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FROM THE EDITOR

This year AATT is celebrating the twentieth anniversary of its founding. You are reading a special issue of the *Bulletin*, which commemorates this important event. Professors Richard Chambers, Erika Gilson, Walter Andrews, Roberta Micallef and Jane Hathaway join us in celebrating this occasion and narrating AATT's recent history from a variety of perspectives. Let me express our gratitude to all those who have worked so hard to build our organization, which keeps the past and nurtures the future of our work in North America. Let me also join others who wrote to the AATT list-serve and to the *Bulletin* in remembrance of colleagues and mentors we have lost—among them remarkable names like Kathleen Burrill and Omeljan Pritsak, whose invaluable guidance helped produce the senior scholars of our field today.

While there is much that needs to be done to secure a better future for our field, I think that we can take great pride in what has been accomplished so far. It is these accomplishments that the special issue hopes to celebrate. The “News of the Profession” marks the vitality in our field with announcements of conferences, anthologies, textbooks, and dictionaries. Meanwhile, our special issue also features an article by Peter Brampton Koelle on a Sevgi Soysal classic, *Yenişehirde Bir Öğle Vakti*; an assessment of the first set in *Adım Adım Türkçe* series by Abbas Karakaya; and a thorough review by Sibel Erol of Elif Shafak's *The Saint of Incipient Insanities*.

I hope that you will enjoy this special issue. I wish all of you a happy and productive summer and a great fall.

Pelin Başcı
Portland State University

NEWS OF THE PROFESSION

► ANNOUNCEMENTS

AATT GRADUATE STUDENT PRE- CONFERENCE FIRST CIRCULAR

The American Association of Teachers of Turkic Languages (AATT) is pleased to announce the second of our annual "Graduate Student Pre-Conference in Turkish and Turkic Studies." This conference was established to mark the 20th anniversary of the founding of AATT. The second Pre-Conference is co-sponsored again by the Institute for Turkish Studies, the Turkish Cultural Foundation, and Boston University.

The second annual Pre-Conference will be hosted on Friday evening, November 17 and Saturday, November 18 by Boston University. This year it will again be held in conjunction with the 2006 meeting of the Middle East Studies Association to be held November 18-21, 2006 in Boston, MA. (Future meetings may also be coordinated with the annual meeting of the Central Eurasian Studies Society.) The Pre-Conference is designed to encourage research, making significant use of sources in Turkish and Turkic languages by graduate students in Turkish and Turkic Studies in North America. It will promote contact between students at various institutions and allow for feedback from faculty discussants participating in the pre-conference. Another goal is to help students progress towards more formal presentations at national conferences such as those of MESA, CESS, and organizations devoted to specific disciplines. AATT will award a limited number of travel awards to help subvent the cost of student participation. Students are also encouraged to seek funding from their home institutions.

Students should submit a 250 word proposal for a paper together with the following information:

1. Name
2. Current institutional affiliation (department/university)
3. Adviser's name
4. Educational background (undergraduate and graduate degree programs)
5. Current status (taking courses, preparing for exams, researching dissertation, writing dissertation, defended/deposited dissertation)
6. Title of dissertation (if applicable)
7. Contact information (email, telephone number, preferred mailing address)

The deadline for submission of proposals is Friday, September 15, 2006. Proposals should be submitted by email to:

Professor Uli Schamiloglu
Department of Languages and Cultures
of Asia
University of Wisconsin-Madison
uschamil@wisc.edu

OR

Professor Erika H. Gilson
Department of Near Eastern Studies
Princeton University
ehgilson@princeton.edu

Applicants will be informed of the selection committee's decision by October 1, 2006.

► NEW PUBLICATIONS*

NEW, EXPANDED EDITION

Ottoman Lyric Poetry. An Anthology,

* Information on new publications is either courtesy of the author or the AATT list-serve.

Expanded Edition. By Walter G. Andrews, Najaat Black, and Mehmet Kalpaklı, Eds and trans. (University of Washington Press, April 2006)

The Ottoman Empire was one of the most significant forces in world history and yet little attention is paid to its rich cultural life. For the people of the Ottoman Empire, lyrical poetry was the most prized literary activity. Ottoman poetry was highly complex and sophisticated and was used to express all manner of things, from feelings of love to a plea for employment. This collection offers free verse translations of 75 lyric poems from the mid-fourteenth to the early twentieth centuries, along with the Ottoman Turkish texts and, new to this expanded edition, photographs of printed, lithographed, and hand-written Ottoman script versions of several of the texts--a bonus for those studying Ottoman Turkish.

This is a 354-page book, with illustrations, notes, and bibliography, available in paperback for \$20.00. More information about the book can be found at:

<http://www.washington.edu/uwpress/search/books/ANDOTT.html>

or

University of Washington Press
PO Box 50096
Seattle, WA 98145-5096
206-221-5890
206-543-3932 (fax)
edeweese@u.washington.edu

A DICTIONARY OF TURKISH VERBS

A Dictionary of Turkish Verbs in Context and By Theme. By Ralph Jaeckel and Gülnur Doğanata Erciyes, with the collaboration of Mehmet Süreyya Er.

Georgetown University Press
768 pp., ISBN 1-58901-057-4
paper, \$49.95

Ralph Jaeckel's "learner's dictionary" for Turkish promises to be an indispensable resource for any student of Turkish who aspires to attain advanced levels of proficiency.

A NEW TEXTBOOK BY BOĞAZIÇI UNIVERSITY PRESS

Bu ne demek? I and II. By Emine Şenduran Includes *Workbook* (102 pages) and CD with 34 dialogues, 2500 new vocabulary items, 945 Flash cards.

Bu ne demek? is a self-contained elementary-to-lower intermediate textbook aimed at teaching Turkish to second language learners. It is the first textbook that teaches Turkish through an adventure story told in colorful pictures while retaining academic rigor. It consists of 17 lessons introduced in two volumes of 305 pages total. Grammar points integrated into the story and drilled extensively in each lesson are summarized in tables for easy access and comprehension. Each lesson contains a list of vocabulary items introduced in the lesson in addition to the cumulative list of all the vocabulary items (2500) of the two textbooks at the end of the second volume. Included in the set are also 945 flash-cards to enhance vocabulary learning. The CD has recordings of the 34 dialogues of the workbook. The whole system is also designed to facilitate self-teaching of Turkish.

In order to obtain the book contact:
bupress@boun.edu.tr
<http://www.bupress.com/>

A NEW TEXTBOOK FOR TURKISH AS A FOREIGN LANGUAGE

Elementary Turkish: A Complete Course for Beginners by Kurtuluş Öztöpcü. Türk Dilleri Araştırmaları Dizisi: 41, Santa Monica, California-Istanbul. (xiii+750 pages with 2 audio CDs).

Contact and order information

In the U.S. and Canada:
 www.elementaryturkish.com
 kurtulus.oztopcu@verizon.net

The Author

Dr. Kurtuluş Öztopçu is currently teaching Azerbaijani at UCLA and Turkish at the Beverly Hills Lingual Institute, Beverly Hills, California. For several years, he taught various courses related to Turkic languages at Boğaziçi University in Istanbul, UCLA and UC Berkeley. He is the author of several scholarly books and articles all relating to Turkic languages, including *Dictionary of the Turkic Languages* and *Elementary Azerbaijani*.

The Book

Elementary Turkish is a beginning level course for learners of Turkish. The variety of Turkish presented in this textbook corresponds to *standard Turkish*, the official language of the Republic of Turkey and the language spoken by educated Turkish speakers. *Elementary Turkish* is designed to provide beginning students with sufficient Turkish to meet most of their everyday needs. Once students finish the textbook, they should be able to speak, understand, read, and write Turkish at the level of *intermediate-mid* specified in AATT's *Provisional Proficiency Guidelines for Turkish*. This textbook can be used in a classroom setting or as a self-study aid. The book is based on an eclectic method that incorporates different aspects of various language-teaching methodologies.

The Method

Basic features of this method include the following:

- It has a multi-skills syllabus.
- It is cyclical: materials presented in one unit recur in the same or expanded form, in the subsequent unit(s).
- It is frequency based: materials chosen are comprised of high-frequency words, idioms, expressions, and grammatical structures.

- The language used is not artificial, but natural, avoiding contrived expressions.
- Grammar is graded, moving from simple to more complex elements. The grammar sections are expanded to facilitate the learners' needs.
- Units are based on conversations. All materials in each unit are designed to complement and elaborate on these conversations.
- Functional and communicative features are given priority.
- Culture is treated as an integral part of the language and the language-learning process.
- An English translation is provided for each conversation and sample sentence for learners who do not have the benefit of having an instructor or a tutor.
- The book contains over 500 exercises. At the end of the book, there is an *Answer Key to Exercises* to support learners who are studying Turkish on their own.
- Audio materials (in two CDs) contain the alphabet, all of the conversations and the listening sections.
- There are six review units, one after every four units.
- A cumulative Turkish-English glossary contains about 1,200 most-frequently-used words.
- A reverse English-Turkish glossary is provided for convenience.

The Audience

While it can be used as a self-study aid, this textbook has been developed principally to be used in a classroom under the direction and supervision of a qualified instructor. It is intended to correspond to a year of semi-intensive study, with five to six hours of classroom instruction per week (roughly 150 classroom hours a year).

Course Description

The set of teaching materials consists of a textbook and audio recordings. Two audio CDs contain recordings of the alphabet, all of the conversations, and the listening sections. There are thirty units, six

of which are review units: one after every four units. Each main unit includes one or more core conversations around which the other sections of the unit are built, short dialogues to illustrate grammar points, several detailed grammar points, substitution drills, class activities, exercises, reading texts, listening and writing sections, and finally a section of exercises. Many units also include cultural notes, games, translation exercises, and sections on pronunciation, phonology, morphology, and lexicon.

Each main unit focuses on specific social functions and grammar points and revolves around particular topics. The content of each unit is specified in the book's plan that follows the preface.

Conversations on topics specific to each unit are the centerpieces of the unit. The language of these conversations is natural, including vocabulary and phrases encountered in everyday usage. Yet, the language is somewhat simplified, especially in the earlier units. Most conversations are short and can be memorized easily. An English translation is provided for each conversation. Every core conversation in the book is recorded so that students can listen to them repeatedly. Conversations are usually complemented by supplementary vocabulary, useful expressions, cultural notes, and drills. Various drills, such as transformation, translation, substitution, or response drills follow each conversation. These drills are based heavily on the frequently-used language patterns encountered in previous conversations.

Each **grammar point** covers one particular grammatical item, and grammatical explanations are further strengthened by exercises and examples in Turkish. An English translation of each sample sentence is also provided. Since Turkish grammar is fundamentally different from English grammar, grammar explanations tend to be more detailed than those given in other language textbooks. It should be pointed out, however, that the grammar points are *not* necessarily

comprehensive. A short conversation or two sometimes precede a particular grammar point to focus the students' attention on it and to make the point easier to grasp.

Substitution drills are an important means for going over the topical or grammatical material presented in conversations. Repetitive drills allow students to practice important patterns. Through repetition, students learn to generate similar structures and this provides them with a basis to build on in the newly acquired language. The cues for these drills are given in Turkish in the first ten units; in the remaining units, they are in English.

Class activities may include exercises to be practiced by the student alone or with a partner; group work, role playing, or games to be performed by two or more students. Many of these activities are designed to enhance the students' speaking and functional abilities. Directions for these activities are given in English in the first twenty units and in Turkish in the last ten units.

Reading texts were created specifically for this textbook. Most of the reading passages enhance the grammatical and topical points covered in the same or previous units, but the difficulty level of the language used in the reading passages tends to be higher than that used in other sections of the same unit. Many, if not all passages are followed by one or more reading comprehension exercises. Contents of the reading sections correlate with those established for *novice-low* through *intermediate-mid* in the *Reading Proficiency Benchmarks for Turkish* by AATT.

Each unit has at least one **listening** section, designed to further the students' listening skills. Each listening section is recorded. Listening sections are important and fun ways to strengthen the students' listening skills.

Cultural notes provide important information about Turkish culture. These notes are most valuable for those who have never been to Turkey but intend to go there after they acquire the language. Many of

these notes also provide *native vocabulary items* related to a particular topic. Since language is a means of expression in a specific cultural setting, it is very important for students to familiarize themselves with the Turkish cultural values expressed through the Turkish language.

Each unit includes at least one **writing** section to further the students' writing abilities. Often the writing sections follow written samples and are based on either the topic or the grammar point covered in the unit.

Many units provide phonological rules and pronunciation patterns in the **pronunciation** sections. This is in addition to what is covered in Unit 1, which contains extensive information on the letters, sounds, and pronunciation features of Turkish.

Word focus sections are about Turkish vocabulary in general. Detailed explanations on many commonly used words or derivative suffixes are included in these sections. Dearth of English *cognates* makes it harder for the student to acquire a sizable Turkish vocabulary in a short period of time. Word focus sections are designed to help students address this challenge.

Vocabulary is given particular importance. Students are introduced to approximately 1,200 Turkish words.

Functions covered in a unit may be presented in conversations, texts, or other materials, or they may be introduced separately. Most functions, grammar points, and topics covered in this book are compatible with those addressed in AATT's *LLF Interim Report*.

Games used in the classroom setting are educational as well as fun.

There are a number of exercises within each unit. There is also a separate **exercises** section that ends each unit. Many exercises are mechanical, and some are communicative in nature. There are at least two translation exercises in each unit. All of

the exercises in a unit relate to points covered in that unit. Students can work on the exercises in the classroom, right after related topics or grammar points have been discussed. The instructor can also assign these exercises to students as homework.

Each **review unit** is designed to reinforce the topics, functions, or grammar points covered in the preceding four units. Review units include eighteen to twenty-five exercises similar to those found at the end of each main unit.

The **Answer Key to Listening Sections** includes the correct answers to the listening comprehension exercises.

The **Answer Key to Exercises** section at the end of the book provides answers to the hundreds of exercises included in this book.

The **Turkish-English Glossary**, which includes about 1,200 words, was created by consulting several most-frequently-used Turkish word lists, including the one produced by AATT.

The **English-Turkish Glossary** mirrors the Turkish-English glossary, providing an easy access to the Turkish vocabulary items.

The **Index** facilitates searching for grammatical structures and important Turkish suffixes.

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Plan of the Book

TOPICS	FUNCTIONS	GRAMMAR
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Unit 1: Alphabet and Pronunciation

Unit 2

<ul style="list-style-type: none"> • Greetings • Farewells • Naming objects in the classroom 	<ul style="list-style-type: none"> • Greeting people • Saying goodbye • Asking about health and well-being • Thanking • Apologizing 	<ul style="list-style-type: none"> • Vowel harmony - I • Personal pronouns • Present tense statements with the verb <i>to be</i> • Demonstratives • Negation with değil • Negation of the present tense verb <i>to be</i> • The conjunctions ve, ile, ama
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Unit 3

<ul style="list-style-type: none"> • Introductions • Names • Greetings • Numbers • Locations 	<ul style="list-style-type: none"> • Introducing oneself • Introducing other people • Asking for and giving personal information • Greeting people • Asking <i>yes / no</i> questions • Asking directions • Expressing location 	<ul style="list-style-type: none"> • Vowel harmony - II • Plurals of nouns • Forming question • Question words: ne, kim, nasıl • <i>Yes / No</i> questions with the present tense verb <i>to be</i> • The locative case • Nerede, burada, şurada, orada • Long consonants • The derivative suffixes +II, +sIz
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Unit 4

<ul style="list-style-type: none"> • Nationalities • Cities and countries • Colors 	<ul style="list-style-type: none"> • Introductions • Asking people where they are from • Expressing possession • Asking for and giving personal information 	<ul style="list-style-type: none"> • The derivative suffix +II • Consonant alternations: -p, -ç, -t, -k in final position • The genitive case • The interrogative pronoun: kimin • Possessive suffixes • The particle dA • <i>Or</i> questions with the verb <i>to be</i> • The infinitive
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Unit 5: Review of Units 1-4**Unit 6**

<ul style="list-style-type: none"> • Activities • Education • Addresses • Occupations 	<ul style="list-style-type: none"> • Asking about activities • Describing activities • Asking for and giving personal information • Exchanging addresses and phone numbers 	<ul style="list-style-type: none"> • Finite verbs • Negation • The present progressive tense (affirmative, negative) • The dative case • The derivative suffix +CI
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Unit 7

<ul style="list-style-type: none"> • Locations • Home • Activities • Shopping • Age 	<ul style="list-style-type: none"> • Asking about locations • Describing locations • Expressing possession • Talking about food and prices • Giving orders • Making requests • Asking about activities • Describing activities • Asking about age 	<ul style="list-style-type: none"> • Var / yok sentences • The verb <i>to have</i> • Kaç and tane • The imperative
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Unit 8

<ul style="list-style-type: none"> • Families • Relatives • Activities 	<ul style="list-style-type: none"> • Asking about and describing families • Asking about activities • Describing activities • Asking about wishes • Expressing wishes • Describing persons and objects 	<ul style="list-style-type: none"> • Negative questions with the verb <i>to be</i> • The present progressive tense, the interrogative • -mAk iste- • Adjectives • Medial vowel loss • The derivative suffix +IK
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Unit 9

<ul style="list-style-type: none"> • Languages • Daily activities • Leisure activities • Entertainment 	<ul style="list-style-type: none"> • Speaking about language skills • Asking for personal information • Talking about leisure activities • Asking about likes, dislikes • Describing likes, dislikes • Talking about hobbies 	<ul style="list-style-type: none"> • The derivative suffix +CA • The ablative case • The accusative case • Definite and indefinite direct objects • sev-, beğen-, hoşlan-, hoşuna git- • Vowel lengthening in word stems • European loanwords in Turkish
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Unit 10: Review of Units 6-9

TOPICS	FUNCTIONS	GRAMMAR
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Unit 11

<ul style="list-style-type: none"> • Dates and times • Units of time, <i>days, months, seasons</i> • Daily activities • Cultural events • Entertainment 	<ul style="list-style-type: none"> • Asking the time • Telling the time • Making daily / weekly schedules • Talking about time-related activities • Talking about cultural events 	<ul style="list-style-type: none"> • Adverbs of time • The genitive-possessive compound • Compound nouns • The buffer consonant n
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Unit 12

<ul style="list-style-type: none"> • Sports and exercise • Recreation • Prices and shopping • Numbers • Daily activities • Birthdays 	<ul style="list-style-type: none"> • Asking about and describing sports activities • Asking about likes, dislikes • Describing likes, dislikes • Asking about prices • Buying and selling things • Bargaining • Talking about past events • Celebrating birthdays 	<ul style="list-style-type: none"> • The definite past tense (affirmative and negative) • Ordinal numbers • Review of case endings • Primary postpositions ile, için
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Unit 13

<ul style="list-style-type: none"> • Prices and shopping • Daily activities • Education • Birthdays 	<ul style="list-style-type: none"> • Asking about prices • Buying and selling things • Bargaining • Expressing needs 	<ul style="list-style-type: none"> • Verbal nouns -mAK, -mA • Expressions of necessity: gerek, lazım, gerek-, ihtiyaç, ihtiyacı ol- • Primary postpositions gibi, kadar
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Unit 14

<ul style="list-style-type: none"> • Places • Directions • Transportation • Future events 	<ul style="list-style-type: none"> • Asking about activities • Asking about the location of places • Describing location of places • Asking for directions • Giving directions • Getting someone's attention • Talking about future events 	<ul style="list-style-type: none"> • Secondary postpositions • The future tense • Primary postpositions: doğru, göre • Pronunciation of initial consonant clusters
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Unit 15: Review of Units 11-14

