

American Association of Teachers of Turkic Languages

Newsletter December 2013



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The Executive Secretary's Note

Roberta Micallef

Boston University

AATT Executive Secretary

2013 in Review

2013 was a busy year for the American Association of Teachers of Turkic Languages. We hosted a very successful graduate student pre-conference with support from the Institute of Turkish Studies at the annual Middle East Studies Association conference which was held in New Orleans, Louisiana Oct. 13-16. Dr. Funda Derin submitted an extensive essay about it, which you can read on p. 3. At our Business Meeting we said good-bye to two executive board members Dr. Pelin Başçı and Dr. Ercan Balcı. We are grateful for their superb contributions to AATT. We welcomed two new members to the executive committee: Umida Khikmatullaeva and Sylvia Önder. Both Ms. Khikmatullaeva and Dr. Önder have been active AATT members for many years.

Ms. Khikmatullaeva has been in the higher education sector over 20 years. She has a master's degree in the Uzbek language and literature teaching with the emphasis of Turkic languages. Currently, she is getting a second master's degree in Instructional Systems Technology department at Indiana University's School of Education. Ms. Khikmatullaeva's career started in 1990 as an instructor of the Turkish language at the Oriental Studies Department at the National University of Uzbekistan. In the summer of 1996, she was invited to teach the Uzbek language to students of Indiana

University. She was given a chance to teach Uzbek for many summers at Indiana University. Ms. Khikmatullaeva's students learned Uzbek and Turkish languages as foreign and second languages both in the United States and overseas. She has participated in and led STARTALK teacher training programs for Turkish and Arabic. At the moment, Ms. Khikmatullaeva is participating in the Turkish Flagship Program at Indiana University.

Dr. Sylvia Wing Önder is Visiting Associate Professor of Turkish Language and Culture in Georgetown University's Department of Arabic and Islamic Studies, Division of Eastern Mediterranean Studies, where she has taught since 1998. Her PhD, in Interdisciplinary Turkish Culture, is from The Ohio State University, 1998. At Georgetown, she has designed and continues to teach Turkish Language at three levels, culture classes such as "Central Asian Cultures", "Introduction to Turkish Culture," and anthropology classes such as "Anthropology, Colonialism, and Islam," "Medical Anthropology" and "Intro to Cultural Anthropology". Her book, *We Have No Microbes Here: Healing Practices in a Turkish Black Sea Village*, came out in May of 2007 in the Medical Anthropology Series of Carolina Academic Press. Dr. Önder has taught at Georgetown University's McGhee Program in Alanya, Turkey. This year, she won a federal grant from the Department of Education, Fulbright-Hays Group Projects Abroad, to run the ARIT-BU Fellowship competition for the Intensive Summer Advanced Turkish Language Program at Boğaziçi University in Istanbul.

Also at the MESA conference AATT sponsored a roundtable titled: "Developing a Curriculum to Teach Turkish in the 21st Century," which aimed to create a forum to identify and articulate with accuracy the objectives of Turkish as a second language courses and what kind of adjustments need to be made to existing Turkish curricula in light of changes in pedagogical approaches and new proficiency standards to foreign language education. Roberta Micallef organized the panel and discussed the role of national standards in curriculum development for Turkish. Dr. Ercan Balci presented a paper on how to design an effective college level advanced Turkish curriculum while Dr. Mehmet Kanik introduced us to the uses of the aorist and progressive tenses in spoken Turkish and the use of natural language and Ebru Ergül discussed the use of the Internet and Turkish language learning.

Finally at MESA I participated in a panel on a topic of great importance for the future of academia not just Turkish/Turkic language studies. Titled, "On Unstable Ground: Academic Freedom and the Future of the University Work Force," the panel discussed the crisis in the U.S. academia. Today over 70 percent of courses at US institutions of higher education are taught by adjunct professors or others ineligible for tenure. Adjuncts and their non-tenure-track peers face the problems of other contingent workers in the contemporary economy -- little or no job security, low wages, poor working conditions and minimal leverage with employers. In 2009, the Modern Language Association said that the trend "threatens the integrity" of the academic profession. I would like to ask for your help in identifying the

scope of the problem for Turkish language studies. AATT gathers annual statistics about enrollments this year I would also like to gather information about instructors' work environment and ask those who have left, why they left.

