2021 and prepared for the new year, as new beginnings bring new opportunities and challenges. I wish for peace and health for the world and for our members.

Even though 2020 was not the best year for the world, AATT was able to successfully realize all its events, conferences and projects despite the challenging and difficult times. We held all our conferences and events online. We also completed "The Curricular Framework for College Level Turkish Instruction" and published it [here](#) on the AATT website.

We increased our institutional and regular members and added new supporting institutions to our member base. We also received new grants from The Institute of Turkish Studies that will support our future conferences and events.

With all your support, AATT is ready now to develop new projects and new teaching/learning materials for the field and to organize more student and teacher conferences for our members. Please stay tuned for AATT's announcements about upcoming grants, awards and events. I hope to see you all virtually or face-to-face this year.

I would like to close by noting that none of our accomplishments would have been possible without your support.

Thank you all.
With my best,

Feride Hatiboğlu



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MANY THANKS TO OUR OUT-GOING BOARD OFFICER ZEYNEP ELBASAN-BOZDOĞAN

BY FERİDE HATİBOĞLU
ON BEHALF OF AATT

We would like to thank Zeynep Elbasan-Bozdoğan for her service to AATT as an executive board member from 2018 to 2020. Zeynep was actively involved in AATT events and conferences.

While in the United States, she made valuable contributions to Indiana University with the Literary Course Grant she received. With the support of this grant, she created an online space that integrates information literacy into her courses and developed assignments that teach students information literacy concept and skills. She also started hybrid online teaching in 2018 at Indiana University. Zeynep is now working on her doctoral dissertation, titled “The Discursive Transformation of a Soul in Exile: The Unconventional Nature of Cem Sultan’s Poetry”. She plans to teach Turkish literature after she defends her dissertation and completes her PhD. Since returning to Turkey in Fall 2020, Zeynep has also established a monthly online book club with 65 members.

We will always appreciate her support and valuable work for AATT and wish her and her family all the best as she continues her career abroad.



OUT-GOING AATT EXECUTIVE BOARD MEMBER
ZEYNEP ELBASAN-BOZDOĞAN

NEW AATT EXECUTIVE
BOARD MEMBER
BEYZA LORENZ

INTRODUCING
OUR NEW
EXECUTIVE
BOARD MEMBER



BEYZA LORENZ

Beyza Lorenz is lecturer in Turkish in the Department of Near Eastern Languages and Cultures at the University of California, Los Angeles (UCLA). She holds a Ph.D. in Comparative Literature from Penn State. At UCLA, she is teaching Modern Turkish, Ottoman Turkish, and humanities courses. Before coming to UCLA, she taught language and literature courses at Penn State and Koç University. Currently, she is pursuing two lines of research: Turkish teaching pedagogy and Ottoman and Turkish literature. In 2016, she secured a Mellon Foundation Grant through the International Institute at UCLA for a research project on Turkish language teaching materials. As a part of this research, she conducted two nationwide surveys: a needs assessment survey of learners of Turkish as a foreign language and a needs assessment survey of Turkish teachers in colleges in the United States. Her second line of research focuses on Ottoman and Modern Turkish literature and the interplay of modernity and imperialism in the nineteenth and twentieth centuries. She has published her work in peer-reviewed journals, including *Comparative Studies of South Asia, Africa, and the Middle East*, *Comparative Literature Studies*, and other edited volumes. Her latest article titled “Novel Anxieties: An Ottoman Counter-discourse on Time and Space” was published in August 2020.

THE 5TH AATT CONFERENCE

BY FUNDA GÜVEN

ON BEHALF OF 5TH AATT CONFERENCE ORGANIZATION
COMMITTEE

On October 10, 2020, American Association of Teachers of Turkic Languages (AATT) held its 5th annual conference titled, “21 Century Language Learning Standards and Curriculum Design.” Initially planned to take place under the aegis of Sylvia Önder at Georgetown University, Washington, DC, but ultimately held online under the restrictions posed by the global COVID-19 pandemic, the conference was sponsored in part by the Institute of Turkish Studies, the University of Pennsylvania, the University of Michigan, Georgetown University, the University of Texas at Austin, Indiana University, Princeton University, Cornell University, the University of Arizona-Tucson, and Nazarbayev University. No less productive than an in-person gathering, this virtual conference hosted over fifty professors and language experts located in the Azerbaijan, Belgium, France, Israel, Kazakhstan, Turkey, and the United States. The event hosted eighteen presentations and four poster presentations that had undergone a rigorous peer-review process.

Turko-Tatar Press plans to publish some of the papers that presenters sent in article form, along with papers from the 5th Asian Languages and Literatures Symposium (ADES), which was held on November 16, 2019, in Nursultan, Kazakhstan, with a thematic focus on the “Intersection of Cultures”. The organization of both the 5th AATT conference and the 5th ADES symposium proved a remarkable success in the field.

We thank the AATT president, executive board, academic committee and organization committee, as well as the ADES chair and executive board; and especially Uli Schamiloglu, Feride Hatiboğlu, Elif Sayar, and Ali Küçükler, whose efforts made the volume of proceedings possible. This volume would not be possible without their expertise and assistance.

SOME REVIEWS AND REMARKS ON THE 5TH AATT CONFERENCE

BY ELİF SAYAR

Due to the unprecedented pandemic, the 5th AATT Conference: 21st Century Language Learning Standards and Curriculum Design was held virtually on October 10, 2020, for the first time ever. It created diverse professional learning and collaborative networking opportunities. It was an international event that brought more than 50 language educators together to share their experiences, studies and research on teaching Turkic languages all around the world. At the end of the conference, almost all of the participants shared their enthusiasm about attending the 6th AATT Conference in the future and suggested having a virtual presentations session for the ease of international participation. In brief, the 5th AATT Conference was a remarkable success, and with the invaluable contributions of the participants, it will continue to be an indispensable part of AATT.