TOPICS	FUNCTIONS	GRAMMAR
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Unit 16

<ul style="list-style-type: none"> • Cities • Places • Transportation • Vacation 	<ul style="list-style-type: none"> • Asking about activities • Asking about location of places • Describing location of places • Comparing things • Contrasting things 	<ul style="list-style-type: none"> • The definite past auxiliary for nonverbal predicates • The interrogative of the definite past tense • The comparative and superlative • Primary postpositions karşı, kadar • Pronunciation of two consecutive vowels
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Unit 17

<ul style="list-style-type: none"> • Weather • Money and banking 	<ul style="list-style-type: none"> • Talking about the weather • Exchanging money • Asking about preferences • Expressing preferences 	<ul style="list-style-type: none"> • <i>Or</i> questions and statements • The adverbial suffix -(y)Inca • Exceptions to vowel harmony rules • Question words: review • -mAk için
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Unit 18

<ul style="list-style-type: none"> • Food • Restaurants • Turkish cuisine • Grocery shopping • Recipes 	<ul style="list-style-type: none"> • Ordering a meal • Expressing thanks • Making requests • Stating purpose 	<ul style="list-style-type: none"> • Counting words • The imperative mood: Third-person forms and review • The aorist tense • <i>As-soon-as</i> clauses
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Unit 19

<ul style="list-style-type: none"> • Work • Careers • Abilities and job skills • Personality traits 	<ul style="list-style-type: none"> • Stating purpose • Applying for a position • Asking personal traits • Describing people 	<ul style="list-style-type: none"> • The non-future subject participle -(y)An • Correlative conjunctions: either ... or, neither ... nor, both ... and • Simple, derived, and compound verbs • Primary postpositions başka, beri • Phrasal verbs
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Unit 20: Review of Units 16-19

TOPICS	FUNCTIONS	GRAMMAR
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Unit 21

<ul style="list-style-type: none"> • Holidays • Vacations • Celebrations • Customs and traditions • Invitations 	<ul style="list-style-type: none"> • Expressing wishes / desires • Using cultural formulas appropriately • Offering sympathy • Extending invitations • Accepting / declining invitations • Offering something • Accepting / declining an offer 	<ul style="list-style-type: none"> • The optative • Intensive adjectives • Verbal nouns -mA, -(y)Iş • The relative suffix +ki
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Unit 22

<ul style="list-style-type: none"> • Books • Literature • Shopping • Daily life and activities • Time • Personal letters 	<ul style="list-style-type: none"> • Talking about books and literature • Talking about daily activities • Writing a personal letter 	<ul style="list-style-type: none"> • Adverbs of frequency • The derivative suffix +IA • Expressions of time • Primary postpositions önce, sonra • Her and hiç • The adverbial suffix -(y)Ip
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Unit 23

<ul style="list-style-type: none"> • Houses and apartments • Accommodations • Hotels 	<ul style="list-style-type: none"> • Looking for an apartment • Finding an apartment • Signing a lease • Finding hotel room • Asking questions about a hotel room 	<ul style="list-style-type: none"> • The future subject participle -(y)AcAk • The reflexive pronoun kendi • Subject-verb agreement • Word order and logical stress • The adverbial auxiliary -(y)ken • Contrasting -(y)IncA and -(y)ken
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Unit 24

<ul style="list-style-type: none"> • Parts of the body • Health • Illnesses • Hospitals and Medications • Remedies 	<ul style="list-style-type: none"> • Describing minor illnesses • Making appointments • Asking opinions • Expressing opinions • Giving medical advice • Apologizing for a past action • Thanking for a past action 	<ul style="list-style-type: none"> • The necessitative with -mAII • The derivative suffix -IAn • The non-future object participle - DIK
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Unit 25: Review of Units 21-24

TOPICS	FUNCTIONS	GRAMMAR
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Unit 26

<ul style="list-style-type: none"> • Pharmacies • Hygiene • Health 	<ul style="list-style-type: none"> • Agreeing • Disagreeing 	<ul style="list-style-type: none"> • The partitive and other similar structures • The future object participle - (y)AcAK • The passive and the reflexive
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Unit 27

<ul style="list-style-type: none"> • Travel • Transportation • Humor 	<ul style="list-style-type: none"> • Speaking about others; gossiping • Asking for information • Expressing anger, displeasure • Describing past activities • Telling jokes 	<ul style="list-style-type: none"> • Question tags • The reported past tense • The derivative suffix -I • Review of the simple tenses • The dubitative auxiliary -mIş • The words aynı, başka, öbür, and diğer • The adverbial suffix -(y)ArAk
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Unit 28

<ul style="list-style-type: none"> • Telephone messages • Daily activities and chores • Cities 	<ul style="list-style-type: none"> • Taking / leaving messages over the phone • Asking about ability • Expressing ability, possibility, probability • Polite requests • Asking for help • Asking permission 	<ul style="list-style-type: none"> • The abilitative -(y)Abil • The abilitative for politeness • The causative • The adverbial suffix -mAdAn • -mAdAn önce / -DIktAn sonra
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Unit 29

<ul style="list-style-type: none"> • Transportation • Travel • Reminiscences • Past experiences • The post office 	<ul style="list-style-type: none"> • Getting information about and buying a plane ticket • Remembering and talking about the past • Comparing the past and present • Speculating about past, present, and future events • Mailing a parcel; buying stamps 	<ul style="list-style-type: none"> • Forming <i>when</i> clauses • The past progressive tense • The habitual past tense • The conditional • The predicative suffix +DIr
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Unit 30: Review of Units 26-29

THE LONG ROAD TO AATT: A PERSONAL MEMOIR¹

Richard L. Chambers
University of Chicago

Studying and teaching Ottoman and Turkish history was my career choice, and I had never contemplated becoming a teacher of Turkish language as well. That changed when I joined the faculty of the University of Chicago's Department of Near Eastern Languages and Civilizations in the autumn of 1962, and found myself to be the only "Turk" among numerous scholars of the ancient Near East plus a few Arabists and Islamists. That first year I was asked to introduce a three-quarter elementary Turkish language course and two one-quarter Ottoman or Turkish history courses and to teach the third quarter of the Islamic history sequence.

With no preparation or experience in language teaching, I relied on what I had learned from Prof. Lewis Thomas in my graduate studies at Princeton University and used as a text the then unpublished Turkish grammar materials he had prepared for his students. There was little else available, but I asked Turkish friends I had met in Chicago to record tapes which would supplement the written materials. Fortunately for me, my students were enthusiastic and diligent and were apparently satisfied enough to request a second-year course in 1963-64. My obligation was to offer two courses per quarter, but that next year I taught both first- and second-year Turkish as well as a third course each quarter. The third year I added a more advanced Turkish language course which included an introduction to Ottoman Turkish, thereby doubling my required teaching commitment each quarter. This provided a convincing argument for a

second appointment to assist in Turkish language teaching and began an expansion of Turkish studies at Chicago eventually to include such distinguished scholars as Professors Fahir İz, Alexandre Bennigsen, Halil İnalçık, Günay Kut, Robert Dankoff, and Cornell Fleischer.

My own experiences as a student and as a novice language teacher and contacts with colleagues at other universities made me acutely aware of the many problems facing teachers of Turkish in America. When I was invited by Prof. Andreas Tietze (UCLA) to attend a Turkish Language Workshop in New York on June 13-17, 1966, I gladly accepted. Other participants included Professors İlhan Başgöz (Indiana), Kathleen Burrill (Columbia), Tibor Halasi-Kun (Columbia), Norman Itzkowitz (Princeton), Max Kortepeter (Toronto), Stanford Shaw (Harvard), James Stewart-Robinson (Michigan), and Mr. Lloyd Swift (Foreign Service Institute). The workshop was held under the auspices of the SSRC-ACLS Joint Committee on the Middle East in conjunction with the Inter-University Summer Program of Columbia University and was chaired by Prof. Tietze.²

Discussion of a wide range of topics revealed that there were considerable differences in which kind of Turkish was offered (usually modern standard Turkish); how courses were set up (intensive at institutes, a diversity of academic year courses at universities); whether some knowledge of other Islamic and/or Turkic languages was required (generally none); teaching methods employed (varied in emphasis given to spoken or written Turkish and in other ways. But all agreed that grammar should be completed in the first year), teaching materials used (few satisfactory textbooks, readers, or tapes available so many teachers prepared their own), and the inclusion of a visit to Turkey in the curriculum (only at Columbia). Also addressed were the impact of the Peace Corps, library resources, literature courses, and job opportunities for graduates.³

In his final report on the workshop, Prof. Tietze concluded by saying:

...the participants unanimously felt that the discussions had clarified many of the problems, that they had learned from each other many things they had not known before, in short, that the Workshop had been a most valuable experience to them; and they expressed ... their hopes that some ways might be found to make such a professional meeting, perhaps with even more comprehensive representation, a regular, annual feature.⁴

Colleagues remained in sporadic contact, but there was no further concerted activity until 1969 when Prof. Kortepeter invited representatives of Turkish studies and directors of Middle Eastern programs in the United States and Canada attending the annual MESA meeting in Toronto to meet with President John Everton of Robert College.⁵ Also invited to attend was Mr. Roland Mitchell of the SSRC-ACLS Joint Committee. At the dinner meeting on November 13, President Everton initiated discussion of setting up an annual summer program at Robert College for the study of Turkish language and related cultural courses. There was unanimous agreement that such a program might follow the Center for Arabic Studies Abroad (CASA) model for Arabic and produce equally positive results for Turkish studies. It was also agreed that, acting as coordinator and with the help of colleagues, I was to formulate plans aimed at securing funding for such a program.⁶

In early December 1969, Prof. Tietze and I discussed the project again at the annual meeting of the American Research Institute in Turkey (ARIT) held in Chicago. Letters were sent to Prof. Stewart-Robinson and others requesting their input in drawing up a funding proposal to the Department of Health, Education, and Welfare (HEW). In a telephone conversation, Mr. Roland Mitchell assured me of the SSRC-ACLS Joint Committee's interest in the project and suggested that the Committee might be inclined to underwrite the cost of a meeting

to formulate a draft grant proposal. The meeting would be scheduled for late January 1970 to coincide with a visit in New York by President Everton. Prof. Tietze agreed to attend and suggested Professors Kortepeter, Niyazi Berkes (McGill), Fahir İz (Robert College), and William Brinner (Berkeley), who had been instrumental in securing HEW support for the CASA program.⁷ Prof. İz's arrival in the United States was delayed, and Prof. Brinner was unable to attend but expressed keen interest and promised his support and assistance. Meeting at the SSRC offices on Park Avenue on January 27 were the following: President Everton, Mr. Mitchell, Dr. Fred Shorter (Ford Foundation), and Professors Berkes, Chambers, Kortepeter (NYU), Stewart-Robinson, and Tietze.⁸ A more detailed plan for the proposed summer program at Robert College was considered and a grant proposal to be sent to Washington was outlined. It was recommended at the meeting that I continue to coordinate activities regarding the program and its funding, and that, in drafting the grant proposal, the University of Chicago be designated as the contracting institution.

Dr. Stanley Wilcox, contacted by telephone at the Office of Education (ED) in Washington, advised us to submit a proposal to his office in the autumn for consideration in November. Even if approved, he doubted that the program could be implemented before summer 1972.⁹ The prospects of success appeared brighter in April when Prof. Tietze informed me that ED had agreed to support a summer program in Persian at the University of Tehran beginning summer 1970.¹⁰

A month later, Prof. Tietze wrote again, suggesting that we might think of Middle East Technical University (METU) or Hacettepe University in Ankara as a possible alternative to Robert College, should difficulties arise there.¹¹ Perhaps he had some inkling that there were clouds hanging over the Bebek campus, but in conversations with President Everton and Vice President Aptullah Kuran at Robert College that

summer, I was unaware that the summer program, even Robert College itself, might be in jeopardy. It came as a surprise, then, when political developments in Turkey and changes in the future status of Robert College soon required a complete reevaluation of the proposed summer language program.

During the autumn and spring of 1970-71, the Trustees of Robert College made a final decision to divest themselves of the Bebek campus, and Robert College on the hill above Bebek became Bosphorus University (BU) in summer 1971. Its Rector, Prof. Aptullah Kuran, opened the new institution's first academic year that October. In conversations with Prof. Kuran some months later, he assured me that he was still committed to a summer language program at BU but admitted that, for the time being, his hands were full to overflowing. Further consideration of new programs would have to wait until the institution was stabilized and functioning normally.

The entire project was shelved as conditions in Turkey deteriorated to a point of near anarchy and civil war in the late 1970s. This coincided with family health problems which prevented me from visiting Turkey for almost five years, the longest since I first arrived in Turkey for dissertation research in 1958. Returning in spring 1980 from a brief stay in Iraq as a guest of the Union of Arab Historians, I stopped off in Istanbul. From my hotel window overlooking Taksim on May Day, all was quiet but it was an ominous calm with tanks surrounding the square and soldiers with guns, bayonets attached, almost alone on the empty streets. The military coup which followed soon thereafter had changed the scene entirely by the time I returned that summer. Talks with Prof. Kuran made it clear that BU was now ready to host a summer program if funding could be secured.

Both Prof. Ahmet Evin (Pennsylvania, Treasurer of ARIT) and I (Secretary of ARIT) were in Istanbul in the spring of 1981

and continued discussions with Prof. Kuran. There was full agreement on the need for and aims of such a summer program, and upon our return to the United States the two of us began to investigate funding possibilities. The most promising source appeared to be ED's Fulbright- Hays Group Projects Abroad program; but when we requested application materials, we found that the application deadline for all ED programs had been moved forward to November 20, only days away. After quickly consulting with our respective university administrations and with Prof. Kuran at BU by telephone on November 15, Prof. Evin and I were authorized to proceed. We prepared the application in Philadelphia, putting on the finishing touches en route to Washington via Amtrak. The final copy was printed after our arrival and delivered to the appropriate ED office just hours before the deadline. Although a collaborative project of the three universities (Bosphorus, Chicago, and Pennsylvania), for administrative convenience the grant proposal was submitted to ED by Prof. Evin on behalf of the University of Pennsylvania.¹²

A letter to Prof. Kuran dated Dec. 6, 1981, provided details of the proposal which had been designed to meet the requirements of the Group Projects Abroad program.¹³ He then discussed the proposal with Prof. İz and other members of the BU Department of Languages and Linguistics. On Jan. 13, 1982, Prof. Kuran wrote to inform us that the Institute of Comparative Languages and Literatures, administered by Prof. İz's department, had begun the previous year to plan a summer school program similar to the one in our proposal. He had met with the Institute's Executive Committee, explained the merits of collaboration with Pennsylvania and Chicago, and requested them to contact us. His letter ended with assurances of "genuine interest" in the undertaking on his campus.¹⁴

Later that month a letter from Prof. Hikmet Sebüktekin on behalf of the Institute's Executive Committee informed

us that a decision had been made by the Committee to conduct an intensive summer program in 1982. Designated to be its Academic Director, Prof. Sebüktekin expressed confidence that their program could be shaped to accommodate the one being considered by ED for support.¹⁵ We were notified in late March that the necessary modifications in BU's original program had been approved and they were awaiting news of funding.¹⁶

When word came from Washington that the proposal had been approved, program announcements were hastily prepared and distributed with the assistance of ARIT. The grant provided funds for ten fellowships and for salaries and other expenses of the program at BU. By late May, applications had been received and evaluated. The grant was administered by the University of Pennsylvania in 1982 and a similar one by the University of Chicago in 1983 with Prof. Evin and me designated as the U.S. Co-Directors.

The response was considerably greater than anticipated. Thirty-four students representing fifteen universities applied for the ten fellowships available. An admissions committee consisting of faculty members at three universities (Chicago, NYU, and Pennsylvania) made the selection based on the applicants' prior study of Turkish, overall grade average, and letters of recommendation. The ten fellows came from nine universities, and ten other qualified students who were admitted without aid participated in the program, paying their own way or with financial support from their universities. Upon their arrival in Istanbul, the students were given a test to ascertain their abilities and weaknesses and were divided into two sections accordingly. The program provided the equivalent of four semesters of classroom training in speaking, reading, and writing Turkish, and a steady exposure to the language in its native context. Different levels of competence due to varying methods of teaching Turkish in American universities required the

instructors to make adjustments in classroom emphasis, and remedial work was deemed necessary for some students.

Both faculty and students reviewed and evaluated the program at the end of the summer and the results were forwarded to the U.S. Co-Directors. In spite of the difficulties which might have been anticipated in its initial year, by all accounts the program was a success. Perhaps most significantly, it provided solid evidence of the wide discrepancies in Turkish language instruction in American universities and demonstrated the need for standardization based on an agreed upon set of criteria.¹⁷

A workshop was held for teachers of Turkish during the MESA meeting in Philadelphia in November 1982. A few weeks later, the program was reviewed at the annual meeting of ARIT, also held in Philadelphia. It was pointed out that ED had agreed to the "two-member consortium" of Chicago and Pennsylvania as a temporary arrangement, but insisted that a more widely-based consortium after the CASA model should be formed to assume responsibility for the BU summer program. Its U.S. Co-Directors were convinced that the Institute would be the appropriate organization to administer the program, and that it would be a mutually beneficial arrangement. A discussion of the potential advantages and benefits for ARIT elicited a generally favorable response from the Delegates. In addition, a representative of the United States Information Agency (USIA), which was providing major financial support to ARIT, was present at the meeting and stressed that her agency would be pleased to see the Institute making a conscientious effort to expand its financial base. Prof. Cecil Striker (Pennsylvania), President of ARIT, ended the discussion by announcing that he had been authorized by the Board of Directors to write a letter on their behalf endorsing the BU summer program and, if there were no objections, would write the letter also on behalf of the Delegates.¹⁸

Ten fellows and one non-fellow participated in the 1983 summer program. The smaller number presumably reflected a reduced pool of applicants resulting from the large number who had attended in 1982, more stringent application requirements, and lack of outside funding for those admitted without aid. The positive results noted in the final evaluation of the 1983 program were attributed in part to the less disparate levels of preparation and achievement of the students compared to the previous year. Nevertheless, the addition of a proficiency test to the application process in the United States was recommended.¹⁹

Fearing that ED might reject a third grant application if it was not backed by a CASA-type consortium of institutions, and in the light of the ARIT Delegates' favorable response to the possibility of the Institute assuming that role, the Co-Directors proposed that ARIT agree to sponsor the program. President Striker canvassed the Directors in October 1983 and secured their approval. The grant application was submitted to ED at the end of October. Prof. Evin and I would continue as the U.S. Co-Directors to be responsible for the program from the American side, and Prof. Sebüktekin would serve as Co-Director for Academic Affairs in Istanbul. While ARIT would receive no direct financial benefit, it would become the official sponsor of a language program linked to a Turkish university, thus expanding its function beyond that of a service organization. Furthermore, if funded, the ED grant would represent a significant diversification of sources of financial support for ARIT's total program, reducing by about 25% the share of ARIT's budget attributable to USIA grants.²⁰

President Striker informed the Delegates at the December 1983 ARIT meeting that the grant application to ED had been submitted on behalf of the Institute, announcements of the 1984 fellowship program--pending approval in Washington--would appear soon, and Delegates were urged to bring the program to the attention

of students on their campuses.²¹ Taking a major step forward, a proficiency test for applicants was prepared by Prof. Ellen Ervin (NYU) and administered by instructors at various universities around the country. It consisted of a taped interview in Turkish and written answers in Turkish to questions heard on the tape. Twenty-five students from twelve universities competed; fifteen were awarded fellowships; and three others were able to attend with financial assistance provided by their universities.