Once again with generous funding from the Institute of Turkish Studies a group of scholars continue to work on updating and annotating ACTFL proficiency guidelines for Turkish. We hope to present our work at MESA 2014 in Washington DC. A gentle reminder, remember to keep track of assignments, essays and presentations by your star students. Come June we will be asking you for nominations for those worthy of the Red House award for best progress by a student in a year long Turkish language program and please fill out the survey information.

I am grateful to all members of AATT, the executive board, members of the various committees, Uli Schamiloglu, our President and Erika Gilson, honorary President of AATT, for all their contributions and support. I wish us all a productive, happy and healthy 2014.

Sincerely,

Roberta Micallef

AATT Executive Secretary





News of the Profession

PAST CONFERENCES

AATT Graduate Student Pre-Conference

Funda Derin

The 2013 AATT Ninth Graduate Student Preconference in Turkish and Turkic Studies was held at the Sheraton Hotel in conjunction with the 2013 MESA Conference in New Orleans, Louisiana in October 10, 2013. The American Association of Teachers of Turkic Languages & The Institute of Turkish Studies sponsored the conference and the ITS provided the lunch to the presenters and participants. The Preconference opened with welcoming remarks by the AATT President, Erika H. Gilson (AATT & Princeton U), Sylvia Wing Önder (AATT & Georgetown U), Uli Schamiloglu (AATT & U of Wisconsin- Madison) and Sinan Ciddi (Director Of The Institute For Turkish Studies) chaired the conference. There were remarkable

AATT members in attendance who contributed to the papers by their questions, comments, and suggestions.

Presenters and their paper titles were as follows:

- **Stefan Hock** (Georgetown University) - "Women, Labor, and the State in Turkey, 1947-1955"
- **Feyza Burak Adli** (Boston University) - "The taboo of sexuality in a Kurdish village in Eastern Turkey"
- **Jill Stockwell** (Princeton University) "'Istanbul is waiting for you with four eyes': The Cold War Migrant in Turkish and German Literature"
- **Edgar Melgar** (Princeton University) - "The Turco-Argentinean and Turco- Brazilian Consular Protocols: Ottoman Diplomacy in Latin America"
- **Harun Buljina** (Columbia University) -

"The history of gun smuggling in the Persian Gulf in the early 20th century"

- **Courtney Dorroll** (University of Arizona) - "Neo-Ottoman Architecture in Contemporary Turkey: The Case of Hamamönü, Ankara"

Roberta Micallef made closing remarks on the papers, each of which contributed to the field of Turkish Studies. She thanked the graduate students for their presentations and her colleagues for their encouragement of the students and participation.

ANNOUNCEMENTS Grants

The Institute of Turkish Studies Grants

The Institute of Turkish Studies announced its 2014-15 Grants Program Application deadline:

March 7, 2014

Grant Categories: **Library**

Grants are awarded to institutions in the United States for the procurement costs of publications relating to Turkish Studies (Maximum award: \$5000 per institution). Please note that library grants will be awarded not more than once in three years to an institution. Any recipient of a library grant under the 2014-2015 grant program will not be eligible to apply for, nor be awarded another library grant, for three years.

Recipients of **Post-Doctoral Summer Travel Research Grants** are expected to spend a minimum of four weeks in Turkey. Grant recipients will be reimbursed for round-trip economy airfare to Turkey, which must be documented and submitted to ITS following completion of the trip. ITS will reimburse the grant recipient to the dollar amount outlined in the receipt. The grant must be utilized during the academic year in which it is awarded and funds cannot be rolled over.

Sabbatical Research Grants are intended for faculty members conducting research in the field of Turkish Studies during the course of their sabbaticals. The grants will be awarded only to applicants who certify that they are taking sabbatical

leave and will be conducting research in the field of Turkish Studies.

Subventions for

Publications Grants are intended towards the publication costs of journals in the field of Turkish Studies published in the United States; of manuscripts already accepted for publication; and, of texts, documents and translations of works directly related to Turkish Studies.

