

# AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES

NEWSLETTER, JUNE 2020 ISSUE

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## THE EXECUTIVE SECRETARY'S NOTE

BY SAADET EBRU ERGÜL



Dear AATT Family,

My first message as the new Executive Secretary of AATT comes at an extraordinary time, as the COVID 19 pandemic has caused an abrupt and sudden move to distance learning. I hope you are doing well and remaining healthy during these difficult times. As language professionals, we are

facing many challenges and trying to adapt to a 'new normal' in many different ways. AATT embraced these challenges rapidly by keeping all communication channels open, providing guidance to educators, creating platforms for collaboration, and performing outreach activities to better serve our community during the pandemic. I would like to share some news with you.

Due to the unprecedented situation, AATT will organize its conferences and activities virtually this year. The [Fifth AATT Conference on 21<sup>st</sup> Century Language Learning Standards and Curriculum Design](#) will be held online on October 9, 2020, with great support of Georgetown University and a generous grant award by the [Institute of Turkish Studies](#) (ITS). Application details can be found [here](#).

Depending on the [Middle East Studies Association's](#) decision regarding its 2020 MESA Meeting, the **AATT Panel** and **AATT Roundtable** may be held in person or online during the conference. Our AATT Roundtable on Material Development and Design at MESA is organized by Esra Predolac. Presenters for the AATT Roundtable are Nilüfer Hatemi, S. Ebru Ergül and Esra Predolac, Meryem Demir, İlknur Lider, and Banu Özer-Griffin. This event will be chaired by Nilay Sevinç. Our AATT Panel at MESA is organized by Esra Özdemir and titled "Turkish Literature and Culture through Interdisciplinary Frames." Presenters on the Panel are Sylvia Önder,

Betül Tarhan, Kemal Silay, Kenan Sharpe, and Ayşe Özcan.

If [MESA 2020](#) is held online, the **15<sup>th</sup> Annual Graduate Student Pre-Conference in Turkish and Turkic Studies**, hosted by Georgetown University, will most likely also be online. The Pre-Conference is designed to encourage graduate student research that makes significant use of sources in Turkish and Turkic languages. It promotes scholarly exchange between graduate students in various disciplines at academic institutions in North America and allows for feedback from faculty discussants participating in the Pre-Conference. With this Pre-conference, AATT aims to help students progress towards more formal presentations at national conferences, such as those of MESA, CESS, and organizations devoted to specific disciplines. Application details can be found [here](#).

I would like to remind our members about the annual scholarship and prize competitions held by AATT and the Ottoman & Turkish Studies Association (OTSA) and announce a new translation award in honor of Professor Walter G. Andrews.

**The Halide Edip Adıvar Scholarship Competition** for undergraduate students is currently accepting applications and the details can be found [here](#).

**The James W. Redhouse Student Prize** for best progress in Turkish is also open. Please click [here](#) for more details.

AATT is also pleased to announce the **Walter G. Andrews Ottoman Turkish Translation Award (OTTA) 2020 Competition** for the best translation of an Ottoman archival/historical or literary work into English. Application details can be found [here](#).

AATT has also wonderful news to share with you! **The Curricular Framework for College Level Turkish Instruction** has been completed and soon will be uploaded to [AATT website](#). As is mentioned in the document, the main goal of the Curricular Framework for College Level Turkish instruction is to provide an

updated general language learning framework for instructors and learners. In addition, the framework aims to aid 'Turkish as a Foreign Language' (TFL) instructors in North America in devising a curriculum and designing syllabi, while introducing them to contemporary methodologies and pedagogical tools, and last but not least, offering suggestions on how to grow programs and improve enrollments. The particulars of the goals and strategies that the working group suggests are guided by the World-Readiness Standards for Learning Languages, are standards based, and focused on learner-centered teaching.

The new Framework document is the result of countless volunteer hours of hard work, several workshops and tremendous effort by a group of scholars: Ercan Balcı, Saadet Ebru Ergül, Feride Hatiboğlu, Funda Güven, Roberta Micallef, Jeannette Okur and Nilay Sevinç. Professors Erika Gilson and Guliz Kuruoğlu provided constant support and guidance. Valuable suggestions by outside reviewers have also been taken into consideration, and editing was completed by Roberta Micallef. AATT is grateful for the funding and constant support provided by the Institute of Turkish Studies, The University of Pennsylvania, The University of Michigan, The University of Wisconsin Madison and the Turkish Flagship Program at Indiana University. Thank you!

As we all make our best effort to help our students keep learning in the virtual environment, I can't emphasize enough the importance of networking, communication and collaboration. We have all had to adapt to a new teaching style almost overnight. To ease the transition, AATT has posted a resource for the community to its website. 'Zoom and Online Teaching' provides tips and addresses common questions and problems faced by instructors and students while communicating online and using Zoom.

When we unite and combine our knowledge and experiences, we are stronger. Being part of the AATT network has many benefits. They include professional guidance, support, collaborations and a sense of

community. Becoming an AATT member, attending AATT conferences and activities, and participating in the AATT Annual Enrollment Survey are simple ways to strengthen your AATT community ties. Allow me to remind you, the AATT Enrollment Survey is strictly confidential and it relies strongly on your feedback. Hearing your suggestions helps AATT to shape its plans and programming. We appreciate all your support and participation. 2019 Annual Enrollment Survey has been conducted and the details can be found in the following pages.

I also would like to thank our individual members and institutional members. We have an increasing number of members and we are proud to cooperate and collaborate together. Thank you! Your continued support is so important to us. Please remember to keep your membership up to date by paying your dues; and encourage your institutions to consider institutional memberships. The financial strength of AATT depends on us. It takes a village after all! You may find the details of [AATT membership](#) on our website.

Also, don't forget that [the American Council of Foreign Languages \(ACTFL\) Convention](#) will be online on November 20-22, 2020. The convention features professional learning and collaborative networking opportunities in various languages as well as Less Commonly Taught Languages (LCTLs). This is an international event bringing many language educators together in a variety of formats focusing on innovative programs, emerging trends, and research-informed practices.

Please note the following useful information and resources that are available from ACTFL:

- [COVID-19 community page with resources and suggestions](#)
- [Free ACTFL resources](#)

Here are my two cents vis a vis teaching during the pandemic: Just like the airline safety directions instruct adults to put on their masks first and then help children, please take good care of yourselves so

as to better assist your loved ones and your students. You are not alone, we are in this together. Now, I have to go back to Zooming.

Thank you.

Visit our home at  
[www.aatturkic.org](http://www.aatturkic.org)!



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group. Find us [here](#)!



AATT is on Instagram.  
Find us [here](#)!



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possible with PayPal!  
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member!



## THE PRESIDENT'S NOTE

BY FERİDE HATİBOĞLU

I hope everyone is safe and healthy during these extraordinary times. It was an honor for me to work as Treasurer for AATT between 2013-2019. Now I am very grateful to work with an excellent Executive Board that includes Zeynep Elbasan, Indiana University; Nilüfer Hatemi, Princeton University; Banu Özer-Griffin, Cornell University; Esra Predolac, University of Kansas; as well as our Executive Secretary Saadet Ebru Ergül, Stanford University; and Treasurer Jeannette Okur, University of Texas at Austin. We also owe thanks to Jessica Menteşoğlu and Kaya Menteşoğlu at UCLA for hosting AATT's website and extending their help to us at every turn.

AATT has become such a strong organization, and we would not be where we are today without the support of our colleagues who have dedicated their time and expertise since its founding in 1985. I'd like to remember those who have brought us here.

We remember AATT's first president, Kathleen Burrill, as well as Richard Chambers and Andrew Walters, with respect and gratitude for their important contributions to this organization. Erika Gilson was AATT's Executive Secretary and Treasurer from the beginning and today serves as our Honorary President. We owe her many thanks. During Heath Lowry's presidency, the [Institute of Turkish Studies](#) (ITS) became the main supporter for our association and it continued to play that role for many years. Sinan Ciddi and ITS will always have a special place in AATT's history. Uli Schamiloğlu was the President of AATT between 2003-2017. He was with us for so many years, and it is good to know that his support is available for AATT even now. Uli Schamiloğlu started the Graduate Student Pre-Conference in 2005 and supported it enthusiastically together with Sylvia Önder and Erika Gilson. This year we are proudly organizing the [15<sup>th</sup> Graduate Student](#)



[Pre-Conference](#) again together with the support of Sylvia Önder at Georgetown University.