BY GÜLDEN TÜM
& SEMAHAT RESMİ CRAHAY

The conference held on October 10th, 2020, was a great opportunity for all instructors teaching Turkic languages to come together to exchange information about their experiences. The topics discussed were important in two ways: they expanded our horizons in terms of what is being done in language classrooms and they left remarkable marks in our minds for future studies on theoretical and practical issues. Personally, we enjoyed every single moment of the virtual meeting. People whom we know only by name turned into personal faces that transferred energy towards all. We are looking forward to having the same experience for the coming years. AATT broadens

horizons for all of us coming from different parts of the world. Thanks to those who spent much time and effort to organize this event.



BY MERUYERT IBRAYEVA

I first participated in the AATT conference in fall 2019. As I was not able to participate in person that year, I uploaded a video presentation. The next experience was in 2020, when I was not able to participate in person again, due to the worldwide pandemic. In both years of my participation, I felt supported. I also understood that the Organizing Committee members and conference participants created one big community which is growing from year to year. I had never participated in a conference online. But after participating in this AATT conference, I think that an online conference is a good thing. The schedule was clear and simple. All activities were well organized. The topics were interesting and applicable in real life

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](#).

**THE AMERICAN ASSOCIATION OF TEACHERS
OF TURKIC LANGUAGES**

**Williams Hall
255 S. 36th St. Room 847
Philadelphia PA 19104-6305
United States**

AATT ROUNDTABLE AT THE MIDDLE EAST STUDIES ASSOCIATION (MESA) 2020

MEETING

BY NİLAY SEVİNÇ

Happy 2021. I hope that this year will be healthier and more joyous than the one we are leaving behind. Almost all of us are working remotely right now in order to keep our university communities safe, healthy, and moving forward; and we are striving to stay connected no matter what. Fortunately, these strange and surreal circumstances did not stop us from holding another incredible and professional AATT Roundtable via virtual platform. “Materials Development and Design” was the topic and focus of the AATT Roundtable organized by Esra Predolac and chaired by Nilay Sevinç at the 2020 MESA Meeting.

Because we teach one of the Less Commonly Taught Languages, we all know first-hand that there is a shortage of good quality, well-designed teaching materials that rely on technology-mediated, multimodal language learning practices and methodology. Language instructors of Turkish continuously design and develop instructional materials and proficiency-based assessments for their programs. At this particular Roundtable, we aimed to address the ongoing process of designing and developing materials, and talk about these exciting tasks as well as some of the challenges. Six presenters shared their experiences in this process and provided insightful information about their programs.

Nilüfer Hatemi (Princeton University) shared her experience with the materials she has been using to supplement textbooks and the modifications she has made in teaching modern and Ottoman Turkish to meet the needs of her students.

Ebru Ergül (Stanford University) and Esra Predolac (University of Kansas) discussed some of the issues

and challenges of finding materials for learners at higher proficiency levels. The presenters discussed the third-year Turkish OER textbook they are co-authoring, their decision making-process, and their approach to skills and certain tasks in this new teaching and learning material.

Ilknur Lider (University of Pittsburgh) talked about her goal of introducing her students to rich audio visual texts and authentic oral language input. She shared her experiences with developing and integrating language teaching materials based on a TV series into the language program curricula in a systematic and effective way.

Banu Özer Griffin (Cornell University) talked about the test design and development and curriculum design and development projects that she has been working on through the University of Chicago and Mellon Foundation initiatives.

Meryem Demir (Harvard University) discussed students' loss in language proficiency after a long break and her experiences in designing an interactive class to reawaken students' motivation, speak to their interests and prep them for learning outcomes.

materials and practical examples of how Turkish culture and literary works can be used both as singular objects of study and as means to an end, and what superordinate goals can be targeted and achieved.

Sylvia Önder (Georgetown University) participated in the panel with a presentation titled "Showcasing Vibrant Turkish Artistry in the Classroom." She described specific examples of types of materials that can be used to promote Turkish language and culture learning. Dr. Önder then shared the projects that her students worked on using Turkish movies and literary pieces.

Ayşe Özcan (University of Illinois) discussed the value of interdisciplinary cultural instruction in her presentation, "An Interdisciplinary Approach to Teaching Turkish Culture in Language Programs." She elaborated on how this approach could motivate learners to more deeply appreciate language and culture learning. She also discussed how a holistic approach to language and culture teaching using history, religion, literature, media, cinema, art, etc. can be implemented, and she shared her own practical teaching experiences.

Kenan Sharpe, in his presentation titled "Teaching Turkish Literature and Popular Music," shared how Turkish literary works and music can become very efficient tools to introduce and facilitate understanding of unfamiliar contexts. He discussed how engagement with these texts enables learners' interaction with historical, social and political contexts. Dr. Sharpe also shared his own experiences and specific examples of Turkish literary works and music that he uses in his interdisciplinary courses.

There was a Q&A session at the end of the panel. The speakers and the listeners discussed their experiences of how an interdisciplinary approach can be effectively used in language and culture teaching to enrich our courses, and to provide multilevel critical perspectives to our students.

AATT PANEL AT THE MIDDLE EAST STUDIES ASSOCIATION (MESA) 2020 MEETING

BY ESRA ÖZDEMİR

AATT organized a panel entitled "Turkish Literature and Culture Through Interdisciplinary Frames in Higher Education in the US" chaired by Roberta Micallef (Boston University) at the 2020 MESA Meeting. The objective of the panel was to explore and evaluate interdisciplinary approaches to teach Turkish literature and culture, and how they have been adopted at institutions of higher education in the US. The presenters explained their approaches with specific

AATT GRADUATE STUDENT PRE-CONFERENCE 2020 MEETING

BY SYLVIA W. ÖNDER

The first AATT Graduate Student Pre-Conference was held in 2005 at Georgetown University before the MESA annual conference in Washington D.C. AATT had decided that supporting graduate students in Turkish Studies would be the best way to commemorate the 20th year since our foundation in 1985. The conference has always benefitted from the generous funding of the Institute of Turkish Studies, which has now closed down.