Summer Language Study Grants in Turkey for

Graduate Students are for summer travel to Turkey for language study in preparation for graduate research.

Teaching Aids Grants are for the development of instructional materials in the field of Turkish Studies, such as language teaching materials, maps, slides, etc.

Turkish Studies Academic Conference Grant

The Institute of Turkish Studies (ITS) invites scholars with research interests in Turkey currently employed by institutes of higher education in the United States to submit proposals to host an academic conference in conjunction with ITS. The main aim of conducting such a joint venture is to raise awareness of Turkish Studies in the applicant's home

institution by focusing on a conference theme within the humanities or social sciences, in addition to contributing to current academic debates.

Fellowships / Scholarships

Boren Scholarships and Fellowships

The applications for the 2014-2015 David L. Boren Scholarships and Fellowships are now available at www.borenawards.org.

Boren Awards provide unique funding opportunities for U.S. undergraduate and graduate students to study in Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East, where they can add important international and language components to their educations.

Boren Scholars and Fellows represent a variety of academic backgrounds, but all are interested in studying less commonly taught languages, including but not limited to Arabic, Chinese, Korean, Portuguese, Russian, and Swahili. As part of the African Languages Initiative, Boren Award applicants have the opportunity to further their study of Akan/Twi, French,

Hausa, Portuguese, Swahili, Wolof, Yoruba, or Zulu. For a complete list of languages, visit our website.

Undergraduate students can receive up to \$20,000 for an academic year's study abroad and graduate students up to \$30,000 for language study and international research. In exchange for funding, recipients commit to working in the federal government for a minimum of one year.

National Application

Deadlines

Boren Fellowship:

January 28, 2014

Boren Scholarship:

February 5, 2014*

*Many institutions have an earlier on-campus deadline. For more information about the Boren Awards, to register for one of our upcoming webinars, and to access the on-line application, please visit www.borenawards.org. You can also contact the Boren Awards staff at boren@iie.org or 1-800-618-NSEP with questions.

Summer Scholarships for ROTC students

If you're an ROTC student, Project GO-BU can fund YOU to study abroad in Istanbul, Turkey or on campus at Boston University. Learn first-year Turkish from

May 20 – August 8, 2014 in Boston or intermediate Turkish from June 10 – August 7, 2014

(approximate dates) in Istanbul, Turkey.

For more information and to apply, please visit our website at:

www.bu.edu/projectgo.

Applications considered also for other languages.

Contact the Project GO-BU administrator, Charlotte Cutter, at ckcutter@bu.edu or 617-358-5034 with questions.

Project GO, a nationwide initiative of the Defense Language and National Security Education Office, seeks to strengthen future military officers' competence in critical world languages. Project GO-BU offers scholarships nationally, so students from institutions around the country are encouraged to participate.

Call for Papers / Proposals

CeLCAR, Indiana University

The Center for Languages of the Central Asian Region (CeLCAR) will be hosting the first ever Conference of Central Asian Language and Linguistics (ConCALL) at Indiana University on May 16 & 17, 2014. We are now accepting submissions for 20-minute paper

presentations (with 10 minute post-presentation questions and discussion) on topics related to Central Asian languages and linguistics within the conference theme:

"Building a Bond: Strengthening the Central Asian Language Community."

Presenters will have the opportunity to submit to the published proceedings of the conference.

SUBMISSION can include, but are not limited to: · linguistics (phonology, morphology, syntax and semantics) · acquisition (first and second language acquisition) · pedagogy · education

Submission should consist of a titled abstract of no more than 500 words (not including examples and references) in .pdf format sent as an email attachment to akkent@indiana.edu by the deadline of

Friday, January 3, 2014.

Submissions will be sent for peer review, and submitters will be notified of

acceptance no later than

Monday, February 3, 2014.

QUESTIONS regarding submissions may be directed to

Amber Kennedy Kent at

akkent@indiana.edu

QUESTIONS regarding the conference may be

directed to Dr. Öner Özçelik
(Director, CeLCAR)
atoozcelik@indiana.edu
For more information,
please [visit our conference
website](#).