Roberta Micallef supported AATT as Executive Secretary, and most recently, as President (2017-2019). During her tenure as Executive Secretary all documents were scanned and thanks to her, we now have the full historic records of the association. We also owe thanks to Kemal Silay, Pelin Başcı and Burcu Karahan, who have supported AATT via execution of AATT's projects and newsletters. During Ercan Balcı's term as Executive Secretary, AATT started to organize its own conferences for Turkish and Turkic language teachers. Ercan Balcı worked selflessly to establish this conference and successfully organized it for four years. This year, we are accepting papers for the [5th Annual AATT Conference](#).

Roberta Micallef's Presidency featured another milestone for AATT: the revised **Curriculum Framework for College Level Teaching** project was completed and published on [AATT's website](#) in Fall 2019. The original Framework, published in 1993, was directed by Güliz Kuruoğlu, with valuable input from Engin Sezer, Ralph Jaeckel, Ayla Algar and Sibel Erol. It was completed with Ford Foundation funding through [NCLTCL](#), of which AATT is a founding member. The new Curriculum Framework project was initiated by Funda Güven and completed with the support of ITS, the University of Pennsylvania, the Turkish Flagship

Program at Indiana University, the University of Michigan and the University of Wisconsin Madison. We owe many thanks to these institutions and individuals at these institutions, such as Sinan Ciddi, Kemal Silay, Nilay Sevinç and Funda Güven. The ***Curricular Framework for College Level Turkish Instruction*** project was completed thanks to the unrelenting effort of a great team of our colleagues: Ebru Ergül, Stanford University; Funda Güven, Nazarbayev University; Ercan Balci, Boston University; Jeannette Okur, University of Texas at Austin; Roberta Micallef, Boston University, and advisors Güliz Kuruoğlu, retired, University of California, Los Angeles; and Erika Gilson, retired, Princeton University.

AATT also thanks [NCLCTL](#), [OTSA](#), [ACTFL](#) and [MESA](#) for their continuing support and cooperation. NCLCTL was especially supportive during the time it received Ford Foundation funds, making possible teacher training sessions, as well as the AATT meeting at Chicago, where the decision to include 'Turkic' in our name was made. Cooperation and collaboration with OTSA have made AATT a stronger and more effective association. We are proud to be an institutional member of these professional organizations, and we believe our mutually beneficial cooperation will expand in the years to come.

We owe thanks to all of our colleagues, members and member institutions. AATT will miss ITS in the years to come; however, AATT is now a strong and robust organization and will continue to grow despite the unfortunate loss of ITS support. We will continue to offer our services to our members and member institutions, which include Princeton University, Indiana University, Arizona University, the University of Texas at Austin, the University of Pennsylvania, and the University of Michigan. We will prepare useful materials for the field and will support our students with grants, awards and workshops. We will organize conferences, events and activities. There is a lot to do and AATT pledges to do much more in the future than it does today! You have our word!

## THANK YOU TO OUR DONORS!

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

**Institute of Turkish Studies  
University of Michigan, Ann Arbor  
Georgetown University  
University of Texas at Austin  
University of Pennsylvania  
Princeton University  
Cornell University  
University of Arizona, Tucson**

AATT would also like to recognize and thank its new sustaining institutional member for its generous support,  
**University of Indiana Bloomington.**

*Teşekkürler!*

If you would like to contribute an article, news item, or share an announcement with AATT Newsletter, please contact editors Dr. [Esra Predolac](#) and Dr. [Jeannette Okur](#). For previous issues of our newsletter, click [here](#).

## AMERICAN ASSOCIATION OF TEACHERS OF TURKIC LANGUAGES

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Philadelphia PA 19104-6305  
United States**

## INTRODUCING *THE CURRICULAR FRAMEWORK FOR COLLEGE LEVEL TURKISH INSTRUCTION*

BY ROBERTA MICALLEF

I write this essay to invite AATT members, college-level instructors and learners to visit *The Curricular Framework for College Level Turkish Instruction*, which is now [available for download as a PDF](#) on the AATT website. Based on a firm pedagogical approach, academic training, and the combined expertise of a committee comprised of contemporary and emeriti instructors of Turkish as a Foreign Language in North America, this framework aims to provide novice and experienced teachers alike with the resources to guide diverse learners with a variety of goals to reach their Turkish learning objectives. The committee members—Ercan Balcı, Funda Derin, Saadet Ebru Ergül, Erika Gilson, Feride Hatiboğlu, Güliz Kuruoğlu, Roberta Micallef, Jeannette Okur and Nilay Sevinç—have also sought to foster the use of currently available field-specific technical language to facilitate communication among instructors and language professionals.

This project was instigated when many contemporary instructors of Turkish realized just how much we had benefitted from the *Language Learning Framework For Turkish* (1996), also [available for download as a PDF](#) on the AATT website. We also realized that an updated framework might be as useful for colleagues newly entering this field.

Fortunately, our committee was able to obtain project funding from the Institute of Turkish Studies, The Turkish Flagship, The University of Michigan and the University of Pennsylvania, which enabled us to meet face-to-face several times between 2016 and 2019 to produce the document. I would like to thank the committee members for their hard work and perseverance. Special thanks are due to Feride Hatiboğlu and Nilay Sevinç, who hosted meetings at their home institutions, and to Jeannette Okur, who tirelessly proofread versions of the document. Funda Derin joined us all the way from Kazakhstan, regardless of the hour of the day or night. Erika Gilson and Güliz Kuruoğlu, who were instrumental in the production of the 1996 framework, asked important questions and provided guidance. In addition to his participation in this project, Ercan Balcı's support as the executive secretary of AATT was very valuable. I would also like to thank our external reviewers, Pelin Başcı and Gisela Hoecherl Alden. While the remaining mistakes are ours, their careful reading and thoughtful comments improved the document immensely.

A document such as *The Curricular Framework for College Level Turkish Instruction* is always a work in progress. Our work conditions are constantly changing; new technologies become available every day; and our students come to college with new sets of skills. We hope that our members, instructors, and learners of Turkish will find the Curricular Framework useful. And I look forward to seeing the second revised



**FRAMEWORK COMMITTEE MEETING  
AT GEORGETOWN UNIVERSITY**

**FROM LEFT TO RIGHT: ERCAN BALCI,  
NILAY SEVINÇ, GÜLİZ KURUOĞLU,  
FERİDE HATİBOĞLU, ERIKA GILSON,  
JEANNETTE OKUR, SAADET EBRU  
ERGÜL, FUNDA DERİN.**



framework produced by the next generation of instructors of Turkish.



**FRAMEWORK COMMITTEE MEETING AT THE UNIVERSITY OF MICHIGAN**  
**FROM LEFT TO RIGHT: FUNDA DERIN, ROBERTA MICALLEF, ERCAN BALCI, NİLAY SEVİNÇ AND ERIKA GILSON**

## A NEW TURKISH FLAGSHIP LANGUAGE INITIATIVE GRANT IS AWARDED TO THE UNIVERSITY OF WISCONSIN-MADISON!

*BY NALAN ERBİL*

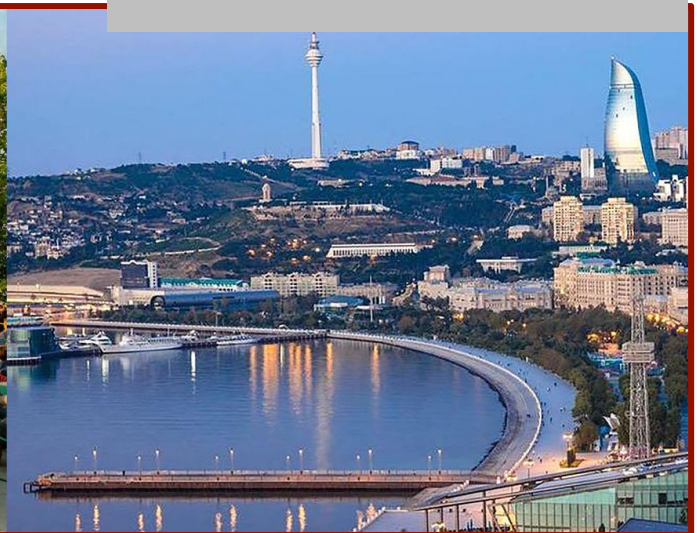
The University of Wisconsin-Madison has recently been awarded The Turkish Flagship Language Initiative ([TURFLI](#)), a 2020 addition to the Regional Language Flagship Initiatives of the [Boren Awards](#) for International Study, a component of the National

Security Education Program. UW-Madison will administer this new Turkish language program for a period of four consecutive years, from 2020 to 2023.