This year, because of the COVID-19 pandemic, the conference was held virtually over Zoom, although it was once again sponsored by Georgetown University. Opening remarks were made by past AATT President Uli Schamiloglu of Nazarbayev University in Astana, Kazakhstan, AATT President Feride Hatiboğlu, and local host Sylvia W. Önder of Georgetown. Mustafa Aksakal of Georgetown University served as chair of the first panel, and Dr. Uli Schamiloglu, joining us from Turkey, was the discussant. The first panel included the following papers:

- *Changes in Kyrgyz Language of Pamir Kyrgyz People* by Dinara Abakirova of Indiana University,
- *Heart Desires: Kurdish Celebrities and Turkish Bodies Politic on Television* by Spencer Cook of the University of Chicago,
- *The Changing Face of Urban Administration in the Early Turkish Republic* by Isaac Hand of New York University.

After a break and a chance to socialize in Zoom Breakout Rooms, the participants reconvened for the second panel, which was chaired by Sylvia Önder, and had Tunç A. Şen of Columbia University as discussant. The second panel included the following papers:

- *Writing History in an Empire-to-be: Ottoman Historical Accounts on the Family of Turahanoğlu in the Fifteenth and the Early Sixteenth Century* by Yuxuan Cai from Georgetown University,
- *Ottoman Self-Reflection Inspired by the Russo-Japanese War: An Example from the Memoirs of Aşçı Dede İbrahim Halil* by Kate Costello of the University of Chicago,
- *Whose Sovereignty? Local Responses to Turkish Educational Campaigns in Ottoman Libya during the Tanzimat Period, 1839-1876* by Frederick Walter Lorenz, University of California, Los Angeles,
- *A Revolutionary Center in the East?: Early Turkish Socialist Thought Between the Third International and Turkish National Movement* by Theo Knights of the University of Chicago.

Closing remarks were made by Hakan Karateke of the University of Chicago and AATT Honorary President Erika H. Gilson, retired from Princeton University. The AATT Graduate Student Paper Prize, given for the best presentation at this conference, was awarded to Kate Costello, and an attractive book about Ottoman Gardens, a gift from ITS, was sent to her. Although we could not benefit fully from the social and culinary aspects of gathering in person, we were glad to be able to hold the conference in this new online medium. As has been the case for many activities, holding this conference online allowed people to participate who might not have otherwise been able to make the trip —and AATT should consider continuing online availability for this conference and other activities when we are no longer under pandemic constraints— may that day come quickly!





HER ŞEY BİR MERHABA İLE BAŞLAR

TURKISH LANGUAGE AND CULTURE FOR INTERMEDIATE STUDENTS

COERLL is excited to announce the publication of Dr. Jeannette Okur's *Her Şey Bir Merhaba ile Başlar*, a multimedia textbook with supplementary materials for intermediate Turkish language learners.

The textbook and public Canvas course comprise an openly licensed curriculum focused on developing Intercultural Communicative Competence. The four units invite learners to engage with culturally rich print, audio and video texts and use the target language to investigate, explain and reflect on the relationship between contemporary Turks' socio-cultural practices, products and perspectives. Each unit addresses a different aspect of society: family, love and marriage, the environment, and art and politics; and contains the following components...

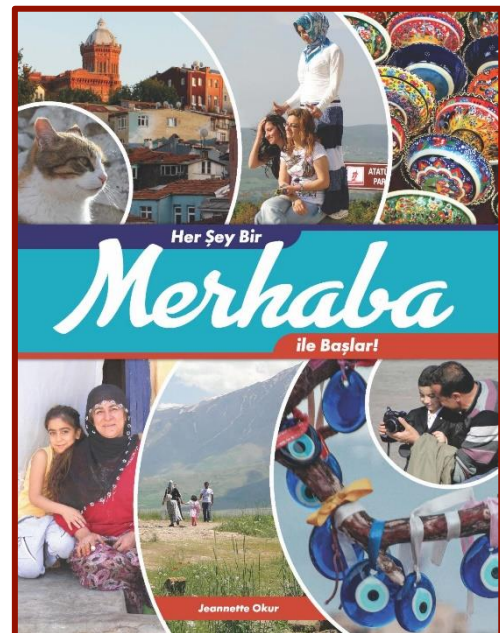
- contextualized grammar lessons,
- videos of Turks speaking about their lives and their country,
- activities that hone language skills while raising awareness about contemporary Turkish society,
- interactive, auto-correct exercises that facilitate learners' acquisition of vocabulary and syntax structures.

The *Her Şey Bir Merhaba ile Başlar* textbook is licensed under a Creative Commons Attribution-

ShareAlike license. By the end of February 2021 it will be downloadable for free in PDF or adaptable Google Docs format and will also be available for purchase as a print-on-demand book from Lulu.com and Amazon.com. The Canvas course will be launching later in Spring 2021.

Explore the textbook by clicking [here](#).

Her Şey Bir Merhaba ile Başlar is published by the [Center for Open Educational Resources and Language Learning](#) under U.S. Department of Education Title VI Grant #P229A180003, with additional support from the UT Liberal Arts Instructional Technology Services and the UT Center for Middle Eastern Studies.