*World Languages and
Literatures Graduate
Student Colloquium,
Portland State University*

The **Department of World Languages & Literatures at Portland State University** is proud to invite graduate students of foreign languages to present on their scholarly research. The theme of our conference, "Transformations," seeks to open a dialogue on the way transformations of social norms, linguistic codes, languages in contact, regimens of representation, etc. have affected cultural production. Possible topics may include, but are not limited to, the following:
-literature, film and culture
-linguistics, applied linguistics
-language pedagogy
In addition to individual abstracts, proposals for panels of 3-5 papers will be considered. Acceptance of a paper or a complete panel implies a commitment on the part of all participants to attend the conference. While papers may be read in

English or in other languages, English is strongly encouraged to increase attendance. Presentations are limited to 20 minutes each. Please prepare your 250 words abstract in English and include the title of your presentation, your name(s), institutional affiliation(s), and e-mail address(es). Conference registration will be \$25 for selected participants.

Panel proposals of 3-5 presentations should be submitted in English as follows:

- The panel proposal cannot exceed one page in length (single-spaced) and should include the title of the panel, the organizer's name and contact information, and the names, contact information and affiliations of the panel participants. Each participant MUST submit an individual abstract using our online system as well. Please indicate that your presentation is part of a pre-organized panel and list the title and organizer of the panel in the abstract.

Please, submit abstracts and panel proposals by **February 3rd, 2014** to this email address:

wllcoll@pdx.edu
News from the Programs

*The Turkish Language
Program at Penn State*

Rebekka M. Egger
Language Institute at
Pennsylvania State
University

For the past three summers the Language Institute at Penn State, University Park has offered an accelerated Turkish language program for students who wish to achieve intermediate proficiency in the language in a short amount of time. The program consists of an intensive three-course sequence that meets for 4.5 hours daily (M-F) for eight weeks and allows participants to earn 12 academic credits and complete three semester's worth of Turkish coursework over the summer. This rigorous curriculum focuses on communicative competence and cultural immersion and provides students with ample language practice in task-based, student-centered learning environments. The addition of Turkish to the Penn State's summer language offerings was made possible by the support of the Strategic and Global Security Program/An Intelligence Community Center for Academic

Excellence (SGS/IC CAE) at Penn State, and is part of a larger effort to increase the level and number of less commonly-taught languages being taught at Penn State (Turkish is not currently part of Penn State's language offerings during the regular academic year). Since its inception in 2011, the Turkish summer sequence has enjoyed considerable success. While enrollment numbers remain small (5 – 8 students), a handful of talented and highly-motivated students complete the program each summer with excellent results. Participants include high school students, as well as undergraduate and graduate students from a range of academic fields. The Turkish Language Program at Penn State is led by Dr. Hulya Yilmaz who is assisted by other native speaker instructors in the development and delivery of the program. In Summer 2014 the sequence is scheduled to run from June 12 to August 6. In addition, the Language Institute at Penn State is planning to introduce a week-long education abroad program in Turkey in Summer 2014, which is designed as a capstone language and cultural immersion experience for students

completing the intensive Turkish language sequence.

YADOT

Emine Hoşoğlu Doğan
Şehir University

YADOT (Yabancı Dil Olarak Türkçe) is a platform for the teachers of Turkish as a Foreign Language, based in Istanbul, Turkey. The idea to form a body for YADOT teachers came out of a need to reach and meet the community teaching Turkish as a foreign language at various institutions in and around Istanbul, discuss and share the issues and novelties in the field, help each other raise the standards of our teaching and provide mentoring for YADOT teachers who are new in the profession.