- **Who is this Flagship Language Initiative for?**

The Boren Awards offers U.S. undergraduate and graduate students the opportunity for intensive language study and cultural immersion in domestic and overseas language programs.

### MADISON, WISCONSIN & BAKU, AZERBAIJAN



• **Where do the students start their study?**

The Turkish Flagship Language Initiative (TURFLI) students, who have been granted a [Boren Scholarship or Fellowship](#), participate in a full-time domestic summer program offered at UW-Madison through The UW-Madison Arabic, Persian, and Turkish Language Institute ([APTLI](#)). TURFLI students may start at any level of Turkish proficiency, from beginner through advanced level.

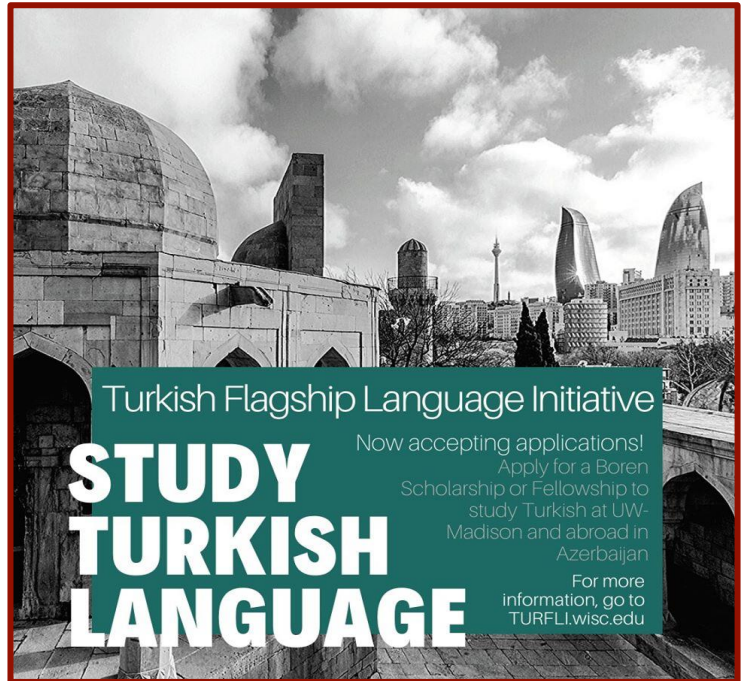
• **What does the 2020-2021 program look like?**

This year, after the online intensive summer program at the University of Wisconsin-Madison, students will take a semester-long online course to maintain their language proficiency during Fall 2020. Students will then travel abroad to Baku, Azerbaijan, for a full-time semester of language and culture study in Spring 2021. In addition to full-time language courses, students will have tutors, language conversation tables (summer), homestays (spring), and cultural excursions to help ensure that language goals are being met. For more detailed information, tips, and resources for Summer 2020, please review the Wisconsin Intensive Summer Language Institutes ([WISLI](#)) website.

• **Whom shall I contact if I have further questions?**

You may contact the TURFLI office in Madison:

608-263-3981 or [turfli@iris.wisc.edu](mailto:turfli@iris.wisc.edu)



**2020 HALIDE EDIP ADIVAR SCHOLARSHIP  
AWARD BY THE OTTOMAN AND TURKISH  
STUDIES ASSOCIATION**

The annual scholarship from the [Ottoman & Turkish Studies Association](#)'s Halide Edip Adivar fund provides an introduction to Turkey for qualified undergraduate students who have not had extensive

prior experience in Turkey or in Turkish studies. The award is to be used for travel to Turkey and while there, to supplement participation in a program in Turkish language, a study-abroad program, or a work internship; or for study or research in any aspect of Turkey's history, culture or society. The deadline for this year's award is **June 30, 2020**. The winner may make use of the award through **September 30, 2021**. More information on this award can be found [here](#).



## INTRODUCING A NEW TURKIC LECTURER

**GÜLNAR Eziz**  
**PRECEPTOR IN UYGHUR AND CHAGHATAY**  
**HARVARD UNIVERSITY**

Gülнар Eziz earned her Ph.D. in Linguistic Anthropology at the University of Kansas and served there as a Research and Teaching Assistant in Uyghur and Chaghatay. Prior to her arrival in the U.S., she studied at Xinjiang University, where she earned both her B.A and her M.A. degrees and published multiple peer-reviewed essays on Uyghur language and linguistics. Gülнар Eziz recently accepted a faculty position in the Department of East Asian Languages and Civilizations (EALC) at Harvard University, where she has been teaching Uyghur and East Middle Turkic (Chaghatay) languages since early January 2020. Dr. Eziz has been teaching both elementary and intermediate Uyghur and Chaghatay to undergraduate and graduate students studying Inner Asia at Harvard University.

Uyghur is a Turkic language with 10 to 15 million speakers, spoken primarily by the Uyghur people in the Xinjiang Uyghur Autonomous Region of Western China, but also in Kazakhstan, Kyrgyzstan and Uzbekistan and other countries with Uyghur-speaking expatriate communities.

Chaghatay, the classical antecedent of modern Uzbek and modern Uyghur, was the common literary language of the Central Asian Turks from the 14<sup>th</sup> to the early 20<sup>th</sup> century. It is still studied in modern Turkey and regarded as part of the Turkic heritage. It is written in Perso-Arabic script.

Gülнар Eziz also participated in an ACTFL OPI Assessment Workshop in June 2018, and earned her OPI Tester Certification. She now serves as an Uyghur OPI tester.



**GÜLNAR Eziz**  
**HARVARD PRECEPTOR**

## THANK YOU!

AATT would like to thank Jessica Tiregöl Menteşođlu and Kaya Menteşođlu for their continued work on our AATT website.

## TEŞEKKÜRLER!



## TEACHING TURKISH DURING THE COVID-19 CRISIS

### FINDING AN ALTERNATIVE

BY BANU ÖZER-GRIFFIN

The last day of school was a bit interesting. I was teaching, and in the middle of the class, everybody received an emergency text message from Cornell saying, “Classes are suspended beginning today.” The next week was all e-mails directing us how to teach online and providing us with resources from the Center for Teaching Innovation, telling us whom to contact if we had a problem, whom to ask questions to and so on.

Before the suspension of classes, I had been facilitating weekly conversation hours with my students and a volunteer native speaker because I wanted my students to hear and interact with another native speaker. At the beginning of each year, I find a volunteer Turkish student willing to hold a weekly conversation hour in Turkish. Unfortunately, this project had to stop after that emergency text message. It took three weeks for the professors and the students to return to online classes and another two just to adapt the new normal.

Luckily, in the previous months I had entertained another idea to get my students to talk more in Turkish. I was planning to find university students in Turkey who are learners of English as conversation partners for my students. This way both parties would benefit from the get-together, and it would be a more challenging activity for my students.

I started to work on the idea; I reached out to one of my friends and former colleagues, Filiz Dişkaya at Yıldız Technical University, and asked her if her students would be interested in practicing their English. She was excited about this idea as well, so she accepted the

offer. We were both teaching elementary and intermediate levels, so the level match worked out perfectly.