The first several days after their arrival in Istanbul in early July, the students attended orientation sessions at the facilities of the Istanbul Branch of ARIT. Briefings by the Branch Director, Dr. Anthony Greenwood, and excursions to the city's cultural and historical monuments were followed by a proficiency examination prepared by the BU instructional staff. On the basis of their performance on that test, the students were assigned to two different sections. The eight-week instructional program included 120 hours of classroom teaching and some 40 hours of language laboratory. New teaching materials and language tapes based on the experience of the two prior summer sessions had been prepared, and a weekly cultural program was added to the schedule. These cultural activities as well as all instruction were conducted entirely in Turkish. The use of Turkish among the students and teaching assistants was encouraged even in the cafeteria and dormitory. Frequent tests were used to identify problems and measure the students' progress, and a final examination was required of all students. In addition, the same proficiency test administered at the beginning of the program was given once more as an additional measure of each student's progress. The fellows were given the opportunity to travel in Turkey during the last week of the program while the faculty used the time to evaluate the students' performance and to make an overall assessment of the program.

Dr. Evin enumerated the strengths of the 1984 program in his final report and

labeled it "a great success."²² He announced that a more comprehensive evaluation of the program was planned and a workshop was being scheduled for spring 1995 at the University of Pennsylvania with instructors of Turkish from all American universities with a Turkish language program invited to attend. After examining and quantifying data collected from the BU summer program over its three year history, the workshop would turn its attention to the steps to be taken towards standardizing Turkish language instruction, establishing mechanisms for coordinating Turkish language programs, and setting out clearly defined goals of instruction for elementary and intermediate levels of proficiency in all four language skills based on ACTFL guidelines. It was Prof. Evin's conviction that the BU program had in three short years become a crucial vehicle for the efforts of the profession to define standards and criteria for measuring Turkish language competence. The ultimate aim was to establish proficiency-based Turkish language instruction in America's institutions of higher learning.²³

Prof. Striker reported to the ARIT Delegates that the 1984 program was judged to have been "an unqualified success."²⁴ He was convinced that the program had already begun to have a profound effect on the teaching of Turkish in American universities by introducing some degree of cooperation among teachers and coordination of programs and by setting the first nation-wide standard for testing Turkish language competence.²⁵

The grant proposal submitted to ED for the 1985 summer program included a budget of approximately \$64,000. The proposal was approved and funded, to everyone's surprise, for the full amount. A record-breaking thirty-seven applications were received and sixteen fellows were chosen. Eleven others attended the program, several were awarded Title VI summer fellowships by their universities.²⁶

That the BU summer program was of great benefit to the participants goes without

saying, but it produced more far-reaching effects. ARIT benefited from the substantial ED grants which broadened and diversified its funding base, enhanced the Institute's image within the American academic community, and attracted new institutional memberships. A more tangible impact was felt by ARIT's research fellowship program as a growing number of its applicants were Ph.D. candidates who were "alumni" of the summer program in Istanbul.²⁷ But perhaps most important of all, two decades of efforts and activities by many colleagues and friends in America and in Turkey succeeded not only in establishing a valuable summer program but also in stimulating interest in the creation of a professional organization of teachers of Turkish. Two additional Turkish language teaching workshops were held at the University of Pennsylvania and the University of Chicago in 1985; but by then, after numerous stops and starts and several detours, the end of the long road leading to the founding of the American Association of Teachers of Turkish (AATT) was finally in sight.

ENDNOTES

¹ I have made an effort to obtain written documentation of the activities and events over two decades which culminated in the founding of AATT, but I have had to rely also on my memory which sometimes fails me now that I am almost four times as old as AATT. It was my hope that Prof. Ahmet Evin would co-author this paper with me since we had worked closely together for most of the period covered.

Unfortunately, I was not able to contact him and regret that we will not benefit from contributions he could have made. My thanks for their assistance and cooperation go to Rusty Rook at the University of Chicago's Center for Middle Eastern Studies, Nancy Leinwand at ARIT-Philadelphia and Antony Greenwood at ARIT-Istanbul, Bruce Byers and Setaney Shami at SSRC, and Steven Wheatley at ACLS. Additional information on the contributions made by the Social Science Research Council (SSRC) and the American Council of Learned Societies (ACLS) to the advancement of Turkish Studies is available in the SSRC records at the Rockefeller Archive Center in Sleepy Hollow, NY, and the ACLS records in the Library of Congress. Minutes of meetings, grant proposals, grant reports, correspondence, and other pertinent materials are available in the ARIT office in Philadelphia, the University of Chicago's Center for Middle Eastern Studies, and my personal files. Any errors or omissions are unintentional. Additions and corrections will be acknowledged and appreciated.

² Andreas Tietze, "Turkish Workshop Report, Columbia University, June 13-17, 1966," p. 1.

³ *Ibid.*, passim.

⁴ *Ibid.*, p. 1.

⁵ Max Kortepeter to Richard Chambers, 16 Oct. 1969.

⁶ Richard Chambers to James Stewart-Robinson, 18 Dec. 1969.

⁷ William Brinner to Richard Chambers, 6 Jan. 1970.

⁸ Richard Chambers to Andreas Tietze, 20 Jan. 1970.

⁹ Richard Chambers to Andreas Tietze, 26 March, 1970.

¹⁰ Andreas Tietze to Richard Chambers, 24 April 1970.

¹¹ Andreas Tietze to Richard Chambers, 15 May 1970

¹² Richard Chambers, "[U. of Chicago] Turkish Studies Program, 1981-82," p. 5.

¹³ Ahmet Evin to Aptullah Kuran, 6 Dec. 1981.

¹⁴ Aptullah Kuran to Ahmet Evin and Richard Chambers, 13 Jan. 1982.

¹⁵ Hikmet Sebüktekin to Richard Chambers, 29 Jan. 1982.

¹⁶ Hikmet Sebüktekin to Richard Chambers, 24 March, 1982.

¹⁷ Ahmet Evin, "Final Report: Intensive Summer Program of Advanced Turkish Language Instruction at Bosphorus University, Istanbul," 18 Dec. 1982.

¹⁸ Richard Chambers, ARIT Secretary, "Minutes of the Board of Directors Meeting, Dec. 4, 1982," pp. 4-5, and "Minutes of the Meeting of Delegates, Dec. 5, 1982," p. 6.

¹⁹ Richard Chambers, ARIT Secretary, "Minutes of the Meeting of Delegates, Dec. 4, 1983," p.3.

²⁰ Cecil Striker, ARIT President, "Report of the President, 1983," p. 3.

²¹ Richard Chambers, ARIT Secretary, "Minutes of the Meeting of Delegates, Dec. 4, 1983," p. 3.

²² Ahmet Evin, "[1983 ED Grant] Final Report," 27 Nov. 1984, p. 6.

²³ *Ibid.*, pp. 6-7.

²⁴ Cecil Striker, ARIT President, "Report of the President, 1984," p. 2.

²⁵ *Ibid.*

²⁶ Cecil Striker, ARIT President, "Report of the President, 1985," p. 2.

²⁷ *Ibid.*, pp. 2-3.

TURKISH AND AATT TODAY AND TWENTY YEARS AGO: THE BUILDING OF A LANGUAGE FIELD

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Before writing about Turkish and AATT, I would like to acknowledge Kathleen Burrill Griffith's role as a mentor. Mentoring, whether in business or academe, is very important for the successful career development of junior colleagues. As a recent graduate in Turkology in 1981, totally unprepared for what is called the 'job market,' it was Kathleen whom I had met while attending seminars at Columbia. She had offered me a part-time position as an 'adjunct assistant professor' stressing the importance of the professorial status over one of lecturer or instructor, a distinction I appreciated only much later. Kathleen encouraged me to take on the task of organizing the teachers of Turkish. She was an ardent supporter to the end, the very exemplar of a 'mentor' all should have. One can observe very little of this in our field, especially now: with the tendency to eliminate professorial tenure-track positions, there are hardly any colleagues left who would be in a position to be 'mentors.'

With this paper I will take a look back at the teaching and learning of Turkish/Turkic as a foreign language at institutions of higher education in the U.S. over the years 1985-2005, the founding of AATT, and AATT's role in the field of Turkish/Turkic today. Rather than a chronological overview, I will use as a framework a *modified* version of Brecht and Walton's *The Architecture of a Language Field [1993]*¹ to assess the field and

AATT's development and contributions to the field:

Architecture of a Language Field

1. Superstructure Components
2. Infrastructure Components
3. Language Programs Within Institutional Settings

Brecht and Walton posit that there are certain components that need to be in place for a language field to be viable. Although Brecht and Walton start with the 'Superstructure,' I would like to reverse the order, and look first at the field as it can be observed on the ground.

1. LANGUAGE PROGRAMS WITHIN INSTITUTIONAL SETTINGS

Although in some ways the field during the past twenty years has not changed much, there are some crucial aspects where a basic shift in the local environment in which Turkish has been taught has taken place, especially in the Academic Sector.

In the **(1) Federal Sector**, government language schools have been teaching Turkish and some of the Turkic languages. Interaction between colleagues in the government language schools and AATT has been minimal, restricted mainly to interaction with colleagues in the Foreign Service Institute [FSI]. Interaction with the **(2) Private Sector**—proprietary language schools such as "Berlitz," "In Lingua"—has been non-existent until very recently. There has been a large increase in the last five years of private language schools that work under contract for the government. These regularly contact AATT looking for instructors. The **(3) Heritage Sector** which has great import on some language fields, is not a factor for the Turkish/Turkic field. Although there are efforts at 'Sunday schools' for children of Turkish-Americans,

these are often not sustained. One development that is promising and needs monitoring is the appearance of Charter Schools in several states that teach Turkish as a foreign language, not necessarily to heritage learners. Students from Charter Schools could potentially increase the number of incoming freshman with Turkish proficiency, forcing receiving academic institutions to expand their academic programs beyond the beginning levels of instruction. Considering the **(4) Academic Sector**—institutions of higher education—the following can be observed:

1.1. Turkish at American institutions of higher learning:

	1985	2005
Private institutions	12	26
Public institutions	16	21
NRCs	11	16

There has been a sizeable increase in both private and public institutions that offer Turkish/Turkic. The increase in the 'private' category reflects the fact that in the last five years institutions that had stopped offering Turkish have once again begun doing so. The figures above only include institutions that offer Turkish/Turkic as a regular academic course during the academic year. Of these forty-seven institutions, sixteen are National Resource Centers [NRC], supported by the Department of Education.

1.2. Funding for Turkish/Turkic language instruction:

Initially, all Turkish/ Turkic language programs were started and sustained through institutional commitment by a few institutions such as Harvard, Chicago,

Princeton, Columbia, Indiana University, the University of Michigan, and the University of Washington. The increases in the number of institutions could not have been possible without the support of government funding, first through the National Defense Education Act [NDEA], and at the present through Title VI of the Department of Education. Today, although only 3% of institutions have government supported NRCs, they account for 64% of the graduate and 40% of the undergraduate enrollments, if one considers only the "least" commonly taught languages. There has been also funding from private foundations, such as Mellon, to support Turkish/Turkic, mainly at private institutions. The Institute of Turkish Studies [ITS] has provided funding to institutions that wanted to introduce Turkish. In addition to the government funded NRC, the Inner Asia and Uralic National Resource Center at Indiana University, regular programs during the academic year for some of the other Turkic languages have been supported by the individual institutions, such as Uyghur at the University of Kansas, Azeri at UCLA and the University of Wisconsin-Madison.²

1.3. Turkish/Turkic taught as regular academic courses during the Academic Year:

1985	2005
Turkish, Ottoman	Turkish, Ottoman
Kazakh	Kazakh
Uzbek	Uzbek
	Azeri
	Uyghur

According to e-LCTL, the 'National Planning for the Teaching of the Less Commonly Taught Languages' project,³ an initiative sponsored by Title VI of the Department of Education [USED] asking for prioritization of languages that needed to be taught, concluded that at the very least, those that are the national language of a state need to have priority. Based on that criterion, in the Turkic case, Turkmen and

Kirghiz are still not offered during the academic year.

1.4. Enrollment Figures for Turkish and Turkic:

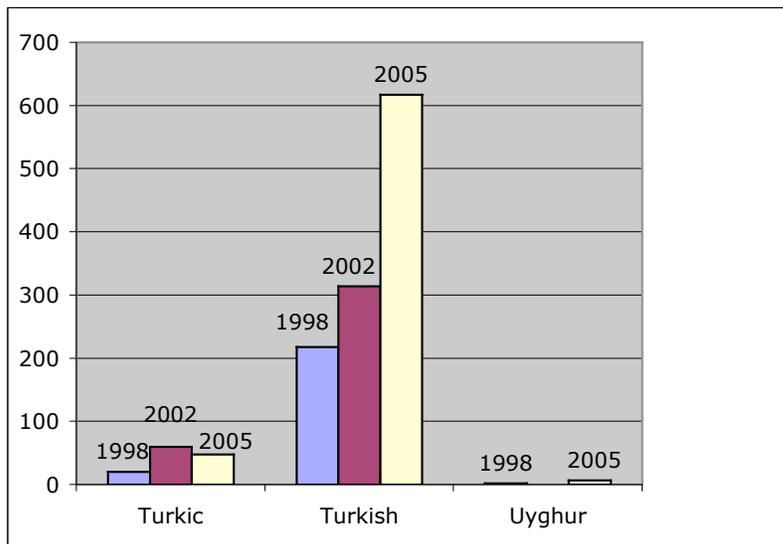
The following statistics are based on USED surveys, based largely on responses from NRC institutions (Table 1). It is difficult to access such data as some institutions have different ways of identifying a language course.

AATT has been attempting to collect accurate enrollment figures, with the final tally hovering around 275 until recently when enrollments began to show a steady increase:

Table 1

Year	Undergraduate	Graduate	Total
1974	94	58	152
1980	113	34	147
1986	215	44	259
1990	127	45	172
1998	181	37	218

Table 2



The figures for 1998 and 2002 in Table 2 are from the Wells ADFL Survey by the Modern Language Association [MLA]⁴, the enrollment figures for 2005 have been compiled by AATT. The more than doubling of the enrollment figures cannot be attributed only to the fact that with the Fulbright Foreign Language Teaching Assistant [FLTA] program, in place for Turkish since 2004, more institutions have started to offer Turkish. Since the average enrollment reported by FLTAs is only six, other factors must be at work. These will be discussed further below, Section 1.6.⁵

1.5. Turkish Learner Profiles:

The most important change taking place in the past twenty years is the *perception* of why students take up language study and what their primary motivation for language study is. Still prevalent in the middle '80s was the notion of the 'traditional' student who needed the language for academic purposes, for analysis of 'text' rather than for oral competence.

A paradigm shift to ‘use-oriented’ foreign language instruction followed, mandated largely by the funding agencies:

1985	2005
Research paradigm	Skill paradigm

It is important to know who the students are. The data collected by Sally Magnan from 1826 students at the University of Wisconsin on what students want from foreign language classes indicate that for the less commonly taught languages [LCTL], the primary motivation for taking language is 48% ‘personal interest, enjoyment, curiosity.’ (The figure for the commonly taught languages is 34%).⁶ These findings corroborate the results of the Fall of 2005 NMELRC [National Middle East Language Research Center] survey of students of Turkish at different institutions across the US: ability to communicate orally was important.

Yet the profile of learners of Turkish at one research institution, based on data collected over a period of ten years [1993-2003] suggests that it is important not to neglect the ‘research’ paradigm:

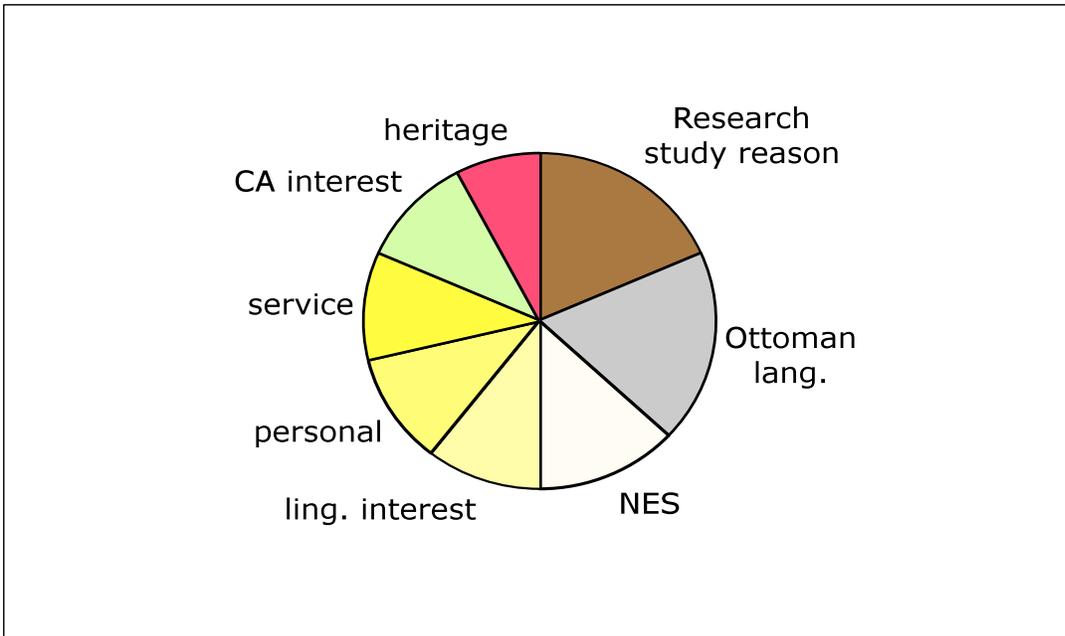
Among these students, ‘personal interest’ is a motivating factor only 11% of the time, with academic reasons being the usual motivator.

1.6. Turkish Instructor Profiles:

In light of the paradigm shift presented above, a second major shift as to the profiles of the instructors seems inevitable.