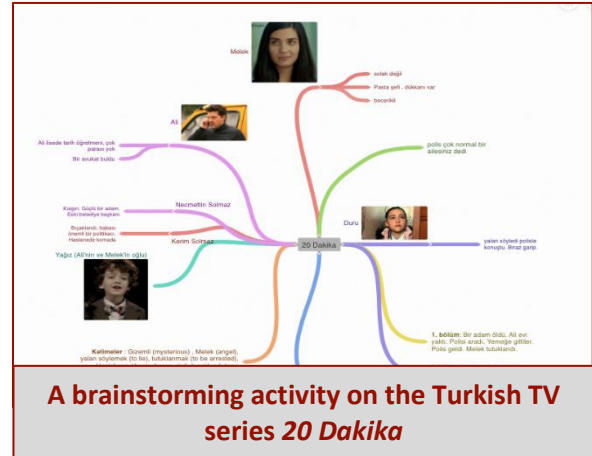
BEYOND THE BREAKOUT ROOM: FOUR ONLINE TOOLS FOR COLLABORATIVE LEARNING

BY BEYZA LORENZ

With the abrupt transition to online instruction in 2020, one of the most challenging aspects of teaching has been cultivating an engaging, collaborative learning environment in the online classroom. Like many instructors, I have many questions in mind when creating my daily lesson plans: how can I keep my students engaged throughout the class? How can I encourage collaborative learning beyond discussion forums or breakout rooms? Instructors are not alone in navigating the uncharted territory of the online classroom. [A study](#) on best practices in synchronous teaching has shown that while students engage with online videos and games daily, they lack experience in formal online learning. One way to guide students through these unprecedented times is to create collaborative activities to help them develop skills they might miss in face-to-face learning. [A recent study](#) argues that that collaborative learning is one of the most efficient instructional strategies for helping students build real-life skills. Moreover, a discussion on [award-winning online teaching practices](#) lists collaborative digital content creation by students as one of the most efficient online teaching methods. At the University of California, Los Angeles (UCLA), I have used the tools below to design collaborative learning experiences for my students at the Elementary and Intermediate Turkish levels. These free tools can be used for synchronous meetings or asynchronous activities.

1) Coggle: Coggle is a free brainstorming and mind mapping tool perfect for small classrooms. Students can make their boards in teams to brainstorm a concept. Alternatively, the instructor can create a template and invite their students to contribute. All contributions can be done and seen in real-time.

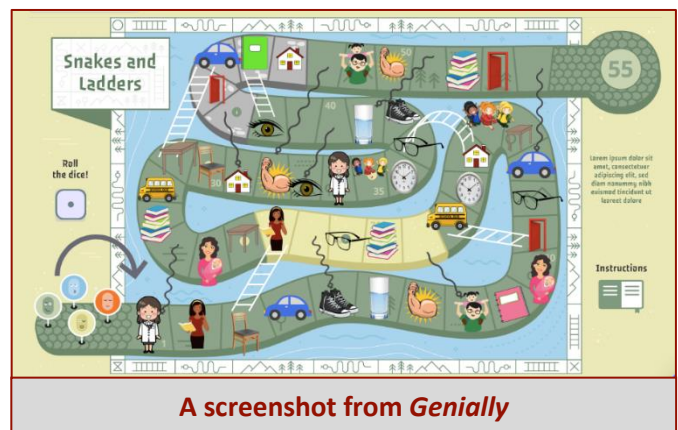
Students can continue where they leave off at any time. Learn more about Coggle [here](#).



A brainstorming activity on the Turkish TV series *20 Dakika*

2) Wheel Decide: Wheel decide is similar to the gameshow the Wheel of Fortune. Wheel decide is very easy to use, and it is customizable for any level and any topic. The instructor can enter statements or questions on the wheel, and students can use these to practice speaking, use new grammar concepts, or conduct small-group discussions. Alternatively, students can write their own questions and transform this activity into an online game. Learn more about Wheel Decide [here](#).

3) Genially: Genially is the home to many free game templates. All games are customizable. Students can play these games in real-time in breakout rooms with screen share or at home with friends. Click here to learn more about [Genially](#).



A screenshot from Genially

4) Canva: Canva is a website that provides templates for posters, infographics, logos, and storyboards. Students can create their posters or work collaboratively on infographics. Instructors can form teams to work on projects synchronously during zoom meetings or asynchronously as part of a homework assignment. You can learn more about Canva by clicking [here](#).

In sum, learning can still be effective, collaborative, and fun in an online environment. Despite the hardships we all face when engaging students on the screen, the availability and accessibility of these free online tools takes learning to a whole new practice. Whether working individually or collaboratively, instructors and students can create a dynamic forum where language, online meetings, and screen sharing intersect to contribute to a lively classroom experience.

BECOME A MEMBER OF AATT!

Join, renew, or give a gift membership!

AATT accepts both institutional membership and individual membership for Turkish/Turkic language professionals and students. The annual membership runs from July 1 to June 30.

To learn more about AATT membership categories, fees, and benefits, please visit our [website](#).

THANK YOU TO OUR DONORS

AATT would like to thank the institutions below for their generosity and support:

Institute of Turkish Studies (ITS)

University of Pennsylvania

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Georgetown University

University of Texas at Austin

Indiana University

Princeton University

Cornell University

University of Arizona, Tucson

Nazarbayev University

New York University

University of Florida

We especially thank the Institute of Turkish Studies, which has recently closed, for its generous gift to support future AATT conferences.

We also thank Dr. Baki Tezcan for his generous donation supporting the new [Norman Itzkowitz Short Story Award](#) competition.



TÜRKÇE A1 VE A2 DÜZEYLERİNE YÖNELİK DİLLER İÇİN AVRUPA ORTAK ÖNERİLER ÇERÇEVESİ İLE UYUMLANMIŞ BİR SÖZ VARLIĞI ÖNERİSİ

ANKARA: NOBEL BİLİMSEL ESERLER, 2020. PP. 309

BY NİHAL ÇALIŞKAN

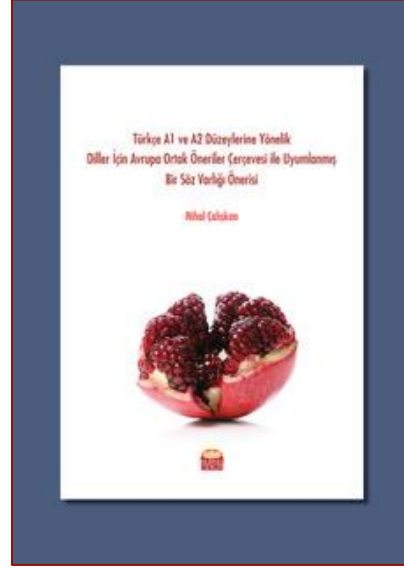
Vocabulary is of the utmost importance in acquiring a new language. Beginning learners may sometimes feel frustrated with the amount of words and phrases to be learned in order to navigate in the new world of the target language. Teaching professionals are no different as they need solid criteria to select and rank the vocabulary items for pedagogic purposes. This is where and why a word list steps in. Nihal Çalışkan's Vocabulary List is compiled to help those who need a guide for what to learn or teach first. Çalışkan's list is based on the four Turkish textbooks commonly used to teach Turkish as a foreign and second language. There are 1152 items at A1 and 1653 at A2 level.