The English learners in Istanbul were just as thrilled with the idea as my Turkish learners. So, we put our idea in motion. Filiz and I prepared a form asking our students questions about themselves, so that we could match them according to their interests and expectations from the partnership. We did not want our students to feel awkward in the process of getting to know each other because of time difference, or the fact they were away from campus, so we decided to guide them through a more structured conversation exchange. We chose a weekly subject and prepared some assignments for them to complete so they wouldn't be lost. These included (1) pre-meeting tasks like preparing a vocabulary list to use or researching that week's subject, (2) tasks during the meeting, such as asking and answering required questions or note-taking about cultural differences, and (3) post-meeting reflections on the conversation.

By the end of the semester, our students got to know each other, became friends, and enjoyed this partnership so much that they asked if it would be okay to carry on without our guidance. This enthusiasm was a delightful sign to us that we had successfully completed a six-week conversation partnership. Would you and your students be interested in joining us?

### REFLECTIONS ON ONLINE TURKISH COURSES AT PENN DURING COVID-19

BY FERİDE HATİBOĞLU

Remote Teaching Turkish in the Department of Near Eastern Languages and Civilizations (NECL) and all other courses at the University of Pennsylvania started after the Spring Break on March 16, 2020, just as it did at almost every other higher ed institute in the United

States. Our overall guiding principal as we transferred our teaching from the classroom to on-line was to “Keep it Simple.” This was a stop-gap measure in an emergency situation, and we knew that nothing would be perfect.

As of mid-May, all of our Turkish courses were successfully completed with the assistance of related departments and our students’ resilience and motivation. Penn’s technology staff were extremely helpful and supportive. Consistent meetings with related departments took place; faculty and students were offered workshops; and information sessions and helpful information (on [Resources and Strategies for Teaching Remotely](#) and [Tools for Teaching](#)) was always available.

After the successful completion of all of our Turkish courses in every level at Penn in Spring 2020, and in light of the need in the field for more online summer Turkish courses, we decided to offer a Beginning Turkish course this summer in collaboration with the Penn Language Center and Middle East Center. The course is now taking place and features both synchronous and asynchronous activities.

Like many other institutions in US, Penn is also in the process of planning how to provide a safe return to more normal campus operations in Fall Semester. According to our President, Amy Gutman, we are planning for a likely combination of in-class and virtual teaching in the next academic year, depending upon the circumstances.

### REFLECTIONS ON DL/ONLINE TEACHING AT STANFORD DURING THE COVID-19 PANDEMIC

BY SAADET EBRU ERGÜL

Even though it is extremely difficult to adjust to the ‘new reality’, be flexible, and adopt a new teaching style, I must admit that these challenges have

expanded my teaching practices. I would like to share with you some of my experiences and observations about teaching during the pandemic.

It is possible for me to summarize the phases that I personally went through as “Frustration/Desperation”, “Acceptance/Embrace”, and “Adaptation/ Takeoff”. It took lots of preparation and planning, and many sleepless nights.

***What did work well:*** Students admitted that they find it very useful to have a pattern on course slides: Warmup/HW Review/New Material Introduction /Group Work/Feedback/Wrap-up. Before, I was not using PPT. I uploaded course slides on Canvas, our Learning Management System, at least two weeks in advance, which allowed them enough time to come to class prepared. Homework, readings, and some group work was accomplished asynchronously. I also requested that my students be ready before class with their Canvas site and the links which would be used in class already open and loaded for better time management. After each synchronous meeting, I uploaded ‘Post-Class Notes’ to which they could later refer. I used the chat feature for individual in-class feedback. I also created a FAQ page that included a lot of information and details about the homework assignments, final projects, due dates, rubrics, and use of technologies, Quizlet, etc. I kept office hours shorter than usual; students signed up for 15-minute Zoom slots. I had strong institutional support. We had weekly and monthly meetings, teaching staff support groups, open platforms to share ideas, and learn from each other.

***What didn’t work well:*** Asynchronous group work was not always successful due to the time zone differences among the students. Sometimes due to poor connection, students needed to reconnect or turn off their cameras. Collaborative writing was a challenge at the beginning.

I miss being on campus and interacting in person with my students tremendously, but I must also admit that

the challenges that we all faced have opened new doors to my teaching, and I am loving it. I have also added new vocabulary to my repertoire: Zooming, Zoom fatigue, Zoom-like, Zoom hangover...

## A BEGINNER'S GUIDE TO LANGUAGE TEACHING IN CRITICAL TIMES: NOTES FROM A TURKISH CLASS

BY EMRAH ŞAHİN

The call came on March 11. Sixty-eight and a half hours after the 2020 spring break ended. The University of Florida's president told classes "to move online" and students to "return home." I was strongly advised to learn ways to [keep teaching](#) a Turkish class and expected to wade through messages flowing in from the administration, human resources and learning support. Guiding the faculty's chores with their daily briefs, college deans came to the front lines fully charged, even sharing "a neat way of using a tablet as virtual chalkboard or whiteboard in Zoom sessions."

Move online, that I did as told.

But just like COVID-19 by definition and orientation is not the flu, ON-LINE delivery is not the in-person instruction so commonplace to the living generations of our species. Call it direct, immersive, natural, proficiency, structural, task based, or something else. It's the whole range of available methods that emerge and are invested in real time, conveying subject matter to generations from boomers to x, y, and z.

If there is a common feature of all effective teaching and learning strategies, it is that in-class contact hours count. Simply put, in-person instruction affords a social setting that is ideal for the human mind to discover, execute, and repeat performance, as happens in real life. For students, learning a language is a process of acquisition above and beyond grammar and words. Students need something more subtle and whole—

something that combines body language, eye contact, spontaneous presence, and cognitive resonance. Yet the more online it is, the farther something gets zoomed out. Here the question is: by call of duty under crisis and stress, how is it that teachers of Turkic languages can and should adjust their classes? Having lived through all this, I find it worth discussing lessons from the field as much as possible because, in the case of my [once well-funded](#) Turkish class, these lessons are relatable and may as well contribute to our conversation about education transpiring in critical times and places.

**Lesson 1.** Students are bodies, not a Body. Consistent with longer term trends in the less commonly taught languages (LCTLs), first-year Turkish classes [typically](#) consist of 6 to 10 students. Such low enrollments pose great instructional and pedagogical advantages alongside various logistical and financial setbacks. On and offline, a teacher will be more effective by creating an individualized experience. It is certainly a challenge to accommodate students at varying proficiency levels and still raise the level of the entire group at the same time. To meet this challenge, the very least virtual classes should do is create an environment in which teacher-student interaction will foster genuine interest and mutual respect. Briefly, students deserve the careful attention of teachers to their academic and personal circumstances; any tool that helps maintain a trusting relationship between the teacher and learner is good, irrespective of whether it is high or poor technology. The students likewise deserve teachers inclining to err on the side of grace as far as their assignments are concerned. Last but not least, a kinder treatment of students, such as sending email/s separately, not generically, serves as a token of interest in how well our students Ahmad and Jonathan (and their families) are doing academically and socially.

**Lesson 2.** No pedagogy is perfect as of yet. Considering institutional, linguistic, and individual conditions, *post-covid* classes should utilize more diverse and flexible tools and methods. Given a choice, the better choice is

a simultaneous use of asynchronous and synchronous meetings. That means recording lectures with the aim to explain written materials as well as hosting synchronous sessions with the aim to interact with students (refer to lesson 1 above). But behold the truth: language teaching is a social act and it is not designed for screen streaming, whether recorded or live. The language teaching profession has a long, long way to go in terms of measuring the quality of one sort of pedagogy over the other. Realistically put, online classes will exacerbate [pedagogical limitations and problems](#) in the LCTLs given that these languages are remarkably diverse, institutionally isolated, and largely non-standardized.