Considering instructors the NRCs only:

	1985	2005
Non-native Speaker	75%	40%
Native Speaker	25%	60%

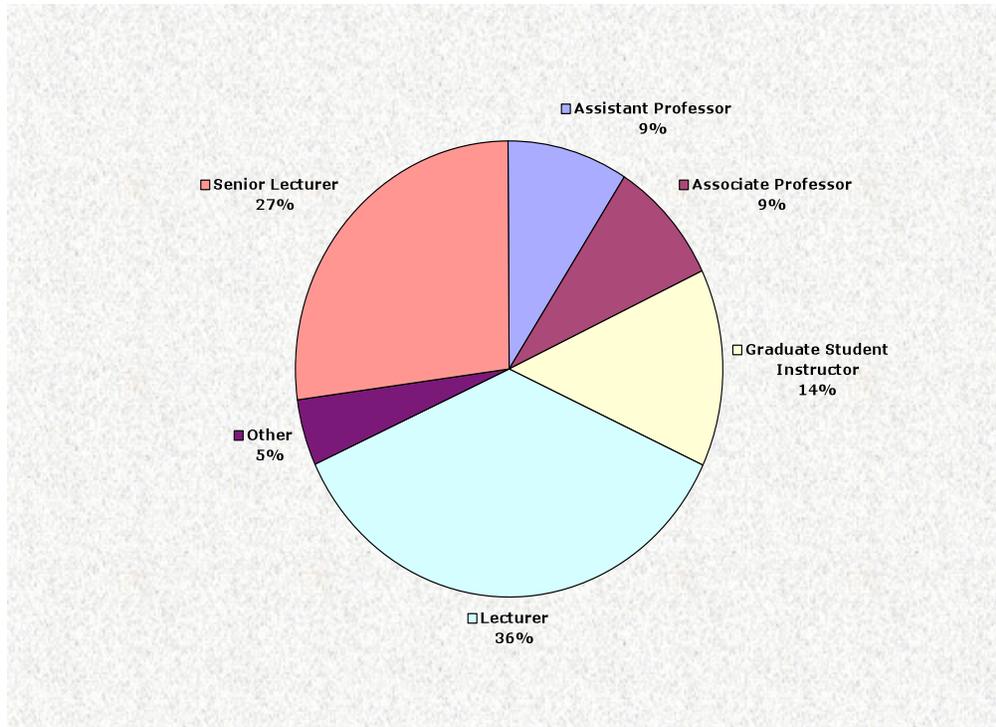


When considering all instructors *across the US*, based on the 2005 Teacher Survey of NMEELRC, only 18% were non-native speakers of Turkish, while fully 82% were native speakers. It is generally acknowledged that “We have nowhere near enough *qualified* teachers--and very limited prospects for training more than a handful of new ones--in the vast majority of the LCTLs.”⁷ There is thus an urgency to: “increase the number of qualified language professionals who have deep cultural, historical, political, and economic

understanding of the countries and regions in which the languages are spoken.”⁸ These statements are valid even more so for the Turkic languages.⁹

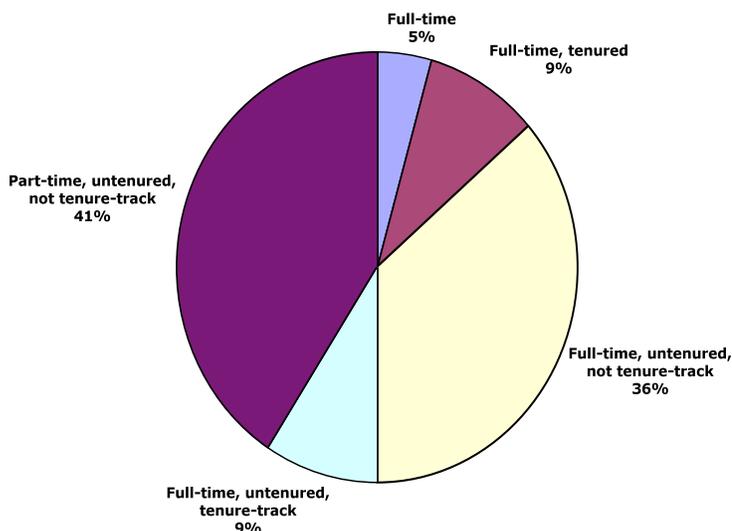
1.7. Status of Teaching:

Again, based on Fall 2005 NMEELRC survey of teachers across the US, the following picture emerges regarding professorial, tenured and untenured tracks.



Only 18% are in a tenure track professorial position, with the great majority working on a contractual, usually yearly basis. What the

implications of this working environment are, will be discussed below in Section 1.8.



In contrast to the present situation, twenty years ago the teaching faculty at NRCs held the following positions:¹⁰

	Tenure Track	Adjunct	Lecturer
1985	66%	0.05%	28%
2005	23%	1%	76%

Under these circumstances, one has to wonder where fully qualified new colleagues will come from to fill future needs. One cannot in good conscience recommend a graduate student the life of permanent migratory lectureship. Further, who would commit to graduate study in a field that offers no incentives, no recognition, no empowerment, and no reward—other than the satisfaction that teaching does bring. As quoted in the e-LCTL report:

Language instructors are widely perceived as second-class citizens. University

administrators tend to adhere to the old view that language instruction can be performed by “non-permanent” faculty or else by tenure-track faculty whose main task is teaching and research in other subjects. . . This approach condemns language teachers who are on tenure track to underevaluation of their achievements, and places those who are not on tenure track in permanent limbo.¹¹

1.8. The learning environment:

If one disregards a handful of institutions that are committed to Turkish/Turkic, however small the

enrollment, the learning environment has not been stable. Many institutions cancel class if the enrollment figure is below twelve or fifteen, an unrealistic number for a LCTL. A language program cannot function if course offerings are available sporadically. In 2002-2003, only 71% of institutions were also offering a second year, and only 20% offered advanced language courses. Offering beginning courses without any provisions for continuation, or for language maintenance, is counterproductive, and will certainly not propel the learner towards the upper language levels that are now being demanded.

It is difficult to assess to what degree the *lack of teaching faculty* is the deciding factor in restricting programs to one level of instruction. Many of the FLTAs help out with instruction at institutions that already have a program in place, but just as many are asked to start a program. There are obviously monetary considerations as the funding that the FLTAs bring eliminates the need for institutional outlays. Yet, there indeed exists a dearth of 'qualified' teaching faculty, (Section 1.6.) and AATT, if asked, could not have recommended 'qualified' teachers for the positions. There is no institutional setting where potential teachers can study to become teachers of Turkish or a Turkic language. (see Section 3.1.)

1.9. The demand for the Turkish and Turkic Languages:

Especially since 9/11, the need for foreign language expertise among the citizenry has moved from merely eliciting 'lip-service' to action. The call for action is coming now not only from the various defense entities of the government, with very real security concerns. It is also taken up by organizations such as the Committee for Economic Development (CED), a long-standing committee made up of leaders in business, industry, and higher education, with influence on the formation of business and public policy. They stress in their most recent report that 'globally competent

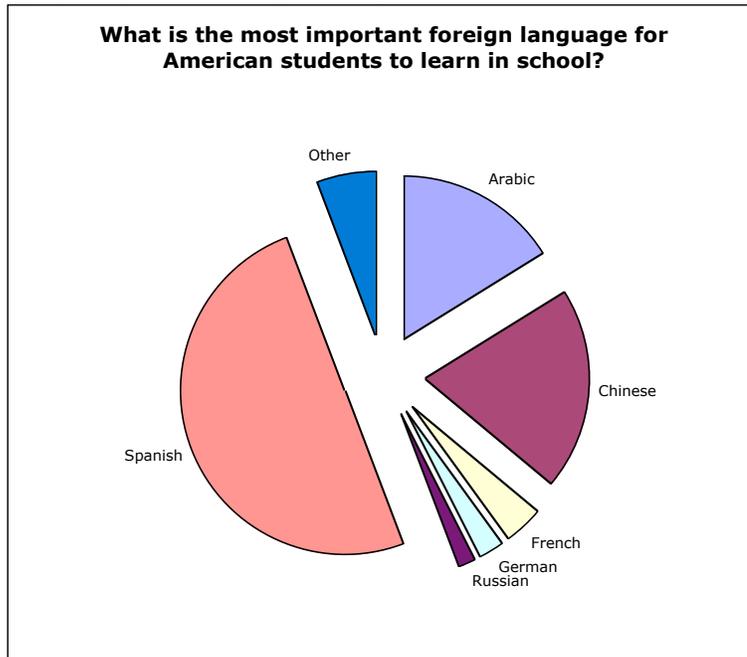
citizens' are needed to meet the economic challenges of the country.¹² The report stresses the need to expand language training, 'especially critical, less-commonly taught languages such as Arabic, Chinese, Hindi, Japanese, Korean, Persian/Farsi, Russian, and Turkish.'¹³ The report issued by the Association of American Universities (AAU) in January 2006 entitled "National Defense Education and Innovation Initiative: Meeting America's Economic and Security Challenges in the 21st Century" stresses the urgent need 'to ensure that Americans are engaged globally through foreign language and cultural competence.'¹⁴ Included now in the AAU report, together with the usual 'STEM' [science, technology, engineering, mathematics], is the study of foreign languages as being crucial to meet the challenges.

President Bush announced in January 2006 the 'National Security Language Initiative' (NSLI) which 'aims to help Americans develop advanced proficiency in critical languages by starting language education in elementary school, increasing the number of foreign language teachers, and *expanding immersion and study abroad programs.*'¹⁵ Within weeks programs were launched by the State Department which for the first time made it possible for undergraduates and graduate students to begin language study in summer language programs abroad. Languages covered this year are Arabic, Bangla, Hindi, Punjabi, Turkish, and Urdu. Note should be taken of the fact that for each of the twenty-seven scholarships earmarked for Turkish, there were fifteen applications.

For now, the need for the other Turkic languages is stressed mainly for security concerns. Turkish/Turkic are currently high-priority languages.¹⁶ In all—especially AAU's—reports, the 'Internationalization of US Education' plays a major role. The federal government already has various incentives in place, but ultimately, the institutions themselves have to make the commitment. Media is also taking up the message regarding the importance of foreign

language ability, and is beginning to play a role in educating the citizenry regarding global realities, thus arousing an interest in foreign language study. The following

MSNBC live vote with 6640 responses was compiled 4/14/2006, and shows an increased awareness of 'other' languages:



Although Turkish/Turkic is still mixed in the 'other' category, a steady increase in enrollment figures can be expected due to a wider interest generated by the government and the media, and the greater funding possibilities.

Furthermore, besides the 'needs-based' interest over the years, one must not forget that *academic interest* in the languages of the Turks has continued especially at research institutions, unfaltering, at a steady pace. The graduate student enrollment still continues to be somewhat higher than that of undergraduates.

2. INFRASTRUCTURE COMPONENTS

Brecht and Walton looked for eight components in the infrastructure of a language field. I will briefly introduce each, and consider the Turkish/Turkic case.

2.1. Research Tradition:

For Turkish, a strong research tradition exists, primarily in Europe where it has a long history. The research into Turkish language and linguistics in Turkey started relatively recently. In addition to philology, historical linguistics, and cultural studies, some work in applied linguistics is also beginning to emerge. In the US, too, research on philological, literary, and cultural studies predominate, although there has also been recent work on a learner's dictionary, textbook development, and

reference grammars. There needs to be more emphasis on applied linguistic research in Turkish/Turkic to inform language instruction.

The other Turkic languages also have a research tradition that is very respectable. They, too, are based primarily in Europe, and pre-date the Soviet state. During the Soviet era, research had continued almost solely by Soviet scholars because of the impossibility of conducting research *in situ*. Today, there is growing interest and the knowledge that much more research is needed on these languages compared to Turkish. For instance, purely descriptive grammars are not readily available. There is now also considerable interest in Turkey in the sister languages, and collaborative research could bring forth results in a shortened timeframe.

2.2. A System for the Transmission of Expertise from the Base:

Currently, there is no system in place to act as a conduit, nor is there a generally acknowledged 'expert base.' (See Superstructure below).

2.3. Connections to Area Studies Programs and Scholars:

Most language programs are housed in area studies programs, and the AATT Annual Meeting is held in conjunction with the Turkish Studies Association and the Middle East Studies Association. There is thus a strong connection to area studies programs. The membership voted to continue the close affiliation with MESA by keeping AATT's annual meeting at MESA, rather than forming a closer relationship with ACTFL and holding the annual meetings during the ACTFL conference.

AATT is affiliated with the Central Eurasian Studies Society (CESS), and has been sponsoring language related panels at the annual CESS conference. There has been a considerable growth in interest in Central Asia in the last decade, attested by

the rapidly increasing attendance at CESS conferences. The languages of the region as prioritized by the e-LCTL report are bound to see a greater demand.¹⁷

There are colleagues around the globe grappling with the issues of instruction and assessment of the Turkic languages. Close collaboration with these colleagues can only advance the field: venues need to be built that make such cooperation possible.

2.4. Resources for the Production of Instructional Materials and Technology-Based Instruction:

Funding is more readily available today for the production of teaching resources, and technology that could make effective and efficient instruction possible. However, there are not enough 'human resources' who have the time to develop such resources.

2.5. Close Relationships with 'Home Language':

Although individually, most members have some relationship with the 'home' country, there has not been any formal agreement between AATT and in-country entities. The size of the field in the US makes it imperative that we move to benefit from expertise that exists, or expertise that can be mutually developed, in the 'home' countries. Forming close institutional ties with the countries where these languages are spoken, whether Turkey or Kazakhstan, needs to be developed by AATT.

2.6. Coherent Relationships to the US Turkish-American Community:

Currently, there does not exist any relationship to the heritage communities in the US. Several members do volunteer in 'Sunday Schools,' and are well-connected to the Turkish-American community. Children of Turkish-American heritage tend not to study Turkish, at least not formally. AATT needs to make an effort to inform the

Turkish-American community of the advantages of such study, explaining existing programs, and the increasing funding opportunities for the students. In some states, charter schools offer Turkish as a foreign language, alongside languages such as Spanish. At this point, it is not known whether these are the results of efforts by the community. AATT needs to look into this phenomenon as it would be one way to provide a base, feeding into programs students with some proficiency already in place.

2.7. Rigorous Field Assessment and Feedback:

There have been several developments to provide field-wide assessment tools for Turkish, starting with the development of the of the ACTFL-based proficiency guidelines.

□ **Proficiency Guidelines for Turkish.**¹⁸ Prior to receiving funding and establishing the Proficiency Guidelines Committee, an initial two-day workshop was held at Princeton University in March 1990 for teachers of Turkish to become acquainted with the concepts of 'proficiency' as promoted by ACTFL. All skills were considered, and participants at the workshop agreed that the general notion of proficiency-based instruction was well grounded. When the AATT Guidelines Committee was formed, it was taken for granted that all four skills were going to be adapted. During the following two years, members elicited written and spoken Turkish samples from students and natives alike, and compiled texts with comprehension checks to assess reading skills of all that would agree to participate. The Turkish proficiency guidelines were then produced based on careful assessment of all elicited samples. For the production of the guidelines, assessment tools had been prepared for all four skills: Proficiency Assessment of Listening Skills [PALS], writing skills [PAWS], speaking skills [PASS], and reading skills [PARS]. Thus, a

solid sample of test items exists which can be developed into a national assessment tool.

□ **STAMP Project.** This on-going project has been developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon, as part of a larger project entitled "The Critical Languages Assessment and Materials Project." It is based on the idea that "assessing all students for language proficiency and giving teachers the tools to help their students meet high standards are the major impediments to implementing a standards-based system of language education."¹⁹ Funded by a grant from the US. Department of Education, this project is directed by Dr. Carl Falsgraf of CASLS, University of Oregon. Professor Pelin Başcı (Portland State University), a member of AATT and the current editor of the *AATT Bulletin* is in charge of the actual development of Turkish proficiency test items for the computer environment. While the University of Oregon has developed the technical know-how, infrastructure, and the conceptual framework of the project, its partnership with PSU and with AATT membership is crucial to the successful completion of the computerized assessment tool for Turkish.

CASLS has already piloted similar materials for Japanese, Spanish, French, and German. The Turkish project is building on the accumulated experience gained from working in these languages. The goal of the project is to create about thirty reading items per proficiency level for each of the six levels: novice low, novice mid and novice high; intermediate low, intermediate mid, and intermediate high. The on-going work involves the creation of reading questions based on authentic Turkish materials, ranging from restaurant menus, advertisements and fliers, to newspaper articles and announcements.

The Turkish project uses the "reading" literacy benchmarks, created for Proficiency-Based Admissions Standards in the Oregon University System. These

benchmarks include concrete sign-posts about the kind of content (e.g. family, food, schedule, etc.), the type of text (lists, brochures, articles, etc.), functions (scan for gist, extract detail) and expected performance (identify some pertinent information on demand, etc.) for each proficiency level.

□ **Language assessment with NMELRC.** The Turkish Board of the Middle East Language Resource Center will be embarking on a major effort to develop a system that will allow for field-wide assessment of all language skills, if funding for the LRC continues.

2.8. Institutions Committed to the Field on a Long Term Basis:

As mentioned in Section 1.2. above, there are several private and public institutions that have demonstrated a solid commitment to the field of both Turkish and Turkic, going back in some instances, to the late 1800s.²⁰ The trend observed is for more private and public institutions initiating programs in Turkish and Turkic. AATT must be available, and able to provide the best support possible to such institutions to strengthen their commitment and to insure success.

3. SUPERSTRUCTURE COMPONENTS

3.1. The Expertise Base for the Field:

Currently, it is hard to state that AATT expertise exists in all of the following: Turkic languages, linguistics both general and Turkic, applied linguistics, cultural expertise, foreign/second language acquisition, teaching methodology, and technology. For expertise on the last three in particular, AATT would have to rely mostly on outside expertise. Without outside help, AATT at present cannot set up programs that will produce ‘qualified language professionals who have deep cultural, historical, political, and economic understanding of the countries and regions

in which the languages are spoken.’²¹ AATT needs to consult with outside expertise to address the issue of ‘qualification’ by identifying and defining the requirements for qualification.

3.2. Language Learning Framework for the Field:

A Language Learning Framework for Turkish was developed with NCOLCTL funding, supported by the Ford Foundation, in the years 1993-1995.²² The goal was to introduce a general framework for Turkish language instruction within the American experience, and to offer curriculum guides for formal programs in Turkish in academic settings in the US. The Working Group chaired by Güliz Kuruoglu, consisted of Ayla Algar, Engin Sezer, Sibel Erol, and Ralph Jaeckel. Each of them developed one aspect of Turkish language ‘instruction,’ methodology, grammar, the place of literature, and culture. It is understood that because of local conditions, implementation of the framework will vary. A natural extension of the proficiency guidelines project, the “Language Learning Framework” is a useful guide, grounded in the realistic combined experience of the authors; it provides a basis for program development at existing or new institutions.

Work on Uzbek proficiency guidelines was started but not completed. It is perhaps more feasible to work on a language learning framework for the other Turkic languages, sharing the understanding gained on work on the Turkish proficiency guidelines. AATT needs to make a serious commitment to develop an effective framework for the other Turkic languages.

3.3. A Strategic Planning Process for the Development of the Field:

The ‘strategic planning’ is an on-going process that is taken seriously by colleagues in the field. The process to *build* a field had its start with the initial efforts of Walter Andrews, Richard Chambers, Cornell

Fleischer, and Ahmet Evin in 1985.²³ With the advent of the proficiency movement, the institutions with area studies centers, where most Turkish teaching was taking place, were under pressure to adopt this 'national movement' for proficiency-based language instruction.

1985 Organizational Meeting to Plan for AATT:

A three-day 'Turkish Teaching Workshop' was organized by the Middle East Center at Penn, March 27-29, 1985, which included a full day workshop on ACTFL OPI testing. The convener, Walter Andrews, writes in the invitational letter "according to the requirements of the funding for this workshop, one of the objectives is to write clear goals of instruction for Turkish language courses on the basis of the provisional generic guidelines developed by the American Council on the Teaching of Foreign Languages."²⁴ Andrews adds "[I suggest] that we are faced with the necessity of forming a national . . . organization of teachers of Turkish in order that we might respond to national issues of concern to us with a representative voice." Colleagues from eleven universities, and two federal schools, FSI and DLI, attended. This was the first time that such a group convened to discuss the state-of-the-art in Turkish teaching, the 'new' concepts of proficiency-based language teaching, and to examine the desiderata in the field. Following these discussions, the decision was made to begin the process of creating an organization of Turkish teachers, and an organizing committee chaired by Erika H. Gilson with members Kathleen Burrill, Rhoads Murphy, and Ellen Ervin was formed and empowered to explore the details of starting an association.