In the list, you will find the most common words which are likely to be encountered when one learns Turkish in settings such as TÖMER and DİLMER in Turkey or Yunus Emre Cultural Centers and universities abroad. You will see each item in a sentence exemplifying its different meanings and uses in different structures. Learners can use the book either to consult when they come across a word in the class or in daily life or to check their learning at the end of a specific level.

The vocabulary in this list is identified at five levels as orthographic words (e.g. okul, ev), morphemic units (e.g. annemler, hepimiz), lexical units (e.g. bilgi almak, büyük aile, bol bol), syntactic units (e.g. iki saatlik, iki yıl önce, eve doğru), and discourse units (e.g. Geçmiş olsun!, Efendim? Pardon!, Kim o?, aslında, örneğin).

Linguistic expressions which have negative connotations are also marked (e.g. nihayet→Sabahtan beri pasaportumu arıyorum. Nihayet buldum.).

In representing the linguistic materials the below strategy is followed:



Click [here](#) for more information.

1. The suffixes are written separately in order to help learners recognize the word-suffix boundaries. (e.g. abla→is. Ben-im bir abla-m, bir de ağabey-im var.-I have a brother and a sister.)
2. Buffer consonants are given in between < > sign. (e.g. Kedi, bahçe-de-ki elma ağaç-ı<n>a çık-tı.-The cat climbed on the apple tree in the garden.)
3. The sounds which are subject to high vowel dropping and final devoicing are underlined. This is shown in the first column in accordance with the dictionary representations as well. (e.g. Karn-im aç.-I am hungary. Kedi, bahçe-de-ki elma ağaç-ı<n>a çık-tı.-The cat climbed on the apple tree in the garden.)
4. Syntactic units are formulized and highlighted with dotted underline in the sample sentence. (e.g. X^{öznel} is. abla→Ayşe abla biz-im komşu-muz-X^{proper name} sister→Sister Ayşe is our neighbour.)
5. The part of speech is given for words, morphemic and lexical units. (e.g. abla→noun. Ben-im bir ablam, bir de ağabey-im var. ağrı kesici→noun. Eczane-den bir ağrı kesici al-acağ-ım. annemler→noun. Bu akşam anne-m-ler biz-e yemeğ-e gel-ecek)
6. Variations observed in the actual use of the expressions are shown in brackets as in Affedersin(iz).
7. Homophones are marked with Roman numerals as (I) and (II) in the first column.

A sample item

bakmak	A1	<p>v. Dışarı<y>a bak. Kar yağıyor.</p> <p>v. Kahvaltı-dan sonra yarım saat gazete-ler-e bak-ıyor-um.</p> <p>v. Bazı akşam-lar komşu-muz-un bebeğ-i<n>e bak-ıyor-um.</p> <p>v. 1. ARKADAŞ: Telefon mutfak-ta mı? 2. ARKADAŞ: Mutfak-a bak-tı-m, yok.</p> <p>DU: bak * kendine iyi bak!</p> <p>- Bak, bu anne-m-in <u>reşm</u>-i.</p> <p>- 1. ARKADAŞ: Görüşürüz. 2. ARKADAŞ: Görüşürüz. Kendine iyi bak. 1. ARKADAŞ: Sen de.</p>
bakmak	A2	<p>v. SATICI: Nasıl yardımcı ol-abil-ir-im? MÜŞTERİ: Kırmızı bir gömlek bak-ıyor-um.</p> <p>v. 1. ARKADAŞ: Kapı çal-ıyor. 2. ARKADAŞ: Ben bak-ıyor-um.</p> <p>v. 1. ARKADAŞ: Şemsiye al-ayım mı? 2. ARKADAŞ: Hava durum-u<n>a bak.</p> <p>DU: bakalım/bakayım * haydi bakalım * bakar mısın(ız)? * baksana * kusura bakma!</p> <p>- 1. ARKADAŞ: Tatil-imiz çok güzel-di. 2. ARKADAŞ: Anlat bakalım, ne-ler yap-tınız?</p> <p>- ÇOCUK: Baba, <u>ba</u>-na 50 lira ver-ir mi-sin? BABA: Al bakalım.</p> <p>- ÖĞRETMEN: Haydi bakalım, ders-imiz-e başla<y>alım artık.</p> <p>- MÜŞTERİ: Bakar mısınız? Bir vişne su<y>u al-abil-ir mi<y>im?</p> <p>- Şu bebeğ-e baksana, çok tatlı değil mi?</p> <p>- 1. ARKADAŞ: Kusura bakma, çok geç kal-dı-m. 2. ARKADAŞ: Önemli değil.</p>

MLA ENROLLMENT DATA

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

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



NEW AWARD ANNOUNCEMENT:

**AATT - NORMAN ITZKOWITZ TURKISH SHORT
STORY AWARD**

AATT is pleased to announce the Norman Itzkowitz Turkish Short Story Award. Norman Itzkowitz (May 6, 1931- January 20, 2019), Emeritus Professor of Near Eastern Studies at Princeton University, was one of the most original scholars of the Near East and wrote numerous pioneering works on the classical period of the Ottoman Empire and on the modern Turkish Republic. Some of his books include: *The Ottoman Empire and Islamic Tradition* (1972); *Mübadele: An Ottoman-Russian Exchange of Ambassadors* (1970), co-written with Prof. Max Mote; translations of Halil İnalcık's *The Ottoman Empire: The Classical Age*; *Immortal Atatürk*, and *Turks and Greeks: Neighbors in Conflict*, both co-written with Prof. Vamık Volkan. He also finished and edited Professor Lewis Thomas's *Elementary Turkish* (1967) and *A Study of Naima* (1972).