**Lesson 3.** [LCTLs suffer from fewer and lower quality materials](#). Compared to rich resources for commonly taught languages, such as Spanish, most of the existing LCTL textbooks do [not meet general expectations](#). In the case of Turkish experience, existing materials are even fewer in number and lower in quality. In the online setting and in respect to lessons 1 and 2 above, they are pedagogically flawed, repetitive, learner [unfriendly](#), and unresponsive to the needs of students.

Take a listening piece for beginners in *Seven Seasons 1* ([Yedi İklim](#)). On page 16, students learn about a 15-year-old girl named *Yaren* and her family. The text introduces singular actions and some narrative structures in isolation (e.g., “I woke up”). Nonetheless, the listening exercise that follows supposes that in-class or online students can recognize what they really cannot (e.g., complex constructions including infinitives and gerunds in an advanced tense that renders: “he is having fun travelling”). Faced with such faultily designed materials, assignments should be adjusted, and the instructor’s own materials should be added to the curriculum.

If a global crisis teaches us any lesson, it is that we must develop new materials that are foolproof, coherent, learner friendly, and effective anywhere, be it in a class or cyber space; and we ourselves must be

pedagogically responsive to different learning styles and up-to-date with [research on language acquisition](#).

**Lesson 4.** [Technology can help us lay the groundwork or set us up for failure in language teaching](#). This is yet another cautionary reminder that technologies must better be assessed, customized, and integrated, rather than welcomed in haste without assessment and adaptation. Not that handy applications, electronic mediums, and zoom meetings are ineffective; to the contrary, [Dracos and Hanson](#) indicate that they are useful, especially when converted to the target language. But until we have in hand an applicable, accessible, and augmented reality of the lived language, online delivery seems little more than an expression of teachers’ *noblesse oblige* spirit that comes to the rescue of language teaching during a certain period of trials and tribulations. After all, it is the teachers who will [muster resources](#) to help

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

The Redhouse Prize for Best Progress in Turkish was established by the Turkish Studies Association (now Ottoman and Turkish Studies Association) in 1991, and four such prizes continue to be available annually, two for each of two regions in North America, designated as East and West. Although the monetary value is not large (\$100), outstanding students deserve the public recognition that being a winner brings. Every year, the deadline for this prize is **June 30**. To learn more about this award, click [here](#).

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

## STUDENT NEWS

### CONNECTING WITH TURKISH LANGUAGE LEARNERS

BY KORAY MENTEŞOĞLU

I am considered a heritage Turkish speaker.

As a heritage Turkish language learner, I have unique challenges. Even though I've been able to learn some Turkish from my parents, listening to Turkish music and watching Turkish television shows, I often felt like I was learning the language in isolation, unable to practice it with my peers. I was fortunate to be able to travel with my family on a few trips to Turkey and Cyprus. Although these trips were limited, I was able to experience the language with others my age, so the language started becoming more for me than just my parents' language.

Another challenge is that my knowledge of Turkish is mostly spoken; my written Turkish is weak, and I do not have much formal speaking experience. This past year, as a high school senior applying to Princeton University, I met Dr. Nilüfer Hatemi during one of my campus visits. I expressed interest in taking her class. So, I really appreciated her kind offer giving me the opportunity to be a guest in her classes. For her beginner class, I prepared a presentation introducing myself and had a Q&A with the students. For her intermediate class, I made a presentation on my trips to Cyprus and Turkey, along with my hobbies, and then had a discussion with the students.

I was able to participate in her classes, once in Fall 2019 and once in Spring 2020.

For heritage learners like me, the ability to practice with peers is invaluable. Participating in college Turkish classes also ensures that my language skills can improve under the direction of academic professionals. I still do not know where I will be

studying this fall, but wherever I end up, I will make sure that I enroll in Turkish language classes.



KORAY MENTEŞOĞLU  
"HOME AWAY FROM HOME" IN LEFKOŞA, CYPRUS

### LOVE FOR TURKISH AND TURKEY SPARKED BY THE NSLI-Y PROGRAM IN BURSA

BY BELLA HUBBLE

I first began learning Turkish during Summer 2019. I was given a full scholarship by the U.S. State Department for the National Security Language Initiative for Youth (NSLI-Y) Program. Through this program, I was able to travel to Turkey with a cohort of other students and live with a Bursa-based host family for six weeks. Throughout those six weeks, my cohort and I had immersion Turkish language classes for four hours a day for five days a week. After class and on the weekends, we often did group cultural activities or simply explored the city together. For example, we were able to take an ebru class and also rode the Uludağ cable cars, where we visited a summer camp for Turkish students learning English. I was also able to do many cultural activities with my host family. They took me to several weddings and henna nights, taught me how to cook common Turkish dishes, such as börek, and took me to famous cultural sites such as Koza Han, Ulucamii, the Karagöz and Hacivat Museum, and Atatürk's house. After these six wonderful weeks

**BELLA HUBBLE**  
**VISITING YEŞİL CAMİ IN BURSA, TURKEY**



in Bursa, my cohort visited Istanbul for a few days— where we saw the Hagia Sophia, Sultan Ahmet Mosque, Topkapı Palace, and Grand Bazaar— before returning to the U.S. This summer in Turkey was one of the best summers of my life and inspired me to continue my studies of the Turkish language into college.

I’m now a rising sophomore at Princeton University, pursuing a concentration in Chemistry and a certificate in Turkish Language and Culture. I first became interested in Turkish while in high school. I tutored a student who had lived in Turkey and whose native language was Turkish. She spoke of the country and language very fondly; and when I saw there was an opportunity to go to Turkey through the NSLI-Y program, she strongly encouraged me to apply for the Turkish branch. I enjoyed the program so much, and I became very close with my host family. I still talk to my host sister every day; and a strong motivation of mine

for continuing my studies is to one day be able to have conversations with my host family in Turkish, rather than in English. Additionally, I wanted to continue my studies because I truly enjoy the language learning process. Turkish is very different from any other language I’ve attempted to learn. It’s very culturally nuanced; and I enjoy how it is an amalgamation of several different languages. In Turkish class, I love learning different idioms and expressions, because they show the true extent of the language’s richness. Finally, I think having a background in a critical, less commonly spoken language will set me apart as a candidate when I enter the workforce. I hope to attain professional proficiency in Turkish someday.

I plan to continue my Turkish studies through my undergraduate career, and hopefully, to study abroad in Turkey again! I’m very grateful for all the opportunities that learning Turkish has brought to my life and am excited for what the future holds!

**STUDYING ABROAD IN ISTANBUL**

*BY JACK STEWART*

My experience in Turkey last summer at Boğaziçi University was one of the most important and culturally enriching experiences of my life. After an excellent two years of Turkish instruction at Indiana University, I felt very well prepared to thrive linguistically in a Turkish speaking environment. From the first cab ride from the Istanbul airport, I knew that my experience speaking Turkish and living in Turkey would be amazing and productive.

I found my most edifying experiences with Turkish in Turkey came when I was exploring the streets of Istanbul, speaking with locals, working on my accent, drinking tea and Turkish coffee, and conversing with Turks in cafes, restaurants, stores, and bazaars. I felt as if I was able to truly immerse into the culture and assimilate linguistically and culturally. Turkish is a

beautiful and clear language; and I felt that my instruction at Indiana University prepared me very well.

Turkey is an essential part of my future plans. Next January I plan on traveling to Turkey and working as an English Teaching Assistant through the Fulbright program. I believe that this will be an amazing opportunity to share my culture and assimilate into Turkish society even further.

*Jack Stewart is a senior majoring in Central Eurasian Studies and Near Eastern Languages and Cultures at Indiana University. He is also a Turkish Flagship student.*



**JACK STEWART AND HIS INDIANA UNIVERSITY BLOOMINGTON  
TURKISH FLAGSHIP CLASSMATES**

## STUDYING ABROAD IN ISTANBUL

BY ALEXANDRA VEYNE

I never receive a neutral response when informing someone that I am studying Turkish. For some reason, I always witness sheer curiosity or confusion. Turks repeatedly ask me in self-deprecating bewilderment what I could possibly be doing in Turkey or why I would

spend my time learning their language; Americans appear speechless and puzzled, and often will fear for my safety. Although I explain that Istanbul is not analogous to the Syrian border—the most dangerous thing being aggressive cats jumping on me and pawing at my *pilav*—Turkey manages to consistently generate a reaction in others, whether good or bad.