The Organizing Committee immediately applied to the Institute of Turkish Studies for a small grant to cover start-up expenses. ITS granted the request, and has been very supportive in the initial years with matching grants to cover operational expenses involving mainly travel and mailings.²⁵ A constitution was written

and distributed for comment before being submitted for a vote during the Organizational Meeting at MESA in November 1985 [See Appendix I, II]. Attending the meeting were twenty-six colleagues. Almost all became members as at the end of the initial year in June 1986, membership stood at 23 [See Appendix III]. There was very little discussion about the name, simply following the established pattern, AATF [French], AATG [German] seems to have been the objective.

AATT was incorporated in the State of New Jersey in 1987, and non-profit status was granted by the IRS in 1990. During these years, AATT's operating budget hovered around \$2,000,²⁶ with a large portion of that going to copying and mailings, since emails and the internet were not readily accessible to all. All board members volunteer their time; when grants were received to work on major projects, a small stipend was usually given to colleagues who were in working groups.

The first annual meeting of AATT was held on November 20, 1986 during the MESA conference in Boston, MA. All of the annual meetings have taken place in conjunction with MESA except for one year when AATT met at ACTFL.

As AATT began its existence, several surveys were mailed out in order to fully understand the needs and priorities of the field. The response rate was an astonishing 90%. Major concerns were lack of teaching resources, the need for a minimum vocabulary list, and the issue of proficiency guidelines. Also, since almost all teachers were preparing their own handouts, a matter of concern was the standardization of Turkish fonts and keyboard mappings as PCs and word processors were gradually becoming available.²⁷ Communication with the membership took place via the newsletters, published twice a year.²⁸ Kemal Silay volunteered to become the editor in 1996, and the publication began to look more like a bulletin. *The AATT Bulletin*, since 1999 in the able hands of

Pelin Başcı, is now ready to become a refereed publication.

To establish what the 'field' was, AATT began in 1986 building a database for the Turkish Language Teaching in North America. In 1987, based on a Needs and Priorities Survey, Ellen Ervin worked on a Survey of Turkish Language Teaching Materials. In 1988, Güliz Kuruoğlu began work on an elementary level minimum vocabulary list, and a working group which included Walter Andrews, Gustav Bayerle, Müge Galin, and Erika Gilson considered 'Computing in Turkish: ASCII Standards,' for both PC and Macintosh computers, communicating with Apple, IBM, and TÜBİTAK in Turkey.

In 1989, a committee worked on a preliminary study on how 'News on Video' could be used for instructional purposes, a nouvelle resource for language instruction at the time. Also in 1989, AATT became a founding member of NCOLCTL, which was established to seek 'common solutions to common problems.' A small grant in 1990 supported the 'Ponies Project' which James Stewart-Robinson directed. Several short stories were translated as a class project at Michigan, to be further edited and published as bilingual readers for Turkish.

Proficiency Guidelines for Turkish :

AATT had applied unsuccessfully twice to the Department of Education for a grant to develop guidelines for Turkish. In 1990, we received funds from the NSA which allowed the AATT working group consisting of AATT members as well as ACTFL experts, to spend the next two years developing the provisional Proficiency Guidelines for Turkish. They were published in 1993 and can be accessed on the AATT website.

In 1991, with funding from ITS for travel, AATT met in Princeton University for a workshop on Standardization of Grammatical Terminology for Turkic. In the same year, in order to increase visibility of the field, a promotional brochure for Turkish Studies was developed by Ralph Jaekel, and mailed to centers and colleagues for distribution. In 1992 lists of cognates in Turkish were compiled.

With NCOLCTL-Ford Foundation funding, a project to establish a Language **Learning Framework for Turkish** was begun in 1993. This also lasted two years and involved many meetings of the working group (see 3.2. above). In 1994 a major field assessment took place during the re-organizational workshop at the University of Chicago. It was decided that all teachers of the languages of the Turks would be invited to join the association. This was submitted to a vote at the following Annual Meeting, and after considerable discussion, passed. The name of the association henceforth officially has been 'American Association of Teachers of Turkic Languages.'

AATT has conducted several workshops over the years, most addressing topics that were listed as priority items on the surveys, such as curriculum design, integrating culture in language instruction, instructional technology, designing teacher training for Turkish language instruction.

Since 2001, AATT members form the annual ARIT Fellowships Selection Committee to assess the levels of applicants to the ARIT Fellowship program. After the establishment of the National Middle East Language Resource Center [NMELRC] in 2002, AATT decided that the Turkish Language Board of this new Center would always be the current AATT Board. This has allowed AATT to have greater national visibility as well as a voice in national language policy issues. With support from NCOLCTL and CeLCAR, the AATT website was revised in 2004. Provisions are in place to make part of the website for members only, so that the *Bulletin* can be distributed in electronic form only, eliminating a major expenditure. In 2005, with NCOLCTL funding, Suzan Özel, Sylvia Önder, and Filiz Çiçek produced in Turkey the instructional film *Sevgili Murat*, currently available on DVD. In the planning stages are accompanying modules of interactive, pedagogically grounded resources to take full advantage of the film.

Also in 2005 with funding from ITS and CeLCAR, a new colorful AATT Poster

was designed and printed in Turkey under Sylvia Önder's guidance. These are being distributed to the membership, the NRCs, and institutions with a strong study-abroad component.

To support and promote Turkish and Turkic Studies, a day-long Graduate Student Pre-Conference was organized at Georgetown University prior to the MESA Conference, with students receiving a stipend to partially cover travel expenses. The number of applications received indicates that there is a need for such a venue, and AATT is planning the second pre-conference in 2006 at Boston University. Support for the pre-conference comes from ITS, the Turkish Cultural Foundation, and the Ertegun Foundation at Princeton.

The Ertegun Foundation also funds the Redhouse Prize for best progress in Turkish, which was originally started by the Turkish Studies Association, but which AATT has been awarding since 1999. AATT has always encouraged members to present at national conferences to increase visibility for the field, and has now formalized the application process for the small stipends granted.

3.4. Field-Based Proactive Organizations:

The American Association of Teachers of Turkic Languages, AATT, has proven itself to be a small but well-focused organization, dedicated to building up the field, as attested by the list of accomplishments in Section 3.3. From the beginning, AATT saw the importance and benefits of collaboration with organizations with similar goals, since our resources, both human and financial, were inadequate. AATT was a founding member of the National Council of Organizations of Less Commonly Taught Languages, NCOLCTL²⁹ formed initially with support from the National Foreign Language Center and institutionalized in 1989 to seek 'common solutions to common problems' of the LCTL at US

institutions. As a member of NCOLCTL, we were able to receive major funding from the Ford Foundation. This funding allowed AATT members to attend a methodology and teacher training institute at Bryn Mawr in 1991, which for many attendees was a first-time experience. Building on this experience, and again with NCOLCTL funding, three members worked on a curriculum development pilot project, creating sample lesson plans for different levels of learners on the same topic, based on different pedagogical approaches.

Further, with NCOLCTL funding, AATT worked on a major project developing a Language Learning Framework for Turkish, and held a workshop on field assessment at the University of Chicago in 1994, resulting in expansion of AATT to include all teachers of the languages of the Turks.

With the establishment of two National Language Resource Centers, one for the languages of Central Asia at Indiana University, CeLCAR, and the other one for the languages of the Middle East, NMELRC, AATT has two additional sources of support as well as collaboration. In each case, AATT is benefiting from a larger pool of expertise.

Reviewing which entities have helped AATT develop, the following need to be pointed out again: for organization building, the early NFLC guidance, and later interaction with NCOLCTL was important. Without the financial support we received from ITS as AATT was forming, AATT would not have survived. It was only once AATT established itself and gained credibility, that it was able to apply for and receive grants, and ask NRCs for institutional support. An unsolicited grant from the Turkish Cultural Foundation in 1990 helped AATT at a time when it had several projects to support.

To help AATT send *the* message and raise its visibility, AATT worked with the Middle East Studies Association, and the Central Eurasian Studies Society, organizing yearly panels as well as roundtables. The

Turkish Studies Association [TSA] has been helpful in the distribution of announcements to a wider audience involved in Turkish/Turkic Studies.

Conclusion

To the question whether there is a 'viable language field' in Turkish/Turkic in North America, the answer would be in the affirmative, albeit with the acknowledgement that several components of the field need strengthening. Some of this, AATT will and can do on its own, such as raising the profile of Turkic Studies, increased networking in the US and overseas, developing valid assessment tools, defining 'qualifications' for teachers in the field. One component, however, is a 'collective problem': the status of language teachers. Only jointly with other language associations, and organizations such as NCOLCTL, the LRCs, can we hope to affect changes in the current environment.

One more item, the question of a 'superstructure' that *will inform and maintain the field* needs to be addressed. Currently, AATT is an independent organization whose home institution is Princeton University. There is great interest in building 'superstructures' for the LCTLs,

see for example the flagship model.³⁰ The ones established so far are based at an institution with integrated finances, and are subject to the institution's rules regarding hires and students. A superstructure for the field should be an independent academy or institute which could be affiliated with a host institution, but will conduct its own activities to nurture and maintain the field, provide research fellowships for the field, hold teacher training sessions, develop and administer national assessment tools. One could also think of a less satisfactory 'virtual academy.' AATT, a membership organization, would be a natural part of such an academy or institute, but the academy would form a permanent expertise base, permanent location for resources, informing field-based, pro-active organizations, offering courses which would lead to qualification of teachers in all of the aspects defined. AATT has experienced over the last twenty years a decline in *active* membership participation and graduate student members. This is most likely due to the fact that the academic environment has changed, and most of the positions are temporary, with no incentives to commit to the field. Perhaps it is time to think about a superstructure that is not dependent on fluctuating memberships.

APPENDIX I: Call to attend organizational meeting:

AATT Organizing Committee
3 Hawthorne Drive
Cherry Hill, NJ 08003

October 29, 1985

Dear Colleague,

You are invited to attend the Organizational Meeting of the American Association of Teachers of Turkish. We are meeting on Friday, November 22, immediately following the annual Turkish Studies Association meeting at the MESA conference in New Orleans,

time: 8 p.m. place: Dauphine Room

The decision to form an association was made at the Turkish Teaching Workshop held at the Middle East Center of the University of Pennsylvania in March of 1985. The main purpose of the workshop was to familiarize teachers of Turkish at the university level with the guidelines for proficiency standards developed and promoted by the American Council on the Teaching of Foreign Languages.

It was unanimously decided at the workshop that an association was needed to advance the common interests of teachers of Turkish and deal with such issues as the standardization of Turkish language instruction at American institutions. An organizing committee, consisting of Kathleen R.F. Burrill, Ellen Ervin, Rhoads Murphey and myself was formed and empowered to lay the groundwork for the association.

We are enclosing for your careful review the proposed constitution, an agenda, as well as a membership form. Your feedback and suggestions are actively sought. We urge you to attend this important meeting and participate in the formation of the association if at all possible.

We are looking forward to seeing you in New Orleans.

Yours sincerely,
Erika H. Gilson
AATT Organizing Committee

enclosures (3)

APPENDIX II: Agenda of the Organization Meeting

- AGENDA
Organization Meeting - November 22, 1985
- I CALL TO ORDER (K.R.F. Burrill)
II REPORT on the Philadelphia Workshop (W. Andrews)
III REPORT of the Organizing Committee (E.H. Gilson)
 Recommendation of the Committee:
 * Forming of Provisional Board
 * Dues Structure
 * Adoption of Constitution
IV COMMENTS
V NEW BUSINESS
 Ratification of the Constitution
 Appointment of Provisional Nominating Committee
 Appointment of Committee on Activities of the Association
 Proposal for Association Activities
 Submitted by the Committee:
 * Language Proficiency
 * Publications
 * Computer Standardization
 * Funding
VI COMMENT AND SUGGESTIONS BY THE MEMBERSHIP
VII ADJOURNMENT

APPENDIX III: Membership List June 1986

Prof. Walter Andrews, U of Washington
Prof. Sarah Atis, U of Wisconsin-Madison
Prof. Eleazar Birnbaum, U of Toronto
Prof. Kathleen R.F. Burrill, Columbia U
Prof. Richard L. Chambers, U of Chicago
Prof. Robert Dankoff, U of Chicago
Prof. Ellen Ervin, New York U
Dr. Erika H. Gilson, Independent Scholar

Dr. Victoria Rowe Holbrook, Columbia U
Dr. Ralph Jaeckel, UCLA
Prof. Cemal Kafadar, Princeton U
Prof. James M Kelly, U of Utah
Dr. Güliz Kuruoğlu, U of Texas-Austin
Prof. Rhoads Murphey, Columbia U
Ms. Mükrima Postacıoğlu Onursal, FSI
Dr. William S. Peachy, Ohio State U
Dr. Grace M. Smith, UC-Berkeley

Prof. James Stewart-Robinson, U of Michigan
 Dr. Gönül Alpay Tekin, Harvard U
 Prof. Şinasi Tekin, Harvard U
 Prof. William Hickman, UC-Berkeley
 Dr. Douglas Howard, Indiana U
 Ms. Joyce H Matthews, U of Illinois at Urbana-Champaign
 Prof. Natalie K. Moyle, U of Virginia

ENDNOTES

¹ Richard D. Brecht and A. Ronald Walton, *National Strategic Planning in the Less Commonly Taught Languages*. National Foreign Language Center: Occasional Papers, 1993.

² For more detailed background information on institutional settings, please see Erika H. Gilson, "Language Instruction and Turkish Studies," *Turkish Studies in the United States* (2003), pp. 99-103.

³ The initiative's report can be accessed: <http://elctl.msu.edu/> [05/20/2006]

⁴ Compiled by E. Wells: <http://www.adfl.org/resources/enrollments.pdf> [05/20/2006]

⁵ See also Pelin Başçı, "Fulbright Language Teaching Assistants Program and Turkish Instruction in the United States," *AATT Bulletin* 33-34 (Fall-Spring 2005): 27-34.

⁶ Presented as a keynote address by Sally Magnan et al, at the 2005 NCOLCTL Conference, Madison, WI.

⁷ Nina Garrett, "National Conference White Paper: A Call to Action for National Foreign Language Capabilities," February 1, 2005. p.14 <http://www.languagepolicy.org/main.html>

⁸ *ibid.*, p. 6.

⁹ A sample request from a commercial school identifies a qualified Azeri instructor as someone with a "minimum 1500 hours of experience teaching the language to adults ... [which] can be waived if the candidate has somewhat less teaching experience but is otherwise well-qualified."

¹⁰ Based on AATT membership information.

¹¹ : <http://elctl.msu.edu/> [05/20/2006]

¹² "Education for Global Leadership: Importance of International Studies and Foreign Language Education for U.S. Economic and National Security, 2006." The full report can be accessed;

<http://www.longviewfdn.org/images/global/detail/ced-report.pdf> [05/20/2006]

¹³ *ibid.*, p. 10.

¹⁴ This report can be accessed:

<http://www.aau.edu/reports/NDEIL.pdf> [05/20/06]

¹⁵ For a full coverage, please see:

<http://www.state.gov/r/pa/prs/ps/2006/58733.htm> [05/20/06]

¹⁶ Quoting Fierman in the e-LCTL report already cited above: "Until fairly recently, scholars who worked on Inner/Central Asia from very different disciplines did not work together, nor did a large proportion of them generally gather at the same conferences. This has been changing as the meetings of the *Central Eurasian Studies Society* [7th in Fall 2006 at the University of Michigan] are becoming institutionalized. [. . . most centers] have very limited or no opportunity to offer Inner or Central Asian languages."

¹⁷ e-LCTL Initiative Report:

<http://elctl.msu.edu/summaries/innerasia/> [05/23/2006]

¹⁸ Members of the Proficiency Guideline Committee were as follows: Ender Creel, Erika H. Gilson, Deniz Gökçora, Ralph Jaeckel, Sibel Kamışlı, Güliz Kuruoğlu, Mükrima Postacıoğlu Onursal, Sumru Özsoy, James Stewart-Robinson with guidance from the ACTFL team Pardee Lowe, James Child, David Hipple, Irene Thompson and Roger Allen.

¹⁹ Carl Falsgraf, Grant Narrative for the NFLRC application, 2001-2002, p. 8.

²⁰ Gilson, *op. cit.*, p. 99.

²¹ "White Paper," *cit.*, p. 14.

²² The Turkish Language Learning Framework can be accessed:

<http://www.princeton.edu/~turkish/aatt/llfproject.htm> [05/23/2006]

²³ See Richard Chambers, "The Long Road to AATT: A Personal Memoir," in this issue.

²⁴ Letter dated February 25, 1985.

²⁵ Gilson, *op. cit.*, p. 120 lists all of ITS funded projects through 1998.

²⁶ The first Treasurer's Report prepared for the 1986 Annual meeting shows a balance of \$1,559 [includes \$1,000 ITS grant].

²⁷ Some responses to the item 'computer usage' on one 1986 survey indicated that 69% used PCs regularly. PCs mentioned were IBM, KayPro, Macintosh, Zenith, and Wang.

²⁸ These early newsletters were written on a rented Macintosh, and printed out at Kinko's.

Erika H. Gilson 5/31/06 9:16 PM

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All can be accessed as PDF files on the AATT website, <http://www.princeton.edu/~turkish/aatt>

²⁹ Although initially envisioned as an umbrella organization of language associations, NCOLCTL as ‘National Council of LCTL’ now accepts also individual members.

³⁰ See <http://nsep.aed.org/nfli> [06/01/06]
Turkish is a language being considered.

FUZZY RECOLLECTIONS SANS DATA

Walter G. Andrews
University of Washington

I began teaching Turkish at the University of Washington in 1968 using materials that I prepared myself. As one can see from Dick Chambers' detailed account I was not involved in any of the earliest meetings of teachers of Turkish and, I must admit, was rather clueless when it came to all of the planning that was afoot. By the time of the Pennsylvania meeting in which AATT was born (1985), I was less of a newcomer, more secure in my job, and more likely to involve myself in the broader conversation about teaching Turkish, which was, institutionally, a mess. I had planned to attend the meeting but was a bit taken aback when Ahmet Evin called to ask me to serve as chair.

Apparently the more senior scholar who was slated to be the chair (Dick Chambers?, Fahir İz?) could not make the meeting and Ahmet chose me as a replacement. In talking to him about the meeting, I had the wonderful idea that we should create an association of Turkish teachers. Ahmet wholeheartedly agreed (never telling me that the idea had been around for years). I had always taken a secret pride in being the one who originated the notion that was to become AATT—much like Al Gore inventing the internet—but alas, so much for pride...

In any case, I broached the idea at the meeting and it was enthusiastically received (most likely because some of them had this in mind all along). As I recall it, Kathleen Burrell and Dick Chambers agreed to do the hard work of putting the organization together...and, as they say, the rest is history.

STARTING A TURKISH LANGUAGE POSITION

Roberta Micallef
Boston University

In fall 2005 Boston University started offering Turkish language courses for the first time. This essay is a step by step guide to how this position was created.

Professor Jenny White who is a prominent member of the department of Anthropology at Boston University and who teaches courses about Turkey became concerned about the state of Turkish studies in the United States when she noticed that the majority of the doctoral students in Turkish Studies came from Turkey with the intent of returning to Turkey. American students are no longer studying Turkey. According to her this is in part due to the fact that Americans have limited exposure to Turkey. Turkish is offered in few institutions of higher education in the United States. Short of going to Turkey for a summer language program or as part of a study abroad program, Boston University students did not have the option of studying Turkish. Although money is available for Turkish language programs in Turkey through institutions such as the Institute of Turkish Studies (ITS), many students have other summer commitments and are unable to go to Turkey for the entire summer. Thus Professor White decided to see how one could go about offering Turkish at Boston University. So step one in creating a Turkish language position is a motivated, tenured faculty member who is committed to the development of Turkish studies and willing to devote time and energy to see something through from beginning to end through multiple layers of institutional bureaucracies.