Two prizes of \$250 each will be awarded to the two best short stories in Modern Turkish language written by graduate or undergraduate students whose works will compete in two categories: beginner/intermediate or advanced proficiency level.

The AATT Norman Itzkowitz Short Story Award Submission Deadline is **July 16, 2021**. For more information, please visit our website by clicking [here](#).



**THE JAMES W. REDHOUSE STUDENT PRIZE
FOR BEST PROGRESS IN TURKISH**

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. Every year, the deadline for this prize is **June 30**. To learn more about this award, click [here](#).

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

**THE 2020 JAMES W. REDHOUSE STUDENT
PRIZE FOR BEST PROGRESS IN TURKISH**

The winners of this year's James W. Redhouse Student Prize for Best Progress in Turkish are as follows:

- Madison Maxey (Stanford University, student of Saadet Ebru Ergül)
- Spencer Cook (Georgetown University, student of Dr. Sylvia Önder)
- Liana Malinovsky (the University of Michigan, student of Nilay Sevinç)

Congratulations to Madison, Spencer, and Liana!

2021 HALIDE EDIP ADIVAR SCHOLARSHIP AWARD BY THE OTTOMAN AND TURKISH STUDIES ASSOCIATION

The annual scholarship from the [Ottoman & Turkish Studies Association](#)'s Halide Edip Adivar fund 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. The deadline for this year's award is **TBA**, so make sure to visit our [website](#) and follow us on social media for any updates.

AATT WALTER G. ANDREWS OTTOMAN TURKISH TRANSLATION AWARD

AATT is pleased to announce the Walter G. Andrews Ottoman Turkish Translation competition for the two best translations of an Ottoman archival/historical or literary work into English. A prize of \$250 will be awarded to a graduate or undergraduate student who has taken one or two semesters of Ottoman Turkish in 2020-2021 or participated in an Ottoman Turkish summer program and who has submitted the most successful portfolio. A second prize of \$250 will be awarded to a graduate or undergraduate student who has taken three or more semesters/summer programs of Ottoman Turkish and will compete in an advanced proficiency level. The submission deadline for the Walter G. Andrews OTTA prize is Monday, July 5, 2021. To find out more about this award, please [here](#).

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

THE AATT WALTER G. ANDREWS OTTOMAN TURKISH TRANSLATION AWARD & THE WINNER OF THE 2020 COMPETITION

BY BEYZA LORENZ

The Walter G. Andrews Ottoman Turkish Translation award is administered by the AATT Executive Board. The entries are judged by a panel of academicians and experts representing a diverse disciplinary background. This year's committee consisted of Şükrü Hanioglu (Princeton University), Benjamin Fortna (University of Arizona), Nilüfer Hatemi (Princeton University), Gregory Key (Binghamton University), and Beyza Lorenz (UCLA) under the direction of the committee chair, Nilüfer Hatemi.

The Walter G. Andrews Ottoman Turkish Translation award is an annual award granted to the best translation of an Ottoman archival or historical or literary work into English. I would like to note that this year the award has a new name to memorialize the extraordinary contributions of the late Professor of Ottoman and Turkish Studies Walter G. Andrews.

Professor Andrews was a founding faculty member of the Department of Near Eastern Languages and Civilizations at the University of Washington. In more than 60 years, he contributed to the field with numerous articles and books including, *An Introduction to Ottoman Poetry* (1976), *Poetry's Voice, Society's Song: Ottoman Lyric Poetry* (1985), *Ottoman Lyric Poetry: An Anthology*, and *The Age of Beloveds: Love and the Beloved in Early-Modern Ottoman and European Culture and Society* (2005). In our colleague, Selim Kuru's words, "Walter's love for Turkey and Ottoman literary cultures was deep and all-encompassing, and his enthusiasm for his work was contagious. He was a meticulous researcher with high standards and a deep understanding, and an empathetic, dedicated, and encouraging teacher."

For this year's award, we received numerous remarkable translations. We used several criteria to

select the best translation: among those criteria are the rhetorical style, the degree of difficulty of the original, the period and genre, fidelity to the original, and the importance of the work as a representative sample to be introduced to an English-speaking audience.

After a thorough evaluation, the translation by Caleb Shelburne of Harvard University earned the highest points with a translation titled “The Education of Women.”

Congratulations, Caleb!



Caleb Shelburne is a second-year PhD student in the History of Science Department at Harvard University. His research examines science and technology in the late Ottoman Empire, with a specific focus on transportation technology.

TAHSİL-İ NİSVÂN CRITICAL REFLECTION

BY CALEB SHELBURNE

Fatma Nezihe’s “The Education of Women” (1910) is a valuable primary source for understanding the history of women, education, and Islam in the late Ottoman Empire. Nezihe asks why so many Ottomans—men and women alike—resent the

education of women, while others decry women’s ignorance. Nezihe emphasizes that Ottoman women have always been educated in Islamic ethics, without demeaning the formal education she herself had obtained. She seeks balance within a context of rampant Westernization: developing the country’s intellectual resources without abandoning its social values. By touching on many issues that remain highly politicized today, the piece functions as a compelling introduction to the period, highlighting the richness and relevance of this history. In particular, it complements recent work on late Ottoman gender politics, evidencing women’s active role in these debates.

My translation is intended for an undergraduate audience, to serve as a primary source in a modern Middle Eastern history course. Accordingly, I have prioritized clarity over literality. For instance, rather than seeking perfect consistency in rendering untranslatable terms like “*tahsil*” or “*terbiye*,” I have relied on context to choose various English words or phrases that approximate the intended meaning. I have also split or combined sentences and added logical connectors to maintain the argument’s flow. Footnotes are as sparse as possible to preserve readability, explaining key terms or allusions that would otherwise be missed. Stylistically, I have imitated political speeches, bearing in mind the rhetorical training Nezihe evinces throughout the piece.