When someone subsequently asks me why I chose to study Turkish, I respond that I absolutely adore it, for it is unparalleled. In my opinion, Turkish is the most empowering language: upon learning a new suffix, you can immediately put it into use and enhance your semantic and syntactical constructions. Turkish is an overlooked gem that few people pursue, despite how profoundly rewarding it is. Not only is it straightforward and systematic, but it can also occasionally surprise you with unconventional structures that are endowed with cultural meaning, and therefore, shed a light on Turkish mentality. I personally feel that it is both playful and elegant, a balance which is difficult to strike and proves very endearing. Moreover, unlike most people who begin with Arabic and then shift to studying Turkish, I have greatly benefited from my Turkish background when studying Farsi and Arabic. Turkish is simply an incredibly fun language to learn.

Last summer, upon the completion of my first year of Turkish instruction at Princeton University, I attended Boğaziçi University’s Turkish Language and Culture Program (TLCP) and was placed in the Upper-Intermediate level. TLCP was a phenomenal program: while it certainly was intensive—and the reason for countless hours I spent at the neighborhood cafés sipping *çay*—my Turkish improved considerably. Even though my grammar was fairly advanced for my level, my comprehension and speaking skills were lacking relative to my peers. By the third week, however, my professor told me that my “ears had opened up.” The scheduled conversation hours and the numerous activities (lectures, movies, *meyhanes*) and excursions (Bursa, Kanlıca) offered by TLCP provided an immersive component that I found critical to my



progress. The staff was wonderful, and the student helpers in particular really went above and beyond in responding to our needs and requests.

As for Istanbul itself, it is a gorgeous city filled with some of the most warm and welcoming people I have ever met. In fact, I was so upset about leaving Turkey that it took me a full month back home to readjust to American life and painfully accept that I was no longer in Istanbul. In the fall, I took an Introduction to Ottoman Turkish course along with two native Turks and three PhD students in my Department, which was foreseeably one of the most challenging albeit fulfilling academic experiences I have ever had. Upon returning to Princeton for my senior year, I will take additional advanced courses in order to acquire a minor in Turkish Language & Culture. In the meantime, aside from remaining on the lookout for new Turkish eateries, I cannot wait to return to Istanbul.

## AATT WALTER G. ANDREWS OTTOMAN TURKISH TRANSLATION AWARD

AATT is pleased to announce the Walter G. Andrews Ottoman Turkish Translation Award (OTTA) 2020 competition for the best translation of an Ottoman archival/historical or literary work into English. A prize of \$200 will be awarded to a graduate or undergraduate student who has taken one or two semesters of Ottoman Turkish in 2019-2020 or participated in an Ottoman Turkish program in Summer 2019-2020, and who has submitted the most successful portfolio. The submission deadline for the Walter G. Andrews OTTA prize is **Monday, July 15, 2020**. To find out more about this award, please click [here](#).

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

## BECOME A MEMBER OF AATT!

Join, renew, or give a gift membership!

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

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



ALEXANDRA VEYNE  
DURING A BURSA DAY TRIP



IN MEMORY OF  
WALTER G. ANDREWS (1939-2020)



The American Association of Teachers of Turkic Languages celebrates the life and mourns the death of **Walter G. Andrews**, Research Professor Emeritus of Turkish and Ottoman Studies in the Department of Near Eastern Languages and Civilization (NELC) at the University of Washington, Seattle. Dr. Andrews, who passed away on May 31, 2020, at the age of 81, was an original and engaging scholar, translator of Ottoman and Turkish poetry, and innovative educator and mentor. He leaves behind not only his wife Melinda and their two daughters, but also a wide network of colleagues, students, and friends. AATT thanks the individuals below for "putting pen to paper" and sharing their fond memories of Dr. Andrews.



When Walter G. Andrews responded to my interest in his Ottoman Divans Project in the early 1990s, his letter was accompanied by a package of offprints of his published articles plus two unpublished ones. As an

M.A. student in Turkey at the time, I was quite surprised by this act of sharing from a U.S. academician who had already established himself as a leading scholar in Ottoman literary studies with his monographs, *Introduction to Ottoman Poetry* and *Poetry's Voice Society's Song*. Our roads would meet at the University of Washington in 1999, when I started my position in the Near Eastern Languages and Civilization as an Assistant Professor of Turkish and Ottoman Studies. Walter was the first to hold this position when the department was established in 1968.

After leaving this position, Walter continued his scholarly work, vigorously establishing himself as a unique scholar by working on the scholarly, pedagogical and institutional issues facing the field of Ottoman and Turkish literatures and always expanding the boundaries of scholarly research. He was committed to the inclusion of Ottoman literary studies in the larger Ottoman Studies field as well as in the wider arena of Humanities. And his work reflects this commitment. In various theoretical and comparative volumes in Literary Studies and Social Sciences, and especially as pertains to issues of literature, gender, and tradition, his works are among the rare representatives of the Ottoman Studies field.

Walter's major collaborator in his scholarly endeavors, Prof. Mehmet Kalpaklı, was also a student of the late Mehmed Çavuşoğlu. They produced books and articles together; and Bilkent University partnered with the University of Washington in hosting digital humanities workshops, creating bridges between Turkish and U.S. scholars and students. Walter was also one of the forerunners of Digital Humanities with his interest in developing a platform to digitize Ottoman texts and to produce a reversible transcription system that would set much needed standards and generate data for further processes. And he accomplished this under the umbrella of [the Newbook Project](#).

Walter used English skillfully and beautifully. His translations from Turkish poetry constitute poetry in

their own right, while preserving the cultural core of the original poetry in Turkish. His translations of [Karagoz shadow plays](#) are still entertaining, fresh and effective. His short reviews for *World Literature Today* on translations from modern Turkish kept the U.S public informed about this seldom represented literary tradition. Walter had a deep love for the Turkish language and a penetrating curiosity about its mechanisms; his active involvement in the establishment of the AATT may be one sign of the pedagogical reach of this love and curiosity.

Being mentored by Walter, being a colleague and a friend of his, was a humbling experience. The work ethic he weaved into his life was exemplary; and his passion for scholarly conversations was contagious. His generosity was a blessing for me that lasted almost three decades. Walter G. Andrews' legacy will be a protective shade for the flourishing of not only Ottoman and Turkish Studies, but also an ethics of scholarship.

**BY SELIM S. KURU**

*Associate Professor and Department Chair  
Near Eastern Languages and Civilization  
Director, Persian and Iranian Studies Program (PISP)  
Director, Turkish and Ottoman Studies (TOS)  
University of Washington, Seattle*



Professor Walter Andrews played an important role in my life during the years I studied as a graduate student at the University of Washington. I was a student at the Department of Linguistics in the seventies. One day I went to meet the professor who was teaching Turkish at the Department of Near Eastern Languages and Civilizations. That professor turned out to be Walter. It was a very productive relationship from then on. I became his TA in 1974, helping him teach first- and second-year classes for about five years. In addition to teaching, I also took classes from him. He taught me the Ottoman script as we explored the Ottoman language and culture and history.

In 1975, as I was writing my master thesis on word order in Turkish, I would often go to his office

to discuss my progress and how I approached this topic. When I told him that by changing the word order in Turkish you may be able to change the message and the emotive content of that message, he started to get very excited. Then for a while we met and examined word order and its function in poetry; and we discussed how meaning, message and emotional content of any poem could be interpreted by looking at the word order in a poem. He eventually brought Ottoman poetry and we began to analyze it in terms of word order and the choice of vocabulary, etc. Then we decided to present our work at the MESA conference in November 1977. MESA met in New York City that year. Walter and I gave a presentation titled "Stylistic Analysis of Ottoman Poetry: A Progress Report." This type of approach was quite new and different. Encouraged by the positive response the paper received, Walter decided to write a book taking these basic ideas and developing them.