Outside funding is often a persuasive incentive for Universities. So Professor White started researching what was available and discovered that ITS offered matching seed-money grants for new tenure-track university positions in Turkish studies. ITS has two different subventions for language teaching grants. It is important to apply for the one best tailored for the institution that will host the new position. The details regarding the grant applications and eligibility can be found on the ITS website: Turkishstudies.org. Boston University applied for a grant that was renewable for up to three years and that would fund 50% of the salary of a junior faculty position. Thus the home institution had to make a serious commitment to this position. The other language subvention was simply for language instruction, Professor White wanted to establish a potentially tenure track line, because she wanted the scholar who would assume the position to be committed to building a program in Turkish culture and civilization. A matching grant requires a university administration that is interested in the development of a Turkish language program. The Dean of the College of Arts and Sciences proved to see the value in a Turkish language program and was willing to support Professor White's endeavor. Boston University is in the process of establishing an Institute for the Study of Muslim Societies and Islamic Civilizations. Arabic and Persian are already being offered and adding Turkish to the list would strengthen the Institute. The timing for making a proposal for Turkish at Boston University was also right. Step number two is making sure that the commitment from the University bureaucracy is in place and that a senior administrator is willing to sponsor the position.

Once the support for the position was established, the application to ITS had to be written. This process brought new complications to light. While the Professor working toward establishing the position is in Anthropology, the position would be in

the Department of Modern Languages and Literature 50% and 50% in the scholar's area of specialization. As the scholar's area of specialization could not be predetermined, where exactly the scholar would fit in could not be predetermined either. Thus negotiations with many different branches of the University had to take place at every step in order to determine all of the details relevant to establishing a position: what would the position be called; where would the funds for the search come from; who would be on the search committee and why. Finally, all of these details were sorted out and the job was advertised. Once a candidate was selected, an offer was made and a mutually agreeable contract was designed and signed. Even then, further issues regarding funds had to be clarified. As the position was funded in part by a grant, the office of sponsored projects had to assume an active role in determining how the money would be channeled appropriately to the correct accounts and what funds could be used for what purpose. Professor White who had never before conducted a search became an expert on reading the fine print regarding which funds could be used for what purposes. For example, while salary was clearly covered by the ITS grant, the situation with the benefits was doubtful. In funding the position and routing incoming grant funds, layers of bureaucracy were also involved, but the Office of Sponsored Projects (OSP) proved to be a good source for guidance because they had done this before. Step number three is that the motivated academic who is pushing for the position has to be willing to learn about finances and has to have support from an efficient and experienced OSP officer.

In all, it took roughly two years to sort out all of the details, to conduct the search and to hire the candidate for the Turkish language position. Then the candidate and the University had to negotiate which courses she would teach in which department.

I began teaching at Boston University in the fall of 2005. It has been a wonderful experience to be in a University where faculty members in other departments are interested in seeing the Turkish language program succeed. The Department of Modern Languages and Literatures has been very welcoming. The library and the language lab have been very supportive and are acquiring the necessary reference materials and teaching tools. Being a new faculty member trying to establish a language program has its own sets of challenges. In other languages which are well established programs when a position is announced the section and the college has a clear vision of what kind of courses the candidate should be able to teach. If the section is organized chronologically for example they might have a need for a nineteenth century specialist. A German section might advertise for an expert on the twentieth century who can teach Turkish-German literature. With a completely new language program, which has only one faculty member, and is to be part of an institute that is in the process of being established, there is a greater degree of ambiguity. This ambiguity can be very liberating, because the candidate is freer to define herself and her position. It also means that if the candidate is to succeed she must have a very clear vision of what is needed to make the language program succeed. The candidate must have an understanding of how to fit her expertise within the frame already available at the host institution in a manner that is most productive for her and the institution, while building a credible Turkish language program. In addition to being a good teacher and a scholar, the candidate has to be entrepreneurial.

A LETTER OF CONGRATULATIONS

Jane Hathaway*
Ohio State University

As past president of the Turkish Studies Association, I heartily congratulate the American Association of Teachers of Turkic Languages on its twentieth anniversary. The AATT's history has been intertwined with that of the TSA in a manner going well beyond the conveniences of scheduling which determine that the AATT's business meeting habitually takes place immediately following the TSA's on "meetings in conjunction" day of the annual Middle East Studies Association conference. Several of the founding members of the TSA, which originated in 1971, were likewise among the AATT's founders. This fact reflects the higher degree of interdisciplinary overlap within Turkish studies twenty to thirty years ago, when it was more common than it is today for specialists in Ottoman history or in the politics of modern Turkey to teach Turkish language courses. Yet this overlap has by no means disappeared, as witness the fact that some of the AATT's most active members in recent years have been trained historians and social scientists, as well as linguists and literature experts.

In these challenging times, when area studies in general and Middle Eastern studies in particular are under attack--just when, ironically, the North American public could benefit as never before from informed and empathetic coverage of the Middle East and neighboring regions--we would do well to keep in mind the common interests of the TSA and the AATT. Within the academy, the teaching of Turkish and Ottoman history, politics, and culture is inconceivable without complementary instruction in Turkish and Ottoman language and literature. As Central Asia comes increasingly under the purview of Middle

East Studies programs, moreover, the AATT's role in promoting the study and teaching of the Turkic languages of this region, as well as representing instructors of and researchers in these languages, likewise deserves recognition. Nor is this sort of instruction merely auxiliary to the teaching of history and culture; rather, it is an integral component of the enterprise of imparting knowledge of Turkic civilizations.

Yet despite their critical contribution to this educational enterprise, many Turkic language instructors are treated as second-class citizens in Middle Eastern and Slavic studies departments and centers throughout North America: relegated to temporary or non-tenure-track status, dismissed or reduced to part-time instruction at the first sign of fiscal crisis, and so on. Part of the AATT's purpose is to advocate for these members of the profession and, more generally, to promote professionalism in the teaching of Turkic languages. This role takes on added weight when we remember that Turkic languages cannot claim the North American constituencies, whether immigrants or "heritage students," of the major non-Turkic languages of the Middle East, namely, Arabic, Hebrew, and Persian. The AATT constantly reminds us of the importance of Turkic languages to the study of human civilization, no matter how low the enrollments in individual language classes may be relative to those in first-year Arabic and Hebrew courses.

At the same time, the AATT has undertaken initiatives that have benefited a range of scholars far beyond the language instructors who comprise the organization's core constituency. In 2002, for a single example, the AATT, under Erika Gilson's leadership, resuscitated the American Research Institute in Turkey fellowship competition which, during the 1980s and 1990s, allowed dozens of graduate students in Ottoman and Turkish studies to participate in Bosphorus University's intensive Turkish summer program. Although the number of such summer programs has mushroomed since the BU

* Turkish Studies Association president, 2002-2004.

program's inception in 1982, the BU program is one of the most consistent in its quality and remains a veritable rite of passage for Turkologists in a number of disciplines. Without the AATT's initiative, this tradition might simply have withered away.

In closing, I would like to pay brief tribute to Professor Kathleen R.F. Burrill, who died in September 2005, before she could witness this anniversary. A founding member of both the TSA and the AATT, Professor Burrill was a fixture at the meetings and functions of both organizations. Although she specialized in Ottoman literature, she clearly saw the importance of organizations that promote Turkish studies writ large, as well as the wisdom of interdisciplinary solidarity in a field of endeavor that has historically occupied one of the smallest and poorest niches of area studies and that is frequently held in some measure of disdain by our colleagues in other geographical specialties. I have every confidence that over the next twenty years, the AATT will continue to serve as an example of this solidarity to the Turkish studies community.

YENİŞEHİR'DE BİR ÖĞLE VAKTİ AS A PANORAMIC URBAN NOVEL

Peter Brampton Koelle
Bryn Mawr College

Sevgi Soysal's *Yenişehir'de Bir Öğle Vakti*¹ (A Noontime in Yenişehir), winner of the Orhan Kemal Roman Armağanı (Orhan Kemal Novel Prize) in 1974, is a panoramic urban novel set in then contemporary Ankara. Soysal uses a busy Ankara street, an indeed ideal setting to examine Turkey in small space of time. What may seem like coincidence, that is the location of the majority of her characters in such close proximity, is in fact credible given the reality of Ankara. Soysal, who had been imprisoned in the Balyoz Harekâtı (The Sledgehammer Operation)² in the wake of the 12 March, 1971 coup d'état, began this novel in prison. In her prison memoir *Yıldırım Bölge Kadınlar Koğuşu* (The Women's Cellblock of Yıldırım Prison)³ she makes mention of how she made it a part of her daily routine to write eight pages a day of her work in progress. Although her novel's panoramic examination of the development of the Republic of Turkey, founded in 1923, was not new, Soysal's technique of doing so in such a short space of real time was new. In some way this technique of narration, extensive narration in a short space of real time, is similar to her other work and that pursued by other contemporary writers of the March Twelfth Novel.⁴

Yakup Kadri Karaosmanoğlu through his works presents a panoramic view of republican Turkey up till the 1960s.⁵ *Panorama*⁶ and *Ankara*⁷ speak to the new order that attributed its position to the opportunities that arose under the Republic. Adelet Ağaoğlu continues this theme in the nineteen-seventies with the examination of

two families that have risen to become part of the new republican elite and counter elite⁸ in her works *Ölmeye Yatmak*⁹ (To Lie down to Die) and *Bir Düğün Gecesi*¹⁰ (The Wedding Party). The nineteen-fifties began a similar period of examination in Mexican literature produced in societies profoundly affected by revolutions at a similar time and the rise of social classes that had benefited directly from their respective revolutions.¹¹

The setting, modern Ankara, is a direct product of the Turkish Revolution. It is a city that brings together the novel's characters, the recent possibility of whose existence is similar to Ankara itself, in that they both are equally dependent upon the rapid development of the past forty-eight-year experience of the Republic of Turkey. Ankara, which in 1923 had been an "insignificant central Anatolian town of 20,000 people with narrow winding streets and simple mud brick houses clustered around an impressive, ancient citadel on top of a steep hill,"¹² became the birthplace of the Republic of Turkey and was transformed into the testing ground and showcase for the new republican ideals of the Turkish state. "[I]t was the only city in Anatolia whose significance depended on its role in the War of Independence alone."¹³ Ankara's significance was tied to that of the Republic itself. "On October 13, 1923, sixteen days before the formal declaration of the Republican regime, Ankara was named the capital of the Turkish state."¹⁴ By 1970, Ankara the former provincial town of 20,000 was a capital city of 1,351,000.¹⁵

In Soysal's work Ankara can be considered a character, the interactions with which bring together the disparate characters. The directives from the new capital have created the new life styles and expectations of the novel's characters.

In *Yenişehir'de Bir Öğle Vakti* (A Noontime in Yenişehir), an event taking place on a crowded street is seen by a random group of individuals whose identities take precedence over the event itself. *Yenişehir'de Bir Öğle Vakti* is about what the title implies, one noontime

in ‘Yenişehir’ (New City), a busy downtown neighborhood in Ankara. This neighborhood, as its name implies, is a recent one that was constructed as part of the Hermann Jansen plan of 1932 for the modernization of Ankara¹⁶ to transform the city into Mustafa Kemal Atatürk’s vision of his new capital of a modern nation-state. This new neighborhood and the people who happen to be there both through their presence and their outlook are products of the rapid changes in Turkish urban society. More importantly, the instant action takes place in front of the Piknik restaurant¹⁷, which was founded in the early 1950s and a forerunner of the new fast food restaurants acknowledged by the text to have spread all over Ankara¹⁸ to meet the needs of this new group of consumers. This restaurant is in close proximity to ‘Hürriyet Meydanı’ (Hürriyet Square), popularly known as Kızılay Meydanı (Kızılay Square), where Atatürk Bulvarı, the north-south axis of Jansen’s plan meets Gazi Mustafa Kemal Bulvarı-Ziya Gökalp Caddesi, a key east-west thoroughfare on the same plan.¹⁹ As says Hakan Kaynar: “In France all roads lead to Paris, whereas in Ankara all lead to Kızılay.”²⁰ Here is the perfect place for the characters to be in close proximity, see each other, and even rub shoulders. In this setting, Soysal seeks to unify the interior world of the impression with the historical exterior of the environment of her characters.²¹ The narration of the comportment and interactions of the characters who are the products of this new urban society is the content of this novel.

The novel begins and ends in a very Chekhovian manner with readily identifiable sounds and signs of beginning and ending.²² In the first two sentences, the reader hears the loud sound of a poplar that is about to fall.

However on the last page of the novel, in spite of all the efforts of the firemen to prevent any accident, the large poplar, which can stand no longer on its rotted roots falls on top of Mevlüt the doorman,

who is completely unaware of what is going on.²³

The fact that it is a doorman who suffers is characteristic of Soysal, in that the workers are seen to suffer the most from the political turmoil and oppression in Turkey. The novel is the investigation of the present thoughts, impressions, and concerns of various people who witness parts of this event. A. Mümtaz İdil has called this novel a compendium of short stories tied together by noon in Yenişehir.²⁴ This observation in no way detracts from the novel in which the omniscient narrator serves to assemble a common theme. This common theme is one of criticism of the society in which every character is a participant. Most recently, similar observations can be made about Carlos Fuentes’ *La frontera de cristal: Una novela en nueve cuentos* (English title: *The Crystal Frontier: A Novel in Nine Stories*)²⁵ and Alejandro González Iñárritu’s film *Amores Perros* (English title: *Love’s a Bitch*).²⁶ Soysal traces the origins of the events through the process of the impression of her characters. This process is seen as determining both one’s view of oneself and one’s environment. Hence the present basis for social criticism starts on the level of the individual.

The novel consists of eighteen chapters, each of which includes a character’s name with the exception of the last, where the names of some characters appear more than once. The twelve that figure in chapter titles are a varied cross-section of Turkish society. The presence and identity of all twelve--the majority of whom were not born in Ankara--are a direct product of the social upheavals of the preceding forty-eight years. Ahmet works in a large store that was previously located in Ulus, the old district of the city by the citadel. Hatice Hanım is a retired Yenişehir elementary school teacher whose husband worked for the Ministry of Finance. Necip Bey, a migrant born in Thessalonica, is living off a dwindling inheritance. Mehtap, a bank teller, was born in Konya to a migrant family from the Caucasus.

Güngör has a store of imported furniture in Çankaya, an upscale new neighborhood home to the official residence of the President of Turkey. As a boy he knew the first United States soldiers who came to Turkey and resided in Kavaklıdere, near the Parliament. Notwithstanding high import duties, his business is viable due to finagled trousseau exceptions (çeyiz permisi). Prof. Salih Bey, now a criminal law specialist, grew up in the home of the owner of a small fly-infested grocery store in Samanpazarı in old Ankara. Today, he lives in the apartment house in front of which the poplar tree is to be felled. His wife, Mevhibe Hanım, who proudly calls herself an Atatürk Child (Atatürk Çocuğu) was brought at an early age from Trabzon by her father, a founding member of the new republican elite. Their children, Doğan and Olcay, are university students who speak several languages and have spent time abroad. Ali, Doğan's friend from the law school and for a while Olcay's boyfriend, is from Konya and his mother is from a migrant family from the Caucuses. Now, he lives in a poor home in Kazıkıçı Bostanları. Necmi is a shoeshine who knew Ali and his family from Konya. Aysel is a prostitute from Hacı Doğan in Ankara. Although they may come originally from different places, live in different quarters of the city, and come from different walks of life, with the newly acquired roles that they have, both ascribed and achieved, they all have contact in shared urban space in this new neighborhood of Ankara.

This shared space close to the center of Yenışehir is not uncontested. Old members of the republican elite, such as Mevhibe Hanım, and new capitalists, such as Güngör, consider the space to be their own. Likewise, one's social standing determines the experience of the shared space. Ali recalls that as a boy a watchman slapped him in a public park because he was there by himself and was not one of the children of the neighborhood.²⁷ Although the characters may mix, the perceptions of the barriers due to their differing backgrounds

are internalized. In particular the relationships of Ali, Doğan, and Olcay highlight this issue in the novel. What is more, Soysal gives much attention to them.

Ali, Doğan, and Olcay, as politically conscious youth, are the latest additions to the Turkish social scene. Political participation by Turkish youth was an important element in the late 1960s and on into the 1970s. Soysal, through the examination of their relationships, shows that connections among the youth remain hampered by social divisions that affected their parents. Doğan finds his friendship with Ali beneficial, but fraught with challenges in dealing with his own perceptions about Ali's background and his own. Olcay finds her relationship with Ali, although very attractive, too difficult, given her own feelings of being trapped by her background. Doğan and Olcay are born to a class of the republican political elite, but reject its failure to bring about social justice and popular rule in Turkey. They want to identify with the struggles of the oppressed, but feel constrained by their own inadequacies and failure to understand the majority of the population.

The character Ali bears the role of giving a voice to a group that is perceived as voiceless in both society and literature at this time, as well as being the burden of oppression in society. The point could not be clearer by the fact that it is Mevlüt, the doorman, who is crushed by the large poplar that stands on rotted roots. No doubt, the large poplar standing on rotted roots is the society itself, which Soysal tries to expose in the course of the novel. Ali is made the most conscious character in the work due to his origins in poverty and he is the mouthpiece of Soysal's social critique.

This use of a revolutionary character of working class origin is indeed perilous as exhibited by Memet in Pınar Kür's *Yarın Yarın* (Tomorrow Tomorrow), who says that he will not get a house for himself and his wife and child so that he may work for others.²⁸ Nevertheless, this is not the case in *Yenışehir'de Bir Öğle Vakti*. Although the

character Ali may at times conduct himself in a didactic way toward Doğan, he “generally is a character with his feet on the ground.”²⁹ In fact the novel itself is based on neither the relationship between Ali and Doğan nor the three young people Ali, Doğan, and Olcay.³⁰

Yenişehirde Bir Öğle Vakti remains a selection of coincidental sets of impressions at one noontime in Yenişehir.³¹ The impressions that Soysal presents to the reader do not stand by themselves, but as a whole they give an insight to the reality of then contemporary Turkey. Although but a scant space of real time passes in the novel, the text is a narrative of the impressions of its characters that helps to determine a common locus in the reality of collective experience.

ENDNOTES

¹Sevgi Soysal, *Yenişehir’de Bir Öğle Vakti* (Bilgi Yayınevi: Ankara, 1973).

²“On April 24, 1971, Prime Minister Nihat Erim announced: ‘There is no measure that we shall not take against those who seek to tear Turkey asunder. These measures will fall on their heads like a sledgehammer.’ (*Cumhuriyet*, April 25, 1971) Three days later the government declared martial law in eleven provinces. On April 28, two leading dailies, *Akşam* and *Cumhuriyet* were closed for ten days. The following day Çetin Altan and İlhan Selçuk were arrested. Selçuk had originally praised the coup as a revolutionary blow against the government of Süleyman Demirel. (*Cumhuriyet*, 15 March, 1971) On the same day many periodicals were proscribed. Private citizens started burning suspected leftist books in their own collections out of fear of the soldiers and the police. On May 2 Erim tried to legitimize his actions by saying that a liberal constitution was a luxury Turkey could not afford. (*Cumhuriyet*, 3 May, 1971) On May 3, strikes were banned.” Peter Brampton Koelle, “The Inevitability of the 1971 Turkish Military Intervention” *Journal of South Asian and Middle East Studies*, Vol. 24, No. 1. Sevgi Soysal, *Yenişehir’de Bir Öğle Vakti* (Bilgi Yayınevi: Ankara, 1973), 53-4. For general

information on the 12 March 1971 coup d’État, see Cüneyt Arcayürek, *Demirel Dönemi: 12 Mart Darbesi 1965-1971* (Bilgi Yayınevi: Ankara, 1985); İsmail Cem, *12 Mart Tarih Açısından* (Cem Yayınları: İstanbul, 1980) and Koelle.