The first roundtable meeting which took place at Istanbul Şehir University on June 22, 2012 discussed a common need to build a professional solidarity among YADOT teachers similar to AATT and facilitate face-to-face communication as an immediate objective. The meeting was attended by colleagues teaching Turkish for foreigners at Turkish and American universities. YADOT has already organized its 11th meeting in December 2013 and

reached teachers from 25 different institutions, TOMERs (Center for Teaching Turkish) at Istanbul universities and some private sector. The following universities hosted the meetings so far: İstanbul Şehir, Bilgi, İstanbul, Sabahattin Zaim, Aydın, Fatih Sultan Mehmet Vakıf, Haliç, 29 Mayıs. The upcoming YADOT meeting will be held in İpek University on January 18, 2014. Among the issues brought to the table in the past meetings were Deep Approach, Turkish assessment and proficiency tests, Erasmus Intensive Turkish Courses, if and how the Common European Framework for Languages (CEF) is adaptable to the teaching of Turkish in Turkey, as it is reshaping the curriculum as well as the textbooks, Speaking and Listening skills in Turkish, managing multicultural classrooms, teaching accusative, necessitative, when and how to introduce Turkish proverbs and idioms, and new publications. Aiming to help increase awareness in academia regarding Turkish as a second language as an independent field with its own principles, approaches and priorities, and help improve the standards and the qualifications of the teachers, YADOT values the

example of AATT and any possible exchanges and collaborations in the future such as co-productions of new teaching and assessment materials, co-authorship for articles, mutual visits and exchange of ideas, and organizing programs and panels for conferences.

Fulbright Foreign Language Teaching Assistantship Program

Yusuf Özmenekşe
Boston University

Fulbright Foreign Language Teaching Assistantship Program is hosting nine Turkish language teachers from Turkey this academic year. Having taught mostly English as a Foreign Language back in their home country, Turkish FLTAs are currently having an entirely different experience – teaching their native tongue in a country where it is not widely spoken. Teaching the language is not the only thing expected from them, though; the Fulbright program also aims at the cultural exchange and awareness. Apart from taking an active part in language learning procedures such as teaching classes, holding conversation sessions and tutoring, Turkish FLTAs are also involved in activities

encouraging cultural exchange and the introduction of Turkish culture to those who are interested to discover it. This year's FLTAs are spread all around the US and hosted by acclaimed universities of the country including Boston University, Yale University, University of California Santa Barbara, Cornell University, Arizona State University, Syracuse University, University of Richmond, Southern Illinois University and Five College Consortium.

Already through their first semester in the US, all Turkish FLTAs are looking forward to make the best of this fruitful experience before they go back to Turkey in May, 2014. It is out of question that they will have a lot to tell their students back in Turkey about the lifestyle here in the US as well as academic life in America, which serves the purpose of the program well in terms of encouraging cultural exchange and raising awareness towards American and Turkish cultures.

Summer Turkish Language Programs in Turkey

Bogazici University; Istanbul, Turkey
June 19 – August 8, 2014
Elementary, lower and upper intermediary,

advanced level courses
[Click for more info](#)

Dilmer; Istanbul, Turkey
4 or 8 week courses in Turkish at all levels and for specific purposes.
[Click for more info](#)

George Mason University; Istanbul, Turkey
June 22 – July 20, 2014
Beginner Turkish
[Click for more info](#)

Ankara University's TÖMER Language Teaching Centers offer certificate courses in Turkish at all levels and for specific purposes. Courses are for four or eight weeks, and are offered at several locations in Turkey. For information, [visit their website](#)

University of Arizona; "Arizona in Turkey" in Izmir, Turkey
Early June to Late July 2014
First, Second, Third and Fourth Year Turkish
[Click for more info](#)

Visit the [AATT website](#) as the list will be updated as more information becomes

For your announcements and news, please contact Burcu Karahan at bkarahan@stanford.edu

Job Openings

Arizona State University

ASU's Critical Languages Institute is currently in need of an instructor of Turkish to teach intensive Elementary Turkish in our summer 2014 program.

The position requirements are as follows:

- Candidates must have a Master's degree or higher in philology, linguistics, language teaching or a closely related field
- Possess native proficiency in Turkish
- Have at least one year's experience teaching Turkish at the university level to non-native speakers

Strong preference will go to candidates who have successfully taught in intensive language programs, to candidates with experience teaching independently, and to candidates with high levels of proficiency in English. The successful candidates will teach Turkish 4 hours a day, 5 days a week, for 7 weeks and will contribute to cultural programming.