At the time when Walter was working on this particular book, Ottoman poetry was often considered an extension of Persian poetry that did not reflect the culture which created it. He spent several years working hard on developing a new approach to the Ottoman poetic tradition, analyzing it from a theoretical perspective that utilized linguistic analysis. The culmination of this work was the publication of his book, *Poetry's Voice, Society's Song* (1985). In this book, he argues that Ottoman poetry (and especially the *gazel*), was a part of and a reflection of Ottoman culture.

Walter Andrews was a wonderful, caring person and a great scholar. He supported his students all the way through their education and helped them any way he could. He took pleasure not only in teaching Turkish and Ottoman literature, but also in learning from his graduate students. I will miss him. Sevgili Walter, nur içinde yat!

**BY GÜLİZ KURUOĞLU**

*Lecturer in Turkish  
Near Eastern Languages and Cultures  
University of California, Los Angeles*



I met Walter Andrews in 1991. He was the outside evaluator for the graduate student essays that Victoria Holbrook was shepherding toward publication in *The Turkish Studies Association Bulletin* (currently *JOTSA*). These were the proceedings from the first of the three conferences Victoria Holbrook had hosted at the University of Ohio to bring together graduate students working on Turkey. These meetings had a phenomenal impact on me, not only because of the conversations they fostered, but also because of the people they put me in contact with. Walter was one of those. He became a mentor and a friend. He soon invited me to the Middle East Literary Seminar, of which he was one of the original founders. This was a spring conference hosted by a different university each year (unfortunately ending in 1998), creating a comparative literary dialogue between different Middle Eastern literatures. His work in creating and sustaining this seminar is only one of his field building projects that showcases his wonderful lifelong qualities of bold and imaginative thinking, curiosity and collaboration.

Walter wrote three books, the last of which is *The Age of Beloveds* (2004), coauthored with Mehmet Kalpaklı. This sweeping book examines Ottoman Society in the 16th century in comparison with and as part of Europe, arguing that similar political and global circumstances in these eastern and western contexts created similarly intense interest in love and beloveds. But it also resonated personally for some readers who found an affirmation in its treatment of homosexuality. I remember the book's electrifying reception at MESA and the standing ovation it got, with some members expressing their thanks. My own favorite is his second book, *Poetry's Voice and Society's Song* (1985), which was a game changer. When the prevailing understanding of Ottoman poetry was that it was a derivative and moribund tradition (as a result of the influence of critics like Gibb and later Köprülü), Walter boldly claimed that it was original and realistic, again contextualizing the Ottoman tradition within the political, economic, literary and emotional realities that shaped it and the needs it responded to. He also talked about the emotional import of the poetic tradition and the cultural emotional needs it met. At the time, to his dismay and consternation, his rereading was taken as a political move by some readers. However, in the end, his vision prevailed and changed how we see Ottoman

poetry today (and in hindsight, we can say, was in concert with the paradigm shift in the study of Ottoman history that started in the 1980s.)

Walter always was aware that performance and the pleasure it gave, were part of the tradition and meaning of poetry. He took on big performance projects like the dance he "translated" from *Beauty and Love* (after its publication in English in Victoria Holbrook's masterful translation in 2005) in collaboration with Özgen Felek, commissioning original choreography and music. Another was the presentation of a poetry *meclis* at Columbia University in 2008, where poets were shown eating, drinking, talking, singing and reciting poetry from a script he had written. His collaborator for this project was my husband Etem Erol, who helped him create the scenery and costumes, and find volunteers among students, community members, and even real actors from a local Turkish theater group who memorized their roles and rehearsed before Walter's arrival in New York. Although this project had many moving parts, each of which could have fallen apart, it was a resounding success, like all things Walter undertook, because he believed in it.

Despite his collaborations and dialogue with many, many people, Walter was very much his own person. He retired early to have the career he wanted, to focus on the work he wanted to do, and to live the life he wanted. What a life it has been, with so many visionary projects undertaken with passion and immense enjoyment, with so many lives touched and changed. Thank you, Walter. May you rest in peace!

**BY SİBEL EROL**

Clinical Professor

Department of Middle Eastern and Islamic Studies  
New York University



As we remember the many accomplishments of Walter G. Andrews, I wanted to bring up an aspect that has not been mentioned thus far and which demonstrates the importance he gave to the language component. Walter was among the founders of AATT at a time when the usual attitude of those in the professorial rank was somewhat dismissive of those

teaching a language. Having accepted a nomination to run for the Executive Board in 1987, he was elected and served in that capacity for three years. During that time, he also served on the Working Committee of our project “Standards for Computing in Turkish” when we, in touch with the likes of Apple and IBM, adopted ASCII standard codes for Turkish as well as keyboard layouts. Accustomed to the ease with which they are able to take advantage of the digital world, few colleagues today still remember the troubles of using word-processors, working, writing and printing in an ‘exotic’ language without the proper graphs.

In the [Fall 1988 Newsletter](#), Walter wrote:

*With the assistance of an IBM company grant and the Humanities Applications Computer Center at the University of Washington, I have developed a Modern Turkish and Ottoman transcription character set that works with a group of edit and printer control files to adapt the PC WRITE word processor to Turkish, Ottoman and Turkish/English applications using the IBM PC or PS-2. . . The PC WRITE adaptation uses the Turkish ASCII standard codes as adopted by AATT. . . Thus far the adaptation only supports the NEC and TOSHIBA 24 pin printers and the PROPRINTER and EPSON 9 pin printers. . .*

Early on Walter grasped the contributions the digital world would make to the –at that point rather nascent– field of Digital Humanities: . . . *I have been using files generated with the PC WRITE programming in conjunction with Brigham Young University’s WordCruncher program being offered by the MLA. . . this program will index, sort, concordance, and in other ways analyze large amounts of text with amazing ease and swiftness. I have been astounded.*

As chair of the “Standards for Computing” committee, I had the pleasure of getting to know Walter as a person. The Working Group met for dinner at our house on one occasion, which was the only time that all members were present, and enjoyed of his company for several hours. Walter was a generous, pleasant participant who shared his work freely.

He will be missed. May he rest in peace.

**BY ERIKA H. GILSON**  
*Honorary President of AATT  
Retired Senior Lecturer in Turkish  
Princeton University*



I met Walter Andrews when I moved to Seattle in 2011 in order to study with him as a doctoral student at the University of Washington. I first read his work when I was in college and looked forward to meeting him, though I was slightly nervous. He welcomed me to his office in Denny Hall and we immediately engaged in a conversation about Ottoman poetry. We talked about love and separation, about self-sacrifice, about the study of Ottoman emotions. I left the office inspired, feeling that somehow, I had already gained a mentor. In the years that followed, we continued meeting every week. We read couplets from *gazels*, sections from *kasides*, and life-stories from Latifi’s biographical dictionary. I was many times inspired by him. He cared deeply for his students and supported young scholars. Dozens of undergraduate students volunteered to work with Walter on digital projects—all because of his engaging personality creative thinking, and passion. Curiosity drove his pioneering work in Digital Humanities, including the [Svoboda Diaries Project](#) and the [Baki Project](#). I was inspired by his brilliant way of making sense of Ottoman and the way he translated it into beautiful English translations, as well as his capacity to think theoretically. Since I learned of his passing, I have mourned the loss of a teacher and a dear mentor. But I also have been consoled by seeing how many people have commemorated his legacy and celebrated his impact on the study of Ottoman literature and digital humanities. The many memories shared in the last few days remind me of his imprint on the many lives he touched: his family, friends, and students.

**BY OSCAR AGUIRRE-MANDUJANO**  
*Assistant Professor of History  
University of Pennsylvania*



We were deeply saddened to hear of Walter Andrew's passing. I admired Walter's work before I met him in person, and then was amazed by how supportive and personable he was "in real life". I first read his books and articles because of taking classes with Victoria Holbrook at Ohio State University. I frequently use sections of *Ottoman Lyric Poetry* (especially the parts on parallel poetry) to do a simple session on Ottoman

poetry when I teach the Turkish classes in the University of Pennsylvania Middle East Literature in Translation course. When asked by graduate students for recommendations in Middle East literature, I always suggest his *Age of Beloveds*.