³Soysal, *Yıldırım Bölge Kadınlar Koğuşu* (Bilgi Yayınevi: Ankara, 1979)

⁴For general information on the March Twelfth Novel see Peter Brampton Koelle, “The March Twelfth Novel: A literary Response to the 12 March Coup d’État in Turkey.” Ph.D. Dissertation, University of Pennsylvania, 1995 and A. Ömer Türkeş, “12 Mart” *Kitap Gazetesi*, <http://www.kitapgazetesi.com/konu.asp?id=1799> In particular consult the works Adalet Ağaoğlu, *Bir Düşün Gecesi* (Remzi Kitabevi: İstanbul, 1984), Çetin Altan, *Büyük Gözaltı* (Bilgi Yayınevi: Ankara: 1974).

⁵Ahmet Ömür Evin, “Tanzimat Sonrası Türk Edibiyatı’nda Birey ve Toplum 1880-1900;1980-2002,”

<http://www.akmb.gov.tr/turkce/books/v.t.kongresi/edebiyat%20cilt%20II/ahmet%20o%20>

⁶Yakup Kadri Karaosmanoğlu, *Panorama* (İstanbul: İletişim Yayınları, 1987)

⁷Karaosmanoğlu, *Ankara* (İstanbul: İletişim Yayınları, 1983)

⁸For general information on Turkish elites see Frederick Frey, “Patterns of Elite Politics in Turkey,” in *Political Elites in the Middle East*, George Lenczowski, ed., (Washington: American Enterprise for Public Research, 1975), 41-82; Frye, *The Turkish Political Elite* (Washington: M.I.T. Press, 1965), and İlder Turan, “The Evolution of Political Culture in Turkey,” in *Modern Turkey: Continuity and Change*, Ahmet Ömer Evin, ed., (Opladen: Leske und Bundrich, 1984), 84-112. For counter or alternative elites see Frey, “Patterns of elites in Turkey,” 349, 391; and Kemal Karpat, “The Turkish Left,” *Journal of Contemporary History*, vol. 1, no. 2 (1966): 169.

⁹Adalet Ağaoğlu, *Ölmeye Yatmak* (İstanbul: Remzi Kitabevi, 1973).

¹⁰Ağaoğlu, *Bir Düşün Gecesi* (İstanbul: Remzi Kitabevi, 1984).

¹¹Carlos Fuentes, *La muerte de Artemio Cruz* (Fondo de Cultura Económica: Mexico City, 1962) and *La región más transparente* (Fondo de Cultura Económica: Mexico City, 1958)

¹²Yıldırım Yavuz and Suha Özkan, “Finding a National Idiom: The First National Style” in *Modern Turkish Architecture*, Evin and

Renata Holod, eds. (Philadelphia: University of Pennsylvania Press, 1984), 51.

¹³ Afife Batur, "To Be Modern: Search for a Republican Architecture" in Evin and Holod, eds., 71.

¹⁴ Ibid.

¹⁵ http://books.mongabay.com/population_estimates/1970/Ankara-Turkey.html

¹⁶ See generally Afife Batur, Sibel Bozdoğan, *Turkish Architectural Culture in the Early Republic* (Seattle: University of Washington Press, 2001), G. Tankut, *Bir Başkent'in İmari: Ankara 1929-1934* (Ankara: ÖDTÜ Yayınları, 1990), and Fehmi Yavuz, "Başkent ve Jansen" *METU Journal of the Faculty of Architecture*, no. 1 (1981): 7.

¹⁷ For the history of 'Piknik' see <http://www.ergir.com/Piknik.htm>

¹⁸ Soysal, *Yenişehir'de Bir Öğle Vakti*, 18.

¹⁹ Evin and Holod, 178-9

²⁰ Hakan Kaynar, "Kızılay'da Bir Yoklama Vakti" *Hürriyetim*, 15 December, 2000, http://arsiv.hurriyetim.com.tr/agora/00/12/15/gezi_h_kaynar.html, 1

²¹ Hernán Vidal, *Sentido y práctica de la crítica literaria socio histórica: Panfleto para la arqueología acotada* (Minneapolis: Institute for Ideologies and Literatura, 1984), 42.

²² A. Mümtaz İdil, *Bir Sevgi'nin Öyküsü* (Istanbul: Kavran Yayınları, 1990), 77.

²³ Behçet Necatigil, *Edebiyatımızda Eserler Sözlüğü* (Istanbul: Varlık Yayınları, 1980), 499.

²⁴ İdil, 77.

²⁵ Fuentes, *Frontera de crystal: Una novela en nueve cuentos* (Mexico City: Alfaguara, 1995). In this novel, Fuentes examines the porous and closed nature of the border between the United States and Mexico through a collection of what at first seems to be a series of unrelated stories.

²⁶ *Amores perros* (*Love's a Bitch*), which consist of three simultaneous tragic stories taking place in Mexico City of 2000. The stories involve protagonists from different backgrounds in the same metropolis who share the link of dogs: "dogs who speak to us of their owners." "La voz de su amo"

<http://www.clubcultura.com/dubcine/amoresperros/amoresperros.htm>

²⁷ Soysal, 145-7.

²⁸ Pınar Kür, *Yarın Yarın* (Istanbul: Can Yayınları, 1985), 266.

²⁹ Fethi Naci, *100 Soruda Türkiye'de Romanlar Toplumsal Değişme* (Istanbul: Gerçek Yayınları, 1981), 377.

³⁰ İdil, 94.

³¹ Ibid.

LIMITATIONS OF *ADIM* *ADIM* SERIES IN STUDYING TURKISH ABROAD¹

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Introduction

Many language instructors of less commonly taught languages dream of finding an all-inclusive textbook. With respect to Turkish textbooks, the *Adım Adım Türkçe* (*AAT*) series is one of the few textbooks currently available. At first glance *AAT* seems to be a promising prospect with its first-rate paper quality and abundance of visuals; however, the series has serious pedagogical and linguistic shortcomings. The paltry grammar explanations, the overall lack of integration of same-level materials, and the abuse and misuse of visuals are glaring inadequacies. Primarily based on my past experiences with the *ATT* books designed for Beginner and Intermediate levels, I intend to demonstrate that, despite the good intentions of “the experienced members of the authorial board,” the *ATT* series overall--first three books of the Beginner level in particular--is not in actuality a sound choice for Turkish courses either in American universities or elsewhere.

General Remarks on the Books and a Discussion of/through the Preface

A seven member authorial board published the *AAT* series in Turkey, offering materials for three levels of Turkish language study for classroom use, rather than self-study. In addition to these seven

authors, four others also served as consultants for the publications. Both book instructions and grammar explanations are in Turkish, including the preface.

Each language level has six major books, three per semester. Therefore, for the purposes of this paper, I will review the first three texts which are designed for the first semester for Beginner level students: *AAT Textbook 1*, *AAT Grammar Book 1*, *AAT Workbook 1*.²

A short preface precedes the main body of the *AAT Textbook 1*; however it does not address anything substantial with respect to the methodological concerns of the publication. Neither does it mention any concrete strategies or techniques the books have adopted. Nevertheless, there are two references to the word “method” in the preface which I would like to draw attention to:

The *Adım Adım* Turkish Teaching Set is a comprehensive set of books that takes into consideration the student’s needs, and uses the newest methods of language teaching.³

Questions identifying the “newest language teaching methods” and the actual needs of (American) students are all left unexplained. Alongside these ambiguous assertions, the authors’ statement referring to methodological issues is also troublesome: “In *Adım Adım* Turkish textbook, a subject-based methodology is employed.”⁴ This statement does not specify what the authors mean by “subject-based methodology.” In all textbooks, every lesson or chapter is expected to have some sort of subject. Instead, the book merely provides short names for each lesson without denoting any sort of subject.

With the exception of the acknowledgments in the last paragraph, the rest of the preface discusses each subsection of each lesson or subject in a pithy sense. The eleven sub-sections listed in the preface are as follows:

1. *Kelimeler* ([New] Vocabulary)
2. *Okuma Dinleme* (Reading Listening)
3. *Örnekleme* (Illustration or sampling)
4. *Konuşma* (Conversation)
5. *Anlama* (Understanding)
6. *Yazma* (Writing)
7. *Okuma* (Reading)
8. *Dil bilgisi* (Grammar or Structure)
9. *Gülmece* (Humor or joke)
10. *Ödev* (Homework)
11. *Tercüme* (Translation)

The quality of the materials presented under these sections and their intended functions in language learning are highly problematic. I would like to address three of those problematic areas:

(1) What is the purpose of the grammar subsections in the main text when, in fact, there is an accompanying grammar book? How do the treatments of grammar topics in the subsections of the textbook and the grammar book differ? How can a teacher utilize both in a well-integrated and complementary fashion, if at all possible? Yet, the preface does not provide any answers to such questions or any explanations or even suggestions which might assist in guiding the instructor.

It should also be noted that the order of grammar topics in the textbook and in the grammar book are mainly incongruous. For instance, the present continuous tense (*şimdiki zaman*) is introduced in Lesson 10 in the textbook, whereas the same tense is discussed in Lesson 21 of the grammar book. This is not surprising, for both books are comprised of a different number of lessons: the textbook has twenty-six lessons whereas the grammar book has thirty-six lessons. However, not only is the order and number of lessons different, but there is also inconsistency between the two books in terms of content. The indefinite or evidential past (*miş'li geçmiş zaman*), for instance, appears in Lesson 35 in the grammar book, whereas there is no mention at all of the same tense in the textbook. All in all, due to the lack of conspicuous organizing principles for the grammar

topics, as well as the lack of coordination between the texts, these books can hardly be used complementarily. Therefore, the grammar book cannot be consulted as an effective supplementary to the textbook. In closing this section, I would like to say that none of the books have indexes or any kind of effective table of contents or charts (i.e. based on topics, function, and structure of each lesson) that are of any assistance in syllabi writing.

(2) The “*Gülmece*” (humor or joke) sub-section, which first appears in the third lesson, is doubtful to be beneficial to novice Turkish learners. This is simply due to the difficulty of the texts which far supersedes the level of a beginner class. The very first “*gülmece*,” entitled “*Zeki Çocuk*” (Smart Kid), is a dialogue between a smart (!) student and a teacher:

The teacher asked Zeki:

--Have you learned the alphabet?

--Yes, teacher. I have learned it

--Well, then what comes after A?

--The rest of the letters, my teacher⁵

As can be easily understood from this dialogue, the student should know at least two of the five basic tenses in Turkish; however since this lesson is covered in the first weeks of class, students lack the skills to comprehend the joke and it thus becomes irrelevant. One more example to illustrate the critical misplacement of the text's jokes entails a sentence from another dialogue between a student and the teacher. The following is the student's reply to his teacher's question: “Are you able to talk underwater, sir?”⁶ This grammatically complex sentence requires at the minimum, knowledge of both the genitive and locative cases, in addition to the abilitative verb.

(3) The homework (*ödev*) subsection raises an important question as to whether these books are designed for adults or children; in other words, who is the targeted learner of these publications? The reason for such a question is due to the vast number of homework items that simply have nothing

to do with language learning. In fact, such tasks could be encountered in an art class designed for elementary school children. It should also be noted that one does not find any information on the intended audience of the publications. To cite some such items will bring greater clarity:

-Bring pictures of the flowers you like the most. Make a picture of each of those flowers.⁷

-Bring pictures to class illustrating the seasons of the year in your country. Glue them to a piece of cardboard to make a bigger picture about the seasons.⁸

Another group of tasks worth mentioning is related to vocabulary building. The way these tasks are articulated is not so engaging; it is, perhaps, the most mundane and unproductive method of enriching one's vocabulary. It is also highly questionable that all the words that students are expected to know are among the most frequently used words for a first year student.

-Write the most important fruits and vegetables that grow and do not grow in your city.⁹

-Make a list of your country's five best-known food ingredients.¹⁰

-Write your relatives' names.¹¹

In comparison, the examples below would be more appropriate and indeed useful in presenting the student with the opportunity to practice what he/she has learned. However, the lessons encompassing such tasks do not present any sample text or activity that may give the student an idea as to how he/she should complete the tasks. The student is in fact denied any textual or significant contextual preparations that could facilitate her/his reproduction of the language before the task is assigned. In the two examples below, for instance, the lessons are solely confined to providing the names of some countries and

professions respectively; however, students are expected to write compositions without any supporting information or examples.

-Write a composition about your country.¹²

-Talk about one of your favorite professions briefly.¹³

The Language of the Books: Linguistic Inaccuracies

The language used in the instructions is, at times, not well-articulated and thus hinders the student from comprehending what he/she is supposed to do. As can be seen from the examples below, some instructions include extremely odd phrases, some lack the necessary precision, and some are simply incomprehensible. Most educated Turkish people can easily recognize the flaws in them. I should also note that these expressions are not a matter of style; they are simply not formulated from decent idiomatic Turkish.

Below, I have cited the text's expressions and then underneath provided some alternative, more accurate expressions of mine.

From the textbook:

-Aşağıdaki diyalogu uygulayınız.¹⁴

[Proposal 1: Aşağıdaki diyalogu bir arkadaşınızla okuyarak tekrarlayınız.]

[Proposal 2: Aşağıdaki diyalogu tiyatro biçiminde oynayınız.]

-Aşağıdaki fiilleri tekrar ediniz.¹⁵

[No proposal!]

-Aşağıdaki renklerle ilgili kelime türetiniz.¹⁶

[Proposal: Aşağıdaki renklere sahip nesnelere örnekler veriniz.]

From the workbook:

-Aşağıdaki karışık harflerden anlamlı kelimeler yazınız.¹⁷

[Proposal: *Rastgele sıralanmış harf kümelerinden anlamlı kelime/ler oluşturun.*]

-Aşağıdaki cümleleri sıralayınız.¹⁸

[Proposal: *Anlamlı bir paragraf oluşturacak biçimde aşağıdaki cümleleri sıralayınız.*]

From the grammar book:

-Aşağıdaki karışık kelimelerden örnekteki gibi görülen geçmiş zamanlı cümleler kurunuz.¹⁹

[Proposal: *Örnekte gösterildiği gibi kelimeleri düzgün bir sıraya koyarak “görülen geçmiş zamanlı” cümleler kurunuz.*]

Lastly, I would like to stress that linguistic inaccuracies do not only pertain to the instructions of the books in the series, but also to the reading texts and dialogues. In order to exemplify some disputable uses of the language, I will provide two short excerpts from five dialogues, one of which merely refers to a recurring oversight in punctuation. The expressions presented in the books are provided first while the bracketed ones are my own proposals.

Osman shows some pictures of his family to Yasemin.

Yasemin: *Peki, şu genç adam kim Osman?*

Osman: *Bu, amcam Hüseyin.*²⁰

[**Yasemin:** *Peki, su genç adam kim, Osman?*

Osman: *Amcam Hüseyin.*]

Two friends talk about horses.

A: *Atlar ne yer?*

B: *Atlar, ot yer.*²¹

[**A:** *Atlar ne yer?*

B: *Atlar ot yer.*]

Infiltration of English into the Dialogues and Readings of the Books

My sense and knowledge of Turkish strongly leads me to believe that numerous phrases in the books are derived from a literal translation of English to Turkish. The dialogues and readings, if not the entire design of these publications, appear to be translated mainly from English texts into Turkish with minimum editing.

My example has been taken from a dialogue from the textbook. It is apparent that the dialogue was not originally written in Turkish; rather, it is a direct translation from English texts.

The following is the dialogue as it appears in the textbook:

Satıcı: Günaydın efendim yardımcı olabilir miyim?

Tarkan: 3 ekmek, 1 kutu konserve, 1 kilo et ve portakal suyu almak istiyorum.

Satıcı: Ekmek, et ve portakal suyu var. Ama konserve yok.

Tarkan: Ekmek [,] et ve portakal suyu alabilir miyim?

Satıcı: Buyurun efendim. Hepsi burada.

Tarkan: Unuttum. Süt ve peynir de alabilir miyim?²²

It is important to stress that the dialogue above is not an isolated case. The books include many other dialogues, individual expressions that grammatically and socio-linguistically sound English, rather Turkish.²³

The Visuals: Lack of Authenticity and Culture

The most remarkable feature of the books is the abundance of the visuals. One

can hardly disagree on the importance of visuals in the language-learning process; however, most of the pictures in the books are superfluous. A number of pages contain large cartoons with few sentences. Indeed, if one looks at the pictures closely, he/she will see that they are recycled throughout the textbook using a variety of different backgrounds.

Another problematic aspect of the pictures is that they are at times irrelevant to the readings, hardly facilitating reading comprehension. A typical example of this is an illustration that accompanies a dialogue about domestic animals and a visit to the zoo.²⁴ Rather than depicting domestic animals, the cartoon above the dialogue shows a group of people wearing backpacks and taking pictures of some wild animals that are more likely to be seen in a safari expedition in Africa.

Perhaps the most critical shortcoming of the visuals is their lack of authenticity and occasional lack of attention to detail. These aspects can be easily understood, for example, there is a picture of a street scene in which two students in the foreground are talking about the next day's classes.²⁵ If one looks at the picture closely, he/she will see that there are shops whose display windows carry phrases in Turkish and English in a random fashion. A restaurant panel in the picture, for example, reads: "*Balık Lokantası- Drive In.*"²⁶ It is apparent that the background picture in question is originally taken from somewhere else and the Turkish phrases on the shop windows were later added by means of some graphics software program. Moreover, since the students are discussing classes, it seems more appropriate to display a picture of a university campus, rather than a street full of shops.

The last point regarding the visuals can be made as follows: culture is not treated as an integral part of the language and the language-learning process. The authors do not seem to be concerned with providing information about Turkish culture through the pictures. For instance, the boy appearing

in many cartoons in the books wears a Chicago Cubs hat. Together with his facial features (blonde, blue eyes), one can easily think that he is an American, rather than a Turkish, child. Indeed, almost all of the cartoon characters are blonde-haired and blue-eyed, far from reflecting the diversity of human population in contemporary Turkey.

Final Remarks and Suggestions

This essay is thus a testament to the need for critical revisions and significant improvements to be made in order for the *Adım Adım* beginner series to be considered a sound text for Turkish language courses. To use them in their present condition makes both language-learning onerous for the students and teaching a challenge for Turkish teachers.

To the best of my knowledge, Suzan Özel's unpublished work "Elementary Turkish: A Communicative Approach" has continued to serve as one of the few sound books for the Beginning level. Moreover, Kurtuluş Öztopçu's recently published book *Elementary Turkish* seems to be promising, especially, for its treatment of culture and grammar explanations.

ENDNOTES

¹ An earlier and shorter version of this paper was presented at the annual conference of NCOLCTL which was held between April 27-30, 2006 in Madison, WI.