The job announcement can be viewed at <http://cli.asu.edu/jobs>. Information on the ASU summer Turkish program is available at <http://cli.asu.edu/turkish>.

Applications received by **January 10, 2014** will have priority. Thereafter

applications will be reviewed weekly until the search is closed.

Application package must include:

- A letter explaining the applicant's interest in and qualifications for teaching summer Turkish at Arizona State University
- A Cover Letter
- Contact information for two references, one of whom should be able to comment on the applicant's teaching

Candidates unfamiliar with U.S. standards for CV and references should contact CLI in advance for guidance.

Materials should be sent to cli@asu.edu or mailed to: Turkish Search Committee
Critical Languages Institute
PO Box 874202
Tempe, AZ, 85287-4202

Arizona State University is an equal opportunity /affirmative action employer committed to excellence through diversity. Women and minorities are encouraged to apply. Please see ASU's complete non-discrimination statement at: <https://www.asu.edu/title IX/>

American Councils seeking Turkish Language Experts

American Councils for International Education

(American Councils) is seeking Turkish Language Experts to assist in the development of an online Turkish proficiency-based test. We are currently seeking passage selectors for the project. This would entail looking through authentic materials in order to identify suitable texts by proficiency level and content.

We are looking for Turkish language specialists who · are at least a level 2+ on the ILR Proficiency Scale or a native speaker of Turkish with knowledge of English; · are familiar with proficiency scales (either ACTFL or ILR); · are trained in language proficiency testing or teaching (hands-on training is a possibility);

· have used proficiency considerations in teaching or research (desirable but not obligatory);

Please note that in order to qualify for this work you have to have an active Social Security Number and a US bank account, and have to be authorized to work in the US.

Interested candidates should send an email message with a copy of their resume to Camelot Marshall, Ph.D. (itemwriting@americancouncils.org).

All submissions will receive further information about possible assignments, payments and schedules.

Prize

Meral Divitçi Prize for Turkish Poetry in Translation

This award is named in honor of the late Turkish poet and columnist Meral Divitçi and it has been established by her family (Charlotte and Nezih Divitci) with the objective of encouraging translation of contemporary Turkish poetry into English.

The Meral Divitci Prize has been established by the Divitci family to encourage translations of complete books of poems by 20th and 21st century Turkish Poets to English. The award includes a cash prize of \$1,000 and submissions will be accepted through **February 15, 2014.**

Manuscript Submission:

1. The submitted manuscript should correspond to a complete book of poems or a collection of poems, published by established, modern and contemporary Turkish poets.
2. The original poems, whose translations are included in the submitted manuscript, must be the work of a single Turkish poet. However, projects that bring several poets under a common theme (e.g. poetry movement) are acceptable and encouraged. Anthologies are not eligible.
3. As a general guideline, a manuscript should include about 50 or more pages of poems.

4. A team of translators can collaborate on a single manuscript. However, a team cannot include more than three collaborators.

5. Submissions are limited to "one manuscript" per individual or team.

6. The manuscript can include translations that were previously published online or in literary magazines.

7. Manuscripts that have been published previously as a book or chapbook (including self-publishing) are not eligible.

8. Simultaneous submissions of the manuscript to other competitions are permitted. Submissions that are announced as finalists or winners of other competitions prior to the NHPF announcement will be disqualified. The translators are expected to inform NHPF if their manuscripts are recognized by other competitions.

9. Submission deadline is February 15, 2014.

10. Manuscripts are to be submitted electronically via e-mail to contact@nazimhikmetpoetryfestival.org.

11. The E-mail should include both the translated manuscript and a scanned copy of its Turkish original as two separate attachments in PDF format.

12. The submission e-mail should also include the name, telephone number, postal address and e-mail address of each collaborator. No other

personal information about the translator(s) is needed or encouraged.

13. Submissions will be judged anonymously. Therefore: (a.) The translators' names and any other identifying information must be removed from ALL pages of the submitted manuscript. (b.) The translators are not permitted to contact the competition judges and inform them about their submissions.
14. Submission of a manuscript indicates the understanding and compliance to all submission guidelines.