Because this text was published after 1900, I have treated it as a modern Turkish text in my transliteration, omitting diacritical marks except in cases where the word is no longer used or otherwise unintelligible and adding punctuation to facilitate reading. Again, undergraduates are the intended audience—in this case, advanced Modern Turkish students.

**The Original
copies of the
Nezihe
Tahsil-i
Nisvan**



**TRANSCRIPTION OF THE
TAHSIL-I NISVÂN**

*Fatima Nezihe. Beyan ü'l-Hakk 3, s. 75 (23 Şaban
1328/30 Ağustos 1910): 1455–56.*

Memleketimizde tahsil-i nisvân denilince erkeklerimiz ve al-el'lekser kadınlarımızın bir kere beyni atıyor. Acaba b[u] neden?

Milletimizin bir 'uzv-u diğerini teşkil eden kadınlarımızın cahil, vukufsuz kalmalarını tecviz ediyorlar da anınçun [onun için] mü? Yoksa başka bir sebep mi var[?]

Her şeyi bila-tenkit reddetmek vukûfsuzluk, muhâkemesizliktir. Daha doğrusu erkeklerimizi bir ta'assup, ta'assub-u cahiliye ile tavsif demektir. Fakat sebebi taharrî olunursa erkeklerimize hak verilerek lazımdır. Bizde ma'ârif nakis denilmekten yoksun demek daha münasıptır. Semeresiz tahsil herkesçe mezmûm belki de lüzumsuz insanlara tahmil-i mezâhimden başka bir şey olamaz. İnsanlarda hubb-u ma'ârif bir sâ'ika-i cibillîdir[.] Hiçbir fert, cehli 'irfan üzerine tercih etmez[.] Erkeklerimiz ise böyle bir yolu düşünmeden takip ediyor dersek hata etmiş oluruz. Bunun sebebini iki cihetten arayabiliriz[.] Evelen memleketimizin tahsil ve terbiyesi Avrupa terbiyesine bir vecihle kıyas edilemez[.] Çünkü biz Müslümanız[.] terbiyemiz de İslam terbiyesi olmak icap eder ki: İslam terbiyesi dinî[.] ahlakî bir terbiyedir. Avrupalılar vaktiyle vâdî-i cehl ve ta'assupta pûyân iken nur-u münir-i İslam, Müslümanlar üzerine bütün şaşa'asıyla tecellî ederek insanlar o tecellîye mazhar oldular. Hatta karn-ı evvelde bile 'irfan-ı nübüvvetten istinâre ile erkekler gibi kadınlar da fikir ve 'irfan sahibi oldular. Ümmü'l-müminin Hazret-i Ayye bunların serdarı sayılır ki nail olduğu 'ilim ve 'irfan bir harika idi[.] Gösterdikleri âşâr ise erkekleri de hayrette bıraktı. Nur-u İslam'ın saçtığı âşâr-ı 'irfan bir zaman farkta bir zaman da garpta tecellî etti.

Fakat o tecelliyâtın me'hazı doğrudan doğruya ma'ârif-i İslamiye idi[.] Tahsil ve terbiye, terbiye-i

İslamiye haricine çıkmaz[.] Bu sebeple nâfi' semereler iktitâfına sebep olurdu. Vaktâ ki şarkta ma'ârif tedennî etti, söndü[.] garplılar ma'ârifte terakki ettiler[.] Biz şimdi menşe-i 'irfan olarak garbı tanırız. Garplılar vakıa tarîk-i temeddünde ileri gittiler. Ahlak ve 'âdât ise kendilerine mahsustur. Biz[.] garptan ma'ârif tahsili yerine onların [onların] işimize gelmeyen[.] dinimizle münasebeti olmayan, münasebetsizliği az bir teemmül ile anlaşılın ahlaksızlıklarını taklitten başka bir şey almadık ve tarîk-i temeddünü o ahlaksızlıklardan ibaret [olduğunu] bild[ik]. Kendimizi modalara, isrâflara kaptırdık[.] Bir giydiğimizi bir dahi giymemek[.] erkeklerimizin aldığı şeyleri beğenmemek, erkeklerimizin sabahtan akşama kadar alınının teriyle kazandığını biz, lüzumlu lüzumsuz yerlere çarşıda pazarda sarf ederek hanemizin işlerine bakmamak gibi hâlâtta Avrupa kadınlarını taklit ettik[.] Bu gibi münasebetsizliklere hayat-ı aileyi feda ettik. Halbuki Anadolu, Rumeli'nin mektep tahsil görmeyen kadınları eski terbiye-i İslamiyesini muhafaza ile iktisattan ayrılmadılar[.] Yine o cehil tabir ettiğimiz medeniyet-i İslamiye sayesinde aile sa'âdetinden kendilerini ve zevçlerini vâyedâr ediyorlar. İşte erkeklerimiz bu ahvali görüyorlar da böyle terbiye (!) üzerine cehli tercih ediyorlar.

Saniyen kadınlar içinde okuyan, yazan yok değil[.] var[.] Darü'l-Mu'allimât'ta tahsilim esnasında pek çok refîkalarımı bilirim ki oldukça tahsil ettiler ve her biri şimdi bir müesseseyi ihya ediyor[.] Hatta kadınlarımız içinde Fatıma Aliyye Hanım gibi birçok medar-ı iftiharımız da var[.] Şunu kemal-i cesaretle söyleyebilirim ki bu gibi tahsilî, terbiye-i İslamiyesine hâlel getirmeyen kadınlarımız yine o terbiyeyi aguş-u maderde tahsil ettiler[.] Bu gibilerin vücuduyla erkeklerimiz de iftihar eder. Fakat iptida-i inkılabımızda matbuatımızı bile kirleten birtakım kadınlarımızın yazdıklarını düşünürsek erkeklerimizi pek haklı görürüz ve muhterem Beyan ü'l-Hakk'ımızın geçen haftaki tenkîdâtına kemal-i kana'atla iştirak ederiz.