² Authorship: Tuncay Öztürk, Sezgin Akçay, Hüseyin Duru, Salih Gün, Hüseyin Barkan, Hamza Ersoy, Abdullah Yiğit; Consulting board members: Doç. Dr. Ali Fuat Bilkan, Orhan Keskin, Ali Çavdar, Abdullah Uysal; *Adım Adım Türkçe 1 Ders Kitabı* (Textbook), *Adım Adım Türkçe 1 Alıştırma Kitabı* (Workbook), *Adım Adım Türkçe 1 Dil Bilgisi* (Grammar Book). (Istanbul: Dilset

Yayınları, Adım Adım Türkçe Öğretim Seti, December 2004, December 2004, August 2003); 155 pages, 108 pages, 138 pages respectively.

³ “*Adım Adım Türkçe Öğretim Seti* siz öğrencilerin ihtiyaçları göz önünde bulundurularak en yeni dil öğretim metotlarıyla hazırlanmış kapsamlı bir settir.” *Adım Adım Türkçe Textbook 1*, p.3.

⁴ “*Adım Adım Türkçe 1* kitabında konu yaklaşımli bir metot takip edilmiştir.” Ibid.

⁵ “Öğretmen Zeki’ye sormuş:

--Alfabeyi öğrendin mi Zeki?

--Öğrendim öğretmenim.

-- Peki A’ dan sonra ne gelir?

-- Öteki harfler gelir öğretmenim.” Ibid, 13.

⁶ “Siz suyun altında konuşabilir misiniz efendim?” Ibid, Lesson 4, p. 19.

⁷ Ibid, p. 155.

⁸ Ibid, p.35.

⁹ Ibid, p. 67.

¹⁰ Ibid, p.83.

¹¹ Ibid, p.48.

¹² Ibid, p. 121.

¹³ Ibid. p. 56.

¹⁴ Ibid., p. 17.

¹⁵ Ibid., p.16.

¹⁶ Ibid., p. 98.

¹⁷ *Adım Adım Türkçe Workbook 1*, p. 10.

¹⁸ Ibid., p. 97.

¹⁹ *Adım Adım Türkçe Grammar Book 1*, p. 89.

²⁰ *Türkçe Textbook 1*, p. 45.

²¹ Ibid., p. 142.

²² Ibid., p. 71.

²³ For instance, see the dialogues on pages 6, 45, 95, 96, 99 in the *Textbook* and page 116 in the *Grammar Book*. Also, see a very typical reading entitled “Check Up” (*Sağlık Kontrolü*) on page 139 in the *Textbook*.

²⁴ Classroom text, p. 141

²⁵ Ibid., p. 22

²⁶ Ibid., p. 22

REVIEW

Elif Shafak, *The Saint of Incipient Insanities*. New York: Farrar, Straus and Giroux, 2004. Pp. 351. \$25.

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The Saint of Incipient Insanities is the fifth novel of the prolific author Elif Shafak. It's about six young people who are experiencing similar kinds of angst, caused by the same ambivalence about belonging. These three male and three female characters are reminiscent of the friends in the popular sitcom *Friends*, and not only in their number. The house that the three male heroes, Omer, Abed and Piyu—all are Ph.D. students—share in Boston becomes their hang out, where most of the events take place.

Omer is a 26-year old Turkish student in political science who has no idea of what he wants from life. He is addicted to alcohol, coffee and cigarettes, which give him a perforated ulcer at one point in the book. He tries to counter the flow of time by avoiding clocks, and measuring time by the duration of the songs he listens to. Abed is a Moroccan student in biotechnical engineering. He is an insomniac who is haunted by a jinni who was denied food by his mother when she was pregnant with him. He carries the mark of the jinni's toothless and lipless gaping mouth as a birthmark on his stomach. Piyu is a Spanish student in dentistry; but, ironically, he is highly afraid of sharp objects. He loves his deaf dog Arroz. His girlfriend Alegre, who is of Mexican descent, is a bulimic; she comes to the house every day to cook for the three friends, but she never eats anything with them. Piyu is a deeply religious Catholic, who can not sleep with Alegre, who, in turn, takes this rejection as a sign of her fatness. The other female characters, Debra Ellen Thompson, and Gail/Zarpandit are a lesbian couple who met as students at Mount Holyoke, and now own a chocolate store in Boston. Debra and Alegre

are in the same therapy group for eating disorders.

The most important central character is Gail/Zarpandit (the name of a Babylonian Goddess), whose delayed suicide sets the narrative frame of the book. We are told that she almost suffocated on a piece of pepperoni at the age of two, learning from that experience that death is like "falling upwards," a liberating release. She unsuccessfully attempts suicide several times in the book, trying to hang herself at her dorm, lying on the train tracks, trying to jump from the window of the new apartment she is to share with Omer (whom she marries). She finally accomplishes her goal by jumping from the bridge in Istanbul.

The Bosphorus Bridge is used as a metaphor for the transitory state of being in the middle. This is a cultural conceit of Turkish self-depiction as a connector between the East and the West. Because it links the European and Asian sides of Istanbul, the Bosphorus Bridge is an apt symbol for this self-definition. Shafak utilizes the image of the bridge not only with this meaning, but also expands it to include Gail's bipolar state as a manic depressive, and her dual sexual identity as a bisexual. The Turkish title of the book *Araf* also identifies this location as the bridge between Heaven and Hell. It is significant that Gail finds all the signs that push her to action in Turkey: the Gypsy who is an itinerant seller of kitchen utensils gives her a precious Ottoman spoon to be used with her existential alphabet soup; she chances upon the tomb of the Saint of Incipient Insanities and most importantly sees the topaz car in which her childhood self (with her white ghostlike face and black hair) has been traveling since the opening of the novel.

This image is perceived by Omer during his drunken walk home with Abed in the first chapter of the book. Omer thinks of Gail and thus associates this image with her. He thinks, "If Gail was here, she'd surely take it as a sign" (p.8). When this same image finally catches up with them in Turkey, Gail recognizes herself in the girl and this epiphany becomes the sign that the time to act has

come: "Gail shivered with this eerie feeling that the girl she was looking at was in fact herself, and that right at this instant she was observing her past and present move parallel to one another" (346).

With the sighting of the topaz car, the novel moves to its predestined conclusion, aligning past and present. What is aligned is not only Gail and her childhood and perhaps the ghost of her future dead self, but also the past and present of the novel. The opening chapter of the novel is in the present tense. The narration in the rest proceeds in the past tense, to return to the present tense in the last chapter. This alignment of time in its circular return to the present, and ultimate connection between the floating symbol and its referent releases Gail to commit suicide at not only a symbolic place, but also a popular location for actual suicides.

The fact that Gail finds her psychological milieu in Turkey is underlined with a question about who belongs where, "Who is the real stranger--the one who lives in a foreign land and knows he belongs elsewhere or the one who lives the life of a foreigner in her native land and has no place else to belong?" (p.351). This rhetorical question suggests that Gail was a stranger in her homeland, but this predicament is not specific to her. All of the characters in the book are outsiders and not only incidentally because they are foreign students, or gay, but because they deliberately choose to be so. Marginal solitary figures such as the bird lady at the Sultanahmet Square or Jesustoldmeyouhadasparedollar Lady or Joe, the homeless guy are ultimate representations of this boundless freedom that allows one to be only what one wants. These represent Debra Ellen Thompson's process of DD, the "deliberate distortion" or overturning of the conventional terms of respectable sociability.

The ideal these homeless figures overturn is of belonging to a home and homeland (*ana vatan*), as best embodied by mothers. All these characters who want to forget their past and who want to shape themselves anew see their mothers as a problem. For example, when Abed's mother Zahra arrives to stay at the house, all the other characters sympathize with

his predicament of having to put up with his mother: "they'd now united in stalwart solidarity vis-à-vis a globally renowned figure that though she came in different packs and sizes was still in her intimate, ubiquitous, eternal figure familiar to them all: mother!" (p.170). Omer is angry at his fussy, over-worried mother who constantly calls him to look out for various disasters. Although he admits to Gail, who is surprised to find out for herself that his mother is extremely nice, that he does not know the cause of his anger, we see that it may be because she wanted him to follow a more conventional and straight path to success like his cousin. Gail hates her own mother because she was forcing her baby daughter to eat the mush that was like vomit, preceding Gail's first suicide attempt at the age of two. The mother's forced feeding, when unsuccessful, is followed by the father's attempt of feeding her pepperoni, which is inappropriate for the baby because of its size, and hotness (and also in light of his Jewishness).¹ Gail is angry with her mother not only because of the whole incident, but also because of the sadness she sees in her mother's eyes when she survives the risk of suffocation: Gail imagines that her mother is sad because she has to go on with her old life, whereas her baby's death would have liberated her from its dreariness. On her part, Alegre blames her mother for her bulimia because she wanted Alegre to lose weight. Alegre's body issues led her to have sex, get pregnant and finally to have an abortion while still in her teens.

As these troubles with their mothers indicate, all the characters are wounded by their past. It is this shared quality that allows them to become good friends. They are birds of a different feather; for example, Omer is a stork, Abed is a crow, Zarpanidit is a magpie, but they flock together because, as explained by the epigram from Rumi at the beginning they all are "lame." Birds are appropriate images for the aspirations of these young people because they can fly away and be free at choice, but as Zarpanidit (Gail) explains to her therapist, more importantly they can be so many different things because each has so

many various names. In a rebellious voice she asks, "When was the opportunity to rename everything around us, including ourselves, taken from our hands?" (p.58) Gail takes back and exercises this freedom by alternating between various names, and she carries a spoon in her hair to stir the alphabet soup to come up with a different letter and a name.

Elif Shafak herself embodies the liberating effects of renaming oneself as a deliberate act of freedom and choice. She has once renamed herself by taking on her mother's name as her last name, erasing her link to her father and deriving her genealogy from her mother in her thankful solidarity with the latter; and a second time when she constructed the persona of Elif Shafak. As we understand from Omer's predicament, who loses the dots of his name in English, this is a way of preserving the Turkish pronunciation of her name, but with this new spelling, a new persona is born: As the bio blurb on the jacket of the book describes, this new persona is not Turkish exactly, but only "of Turkish descent." Although "she is born in France", and has "spent her childhood in Spain," she does not seem to firmly belong anywhere. Like her character Gail, she stands for the freedom to be whoever she chooses.

There is no doubt that this kind of rebellion against social norms makes this book popular, especially among young people. Shafak is also a perceptive observer of cultural differences and nuances.² All of my students from the various classes I have used this book in, have loved it. One of my Turkish students, a sophomore who was severely depressed, identified with and found much consolation in Omer. He is the one who informed me about the meaning of each song mentioned since he knew all of the songs, and had listened to them while reading the book. He made me realize there is a soundtrack to the novel, for people familiar with the music in question. Furthermore, *Kanat* reports that this was the book about which most papers were written at Bilkent University last year. In fact, the top three of the four essay prizes in the Milliyet Sanat- Bilkent essay competition have gone to papers focusing on this book.³

In light of this wide popularity, the book's distrust and dismissal of communication becomes distressing. Shafak's characters deliberately refuse to ask why they are in the predicament they are in. Why is a question exiled from the book: "An ersatz query was 'why?'" (p. 13). For instance, troubled by his discovery that he cares about his wife's past lesbian relationship, Omer "decided not to think about it any more" (p.21). Gail is unable to identify her trouble even right before killing herself. After seeing the image of the ghostlike girl, she realizes her diminishing will to live is "like blood oozing from a wound inside, except that there was no apparent wound, and therefore, no apparent reason why" (p.346).

As a result of this inability to identify reasons, causes and their consequences, characters can never define their problems and solve them. In addition, they deliberately maintain public personas, in a way, put on performances that hide what they are like inside. They never have heart-to-heart talks or share their secrets. In fact, even in non-personal topics, they develop a threshold of comfort they do not go beyond in order not to disturb others. They always keep other characters at bay, sharing only parts of themselves that will not alienate others. When Gail pees with her husband in the bathroom, Omer is shocked and keeps his face averted from this "public" display of extreme personal behavior (p.24). This same kind of distance is maintained between the reader and the narrative.

Moreover, both the narrative and the characters also share a hopelessness that any problem can be solved. Therapy and therapists are much maligned in the book both in the figure of Ava O'Connell and Connie. Debra and Alegra lie to their therapists and their group, subverting any help that they may get from their sessions. Connie is treated most cruelly when Alegra deliberately tells her that Connie's lover has another girl friend. Her chocolate effigy is shared by Debra and Alegra, who gobble her up with cannibalistic fervor. Because of this lack of hope that problems can be overcome, the narrative is an

unstoppable move to its inevitable conclusion of suicide. The middle part of the novel is just a waiting period for the end to come.

Although the book shows no confidence in the power of words and communication to solve problems and heal, it fetishizes words and letters. It is very striking that Gail's idea of the alphabet soup based on a childhood story told by her mother is taken up literally as a means of conjuring up new beginnings, not only by Gail who inexplicably carries a spoon in her hair to stir this metaphorical soup, but also by the narrator who seems to have no distance from most characters. Consequently, when Gail (then Zarpanidit) breaks her banana and sees the letter R in it, which she immediately interprets as disastrous because the only words she can think of that begin with R are negative words, the narrator takes this at face value, forgetting that there are plenty of positive words that begin with R. Basically, Gail is a parody of hurufism, but neither she nor the creator seems to be aware of it. The same kind of indulgence is shown toward Omer when he insists on summarizing his initial experiences in and associations with the US, only using words that begin with S. The narrator is so much behind him that Omer's initial rumination about names (p.21) is taken over by the narrator in a fuller disquisition (p.22-23).

The same kind of narrowing of meaning occurs with the symmetrical overturning of the relationship between the subject and object of an original sentence. For example, "Manuel adored books...And books, too, must like him, for they let him scribble iridescent whirls on their pages, scribble and scribble until he finally got bored doing that" (p.100). Zahra "had this nagging encounter with a jinni, an encounter that still to this day kept on encountering them" (192). The anthropomorphizing of the object in these two examples and elsewhere, rather than opening up new meanings, strains the limits of reason and the reasonable, and exposes the artificiality of this kind of structure because, despite the balanced symmetry of the form, the relationship between subjects and objects are not reversible.

There are also two opposing views of Zahra in the book. Before her arrival, her son expects her to be needy and demanding in the US, but she shows the social grace of abiding by the social conventions she perceives around her. She also refuses her son's sacrifice of his life and goals in order to take care of her as a good Moroccan son. This figure of wisdom and dignity is later sacrificed to a funny plot development: Zahra refuses food and rest until her oath of sacrificing a sheep for her son is fulfilled. Fooling her through their machinations, the friends buy enough sheep parts to pretend a sheep has been sacrificed in her name, for her son, by a kosher butcher. However, later they can not find the appropriate people to donate the sheep parts to. Sadly we do not learn if this undertaking had any positive outcome in bringing relief to Abed's insomnia. This lack of connection to the main action makes the episode a digression. It also orientalizes a Moroccan by making her a simpleton who can not tell what is happening. It is ironic that a book so conscious about orientalism, itself, orientalizes an Arab, and straddles her with the specifically Turkish custom/superstition of melting and pouring lead to ward off the evil eye.

There are some other contradictions and inconsistencies in the book. For example, Omer is a second year Ph.D. student, but he is already on his second chapter of his dissertation on intellectuals and the Middle East. Yet, later he has some papers to write, one assumes, for the classes he is still taking. Another example of this kind of inconsistency is when Omer takes the questionnaire before moving in, he decides to mark "e" for every question, but later declares that he was not lying about his answer to the garlic question. How could he have been sincere about an answer he marked automatically without even reading the question? The bit about Freud also demonstrates a similar kind of carelessness. Shafak writes, "but had Freud lived the life of an expatriate, immigrant, or a humble non-Western Ph.D. student cut off from this native tongue, he might have added to this that at times it's not mainly the subject

per se but the very form of the dream that fulfills that wish" (126). Freud, of course, both lived and died as an immigrant and expatriate who had to take refuge from Vienna in London. Furthermore, he incorporates the form into the interpretation of dream content.

Although this book is originally written in English, i.e., is not a translation, it still sounds like one. Some of this is caused by the translation of the concepts of the book from Turkish to English. Shafak writes about the effect of one's native language on a different language as the power of a phantom limb that makes its presence felt despite its removal (p.11). Gail, nominally American, emerges as the most Turkish of characters through her linguistic tics: when she gets angry about Omer's curiosity about her lesbian past, she shoots back, "So tell me, what happened to that legendary progressiveness of yours" (p.26). Feeling lonely at school, she thinks that "they all seemed to have drifted back to their customary coldness toward her, as if she were some kind of an agent provocateur" (62). Both terms, "progressiveness" and "agent provocateur" are specific to Turkish political discourse of the 1970s and '80s. The terms that Gail thinks and judges by, are Turkish regardless of whether she utters these words in English.

There are some other examples of this kind of English usage that begs a translation back to Turkish: "Yes, of course, I'm hungry...Abed and I are going to arrange something now" says Piyu to Omer, meaning they will "fix" something to eat soon (p.252). Gail responds to Omer's declaration of love: "all that came out of that baking-oven mouth of hers was, 'I love you, too'" (269). The reference is to her *firin* mouth, probably underlining both the size of her mouth and the unrestrained way she talks. In Abed's nightmare, somebody indicates that water is turned on by screaming, "Faucets were being opened and water was coming" (174). In begging food from Zahra, the jinni declares, "Nothing has entered this mouth of mine since three long days..." (193). Here the usage of "since" seems to have acquired the flexibility of *beri*. A girl that Omer smiles at "felt

obliged to correspond, give another enchanting smile" means she responded by smiling back (80). Alegre's boss might be an "infantile neuropsychiatrist" but his profession is "pediatric neuropsychiatry" (p.98). Abed and Omer, walking back from the bar feel 'a sudden sense of sulky solitude', though probably not in these words, and surely not in this specific order." But the order of these words can not be changed in English (p.6). These are only some of the examples of the Turkish, shaping the English of the book.

There is a thematic counterpart to the phantom limb concept with Orhan Pamuk's shadow cast over Shafak's work. The hurufism of this book parleys with the hurufism in *The Black Book* and *The New Life*. The snow globe on Alegre's desk as well as the one given to her by Piyu for her birthday are instances where Shafak is tipping her hat to Orhan Pamuk by using his most favorite image that has appeared in almost all of his books. The project of writing an encyclopedia by a dwarf, which is the central preoccupation of Pamuk's *Sessiz Ev*, is also one of the plot lines of Shafak's *Mahrem*. Orhan Pamuk has returned the compliment by calling Shafak the best young author of the last decade in Turkey. With the recent furor over the publication of *Baba ve Piç* in Turkey, Shafak has been going through a version of the ordeal that Pamuk endured last year. She may be following him as the most well-known Turkish author abroad.

¹ The pepperoni piece stuck in the baby's mouth is reminiscent of the oral rape revealed at the end of *Mahrem*. We are told that Alegre's language is filled with references to food (p.158), and this would make sense in light of her bulimia, but this is true for the language of the whole novel as well: foreign names shrink like spinach in their Americanized forms (p.6), the topaz car passes by like sizzling butter (p.8), and the feminist group is divided like a cracking watermelon, (p.61), etc. There is some kind of food/oral trauma/hunger encoded in the figurative language of the novel.

²There is one interesting twist to what appears to be an American obsession with naming shades of color. This had already appeared as a Turkish quality in *Mahrem*.

³*Kanat, Bilkent Üniversitesi Türk Edebiyatı Merkezi Haber Bülteni*, 19-20 (Güz 2005/Kış 2006): 5.

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