Selection Committee:

John Balaban, Professor of English & Poet in Residence at NC State University

Erdağ Göknar, Asst. Professor of Turkish & Middle Eastern Studies, Duke University

Mark Smith-Soto, Professor of Romance Languages, University of NC at Greensboro

Submissions via e-mail to:

contact@nazimhikmetpoetryfestival.org

More information:

<http://www.nazimhikmetpoetryfestival.org/index.php?id=27>





Umida Khikmatillaeva

Review of Online Materials for the Uzbek Language

Number of online language materials for learning Uzbek emerged about 15 years ago and increasing every day. Now Uzbek can be learned though watching videos, listening to audios, practicing vocabulary and grammar in interactive way.

Designing materials for online language learning requires special attention to many factors and aspects. Selection of the audience, topics, tasks and activities, modality, and competence are first factors to consider. Such need for materials was addressed through a number of projects.

GLOSS Project materials were developed by the Defense Language Institute (DLI) and provide over 120 lessons for self-learning Uzbek. Topics include culture, economy, environment, geography, military, politics, security, society, and technology. Targeted levels: ILR 1 to 4.

Center for Languages of the Central Asian Region (CeLCAR) offers different materials for learning Uzbek online. They include sample interactive games, dialogs, podcasts, and news for learning Uzbek. Also, interactive modules were developed at the center. They include Reading and Listening materials (10 modules) and Uzbek Video and Audio materials (4 modules). Topics include introductions, national holidays, traditions, customs, cities, prominent people, and state symbols. Targeted levels: Introductory to Intermediate-Mid.

CenasiaNet materials provide two projects: Central Asian News Broadcasts (3 modules) and Windows on Central Asian Culture (8 modules). These modules help students to get familiarized with historical cities, prominent people,

Review of Online Materials for the Uzbek Language

history, culture, and community life. Targeted levels: Intermediate-High to Advanced.

Central Asian Interactive Listening Series (CAILS) present ten lessons on history, literature, education, society, music, and business. These modules offer some possibility of comparing Uzbek to the Kazakh language. Targeted levels: Intermediate-High to Advanced.

Culture Talk Islamic Worlds project helps students to listen and watch variety of videos supplemented by the texts and their translations. Targeted levels: Intermediate-High to Advanced.

Two Uzbek Dictionary Projects were developed at the Center for Turkic and Iranian Lexicography and Dialectology (CTILD). They are reference materials for any level. Types of materials include a short reference grammar, interactive audio primer, thematic dictionary, and a list of available resources for Uzbek. The center's website features a large collection of images of cultural items, many of which are difficult to describe in English. Most of the materials compare literary Uzbek with the Tashkent dialect.

General design issues:

1. *Tasks and activities:* Online modules for Uzbek check four main areas: vocabulary, reading, listening, and grammar. The questions are in the form of multiple-choice, fill in the blank, find incorrect spelling, categorize words, and matching. Instructions for modules seem to be clear. Number of open ended questions is very low due to the nature of materials.
2. *Feedback:* Technology allows students to receive immediate feedback and engage learning. Majority of materials are formative assessment tools and motivate learners.
3. *Standards:* The topics are heavily concentrated on the cultural aspect. Communication aspect is somewhat emphasized, however, they seem to be limited.
4. *Accessibility:* Many materials are available with no restriction. However, some materials can be accessed after registering for the site. In some cases, instructions for registration are not given or confusing. This process might reduce student motivation.
5. *User friendliness:* Many available materials are organized by topics. They could become more user-friendly if they are indexed, arranged in a sequence, and simple to navigate.

Informal sources: There are many informal resources for self-study, such as Uzbek media materials, blogs, websites, flashcards etc. Social media tools such as Facebook, Twitter, LinkedIn and YouTube provide wide range of authentic materials. Online communities including Busuu, Verbling, and Shared Talk allow students to engage with native speakers, practice the language, exchange knowledge, and even teach classes (WizIQ).

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AATT has a new home!
Visit us @
<http://aatturkic.org/>



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NEW!

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now possible with **PayPal**
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