Darü'l-Mu'allimât'ten mezune

Fatıma Nezihe

CALEB SHELBURNE'S TRANSLATION OF THE *TAHSİL-i NİSVÂN*

The Education of Women¹

When one mentions the education² of women in our country, our men and the majority of our women at once become upset and angry. Why is this, I wonder?

Is it because they approve of keeping our women ignorant and uninformed—our women, who form a distinct and significant part of our nation? Or is there a different reason?

To deny everything without critique shows a lack of awareness and discernment. It would be fairer to charge our men with fanaticism: a fanaticism of ignorance.³ But if their reason is sought out, one must give credit to our men. It is more suitable to say that our learning is absent rather than deficient. Everyone disparages an unproductive education, presumably as it accomplishes nothing while imposing unnecessary difficulties on people. The love of learning is a natural drive in humans. No one prefers ignorance to understanding.⁴ We would thus be mistaken to say that our men are taking such a path without reflection.

We can search for their reason from two perspectives. First, our country's education and moral instruction⁵ cannot be compared in one respect to that of Europe. We are Muslim, so our upbringing must also be the Islamic upbringing—and the Islamic upbringing is a religious, ethical one. At one time, the illuminating light of Islam left the Europeans in the valley of ignorance and fanaticism, while manifesting, with all its glory, to the Muslims. The Muslim people were witnesses to its revelations.⁶ In fact, even in the first century [of Islam], men and women alike had knowledge and understanding, thanks to the enlightenment of prophetic wisdom. Honorable Aisha, Mother of the Faithful,⁷ was considered the leader of these women; the learning and understanding she obtained was a miracle. The accomplishments of these

women astonished men too. The cultural achievements radiating from the light of Islam appeared in the East at one time and in the West at another. But the exclusive and direct source of those revelations was Islamic learning, and we have reaped tangible benefits because of this.

At the time learning collapsed and disappeared in the East, the Westerners advanced in knowledge. Now, we recognize the West as the source of civilization. Although the Westerners have traveled further along the path of civilization, their ethics and customs are specific to themselves. But rather than collecting knowledge from the West, we have done nothing besides blindly imitating their immoral behaviors—behaviors which neither improve our affairs nor respect our religion, and whose unsuitability for us is seen with the slightest reflection.⁸ We supposed that the path of civilization consists of such immoralities. We indulged ourselves in frivolous fashions and wasteful expenses. We mimicked European women in our habits: never wearing something more than once; not appreciating the things our men purchase; and neglecting our household affairs, instead spending money—money our men earned by the sweat of their brow, working morning to night—in the market and bazaar, sometimes necessarily but more often needlessly. We sacrificed family life to unsuitable behaviors like these. But women in Anatolia and Rumelia⁹ without a formal education have not abandoned the life of moderation, preserving the Islamic moral tradition. Thanks to the Islamic civilization we now describe as ignorant, these women ensure the enjoyment of family happiness for themselves and their husbands. And our men see this situation and prefer actual ignorance to such a moral education!

Second, there are in fact women who read and write. During my education at the Darü'l-Mu'allimât¹⁰, I knew many female colleagues who were quite well educated, all of whom are now improving teaching institutions. Furthermore, there are many among our women who, like Fatma Aliye Hanım¹¹, are also worthy

of our pride. I can say with the utmost bravery that our educated women do not violate or lack Islamic moral values; in fact, they receive that moral instruction in their mothers' laps. Even our men take pride in the existence of such women.

But if we think of the crowd of women's writings that sullied our press at the beginning of our revolution¹², we see our men are at least partially correct and, with the utmost conviction, concur with last week's critique¹³ published in this honorable journal, our *Beyan ü'l-Hakk*.

Fatma Nezihe

Graduate of the Darü'l-Mu'allimât

Notes

¹ Fatma Nezihe. *Beyan ü'l-Hakk* 3, no. 75 (23 Şaban 1328/30 August 1910): 1455–56.

² Several different words are used to mean “education”—*tahsil*, *terbiye*, and *ma'ârif*—each with different connotations. Rather than choosing a single English word for each term, I use different words and phrases based on the context for each individual usage. Although the translation thus does not match the original one-to-one, it more clearly conveys the intended meaning.

³ Here, “fanaticism” (*ta'assup*) refers not to religious bigotry, but that of tribalism: the bigotry of a society organized into clans. Nezihe is probably alluding to pre-Islamic Arab societies, which were known to Ottoman historians for female infanticide, among other things.

⁴ This word (*irfan*) also connotes “culture” in its less common sense, as “civilization,” evoking the trait that separates humans from other living creatures: our desire to understand the world.

⁵ One of the words loosely meaning “education” (*terbiye*), in this section it is used specifically with

reference to one’s moral upbringing or manners, encompassing both formal training—e.g., classes in ethics—and informal lessons at home and in society.

⁶ The language here of “revelation” and “manifestation” recalls the story of Moses, who asked God to show Himself (Qur’an, 7:143). Rather than literally appearing, God manifested Himself indirectly through miracles and the revelation of divine knowledge.

⁷ A common descriptor for Aisha, the third and youngest wife of the Prophet.

⁸ Nezihe’s use of “unsuitability” here evokes the idea, popular among late Ottoman intellectuals, that knowledge is universal, but social values are (and should be) unique to each nation.

⁹ The Ottoman Empire’s European provinces.

¹⁰ The Female Teachers’ Seminary (founded circa 1870), a women’s college in Istanbul.

¹¹ Probably the best-known Ottoman woman, still celebrated for her novels, activism on behalf of women, and charitable work.

¹² The Young Turk Revolution of 1908.

¹³ An article on the history of Ottoman women published in the same journal as this piece.

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