His sterling intellect, his love of the Turkish language, his humor, and his generous mentoring will be missed. His publications and memory will live on.

**BY SYLVIA ÖNDER**

*Teaching Professor in the Division of Eastern Mediterranean Languages (Turkish)  
Director of Undergraduate Studies  
in the Department of Anthropology  
Georgetown University*

## RESULTS FOR THE FALL 2019 ENROLLMENTS SURVEY FOR TURKIC LANGUAGE COURSES AT POST-SECONDARY INSTITUTIONS IN THE U.S.

**BY SAADET EBRU ERGÜL  
STANFORD UNIVERSITY**

We would like to thank all AATT members, instructors, and administrators who contributed to the **Fall 2019** enrollment count by responding to AATT's online survey.

### Please note:

The enrollment figures presented here reflect data collected between **March 2020 and May 2020**. **These numbers indicate enrollment during the Fall term 2019.**

- We strive for completion; assume that the results do not reflect the full sum we seek to report. The results presented here are, therefore, based on the data we have been able to gather.
- The Fall 2019 survey covered institutions in the U.S. and Canada.

## UPCOMING EVENTS & DEADLINES

June 30, 2020	Deadline for <a href="#">Adıvar Awards</a> Submission
July 15, 2020	<a href="#">Walter G. Andrews Ottoman Translation Award</a> Submission Deadline
August 31, 2020	15 <sup>th</sup> <a href="#">AATT Graduate Pre-conference</a> Proposal Submission Deadline
October 9, 2020	<a href="#">5th AATT Conference</a>
October 10, 2020	15 <sup>th</sup> <a href="#">AATT Graduate Pre-conference</a>
October 10, 2020	35th AATT Annual Meeting, <a href="#">MESA</a>
October 10-13 2020	<a href="#">MESA Annual Meeting</a>
TBA	AATT Roundtable, <a href="#">MESA</a>
TBA	AATT Panel, <a href="#">MESA</a>
November 20-22 2020	<a href="#">ACTFL Annual Convention and World Languages Expo</a>
December 1, 2020	AATT Student Photo Contest Submission Deadline, Details coming soon!
December 7, 2020	AATT Fall <a href="#">Newsletter</a> Submission Deadline



- We were able to contact **59** higher education institutions:
  - Among **59** institutions, Modern Turkish was taught at **35\*** institutions of 59 institutions in Fall 2019
  - **11** institutions didn't participate in the survey.
  - **13** institutions did not offer Modern Turkish in Fall 2019.

**Table 1:**  
*Undergraduate* Enrollments recorded for 2009-2019

	<b>Turkish*</b> <b>enrollments</b>	<b>Other Turkic</b> <b>enrolments</b>	<b>Number of reporting</b> <b>institutions</b>
2009:	747	<i>not reported</i>	43
2010:	709	<i>not collected</i>	39
2011:	955	42	50
2012:	927	35	37
2013:	811	32	42
2014:	686	36	38
2015:	560	29	34
2016:	451	17	30
2017:	481	22	32
2018:	496	10	33
<b>2019: (496+11)</b>	<b>507</b>	<b>32</b>	<b>35</b>

\*Includes Ottoman Turkish

**Table 2:**  
General summary for Fall 2019\*:

Turkish	(496+139) <b>635</b>
Ottoman	(11+33) <b>44</b>
Azerbaijani, Kazakh, Kyrgyz, Uyghur, Uzbek and other	(32+24) <b>56</b>
<b>Total</b>	<b>735</b>

\*Undergraduate and graduate combined

**Table 3:**  
Summary of enrollments for Fall 2019\* by language

LANGUAGE	STUDENT TOTAL
TURKISH	635
OTTOMAN	44
AZERBAIJANI	0
KAZAKH	8
KYRGYZ	2
UYGHUR	12
UZBEK	6
TURKMEN	0
OLD TURKIC (ORHKON)	4
OTHER	24

\* Undergraduate and graduate combined

**Table 4:**  
Breakdown of enrollments only for Turkish by course and class level. The first number indicates enrollments for 2019 and the number in parentheses, those for 2018.

TURKISH	UNDERGRADUATE	GRADUATE	OTHER GROUP OF LEARNERS*	STUDENT TOTAL
1 <sup>st</sup> year	281 (266)	60(50)	2 (5)	343 (321)
2 <sup>nd</sup> year	115 (125)	42 (35)	2 (1)	159 (161)
3 <sup>rd</sup> year	90 (74)	36 (14)	4 (0)	130 (95)
4 <sup>th</sup> year	10 (13)	1 (2)	0 (0)	11 (15)
Total	496** (478)	139 (108)	8 (6)	643** (592)

\* The learners counted in the category “Other” are post-doc researchers and visiting or regular faculty members.

\*\*Five Colleges Consortium student numbers are added to the grand student total and to the undergraduate student total.

**Table 5:**  
Class size for Turkish courses

TURKISH	Average undergraduate enrollment	Average graduate enrollment
1 <sup>st</sup> year	7	2
2 <sup>nd</sup> year	4	2
3 <sup>rd</sup> year	4	2
4 <sup>th</sup> year	2	0



**Tables 6a and 6b:**

The number of post-secondary institutions in the U.S. that reported teaching Turkic languages during **Fall 2019**:

Turkish	1st year	2nd year	3rd year	4th year
<b>2019</b>	<b>35</b>	<b>32</b>	<b>26</b>	<b>4</b>
<b>2018</b>	33	30	21	7
<b>2017</b>	30	27	17	5
<b>2016</b>	30	27	18	4
<b>2015</b>	34	24	20	2
<b>2014</b>	38	32	20	7
<b>2013</b>	42	35	24	3
<b>2011</b>	50	43	25	7

	<b>2019</b>	2018	2017	2016	2015	2014	2013	2012	2011
<b>OTTOMAN</b>	<b>9</b>	8	4	8	5	6	9	12	8
<b>AZERBAIJANI</b>	<b>0</b>	2	-	1	-	1	1	3	1
<b>KAZAKH</b>	<b>4</b>	4	1	1	3	3	1	6	5
<b>KYRGYZ</b>	<b>2</b>	2	-	1	-	1	-	2	2
<b>TATAR</b>	<b>-</b>	0	-	-	1	1	-	2	-
<b>TURKMEN</b>	<b>-</b>	0	-	-	-	-	-	1	-
<b>UYGHUR</b>	<b>6</b>	4	3	1	1	1	2	2	4
<b>UZBEK</b>	<b>3</b>	5	5	-	3	4	4	9	8

**Table 7:**

Additional Courses\*

	Number of institutions reporting additional courses	Total number of courses	Total Enrollment
Academic Turkish reading, writing, speaking and translation courses	<b>7</b>	<b>7</b>	No data
Content courses taught in Turkish	<b>5</b>	<b>5</b>	No data
Literature, culture or film in translation courses	<b>9</b>	<b>9</b>	No data

\* Sample courses/seminars offered can be found at the very end.

**Table 8:**

Thirty-five institutions reporting Turkic language instruction in **Fall 2019:**

Boston University	University of Arizona
Brown University	University of California, Berkeley
Columbia University	University of California, Los Angeles
Cornell University	University of Chicago
Duke University	University of Florida
Five Colleges Consortium	University of Illinois
George Mason University	University of Kansas
Georgetown University	University of Michigan
Harvard University	University of Northern Carolina Chapel Hill
Indiana University	University of Oregon
Michigan State University	University of Pennsylvania
New York University	University of Pittsburgh
Northwestern University	University of Texas at Austin
Princeton University	University of Toronto*
Rutgers University	University of Washington
Stanford University	University of Wisconsin-Madison
SUNY Binghamton	Yale University
Syracuse University	

\* included

**Table 9:**

The institutions below **did not** participate in the Fall 2019 AATT Enrollment Survey:

Brigham Young University	Santa Monica College	University of Minnesota
George Washington University	Texas A&M University	University of Utah
Mercyhurst College	UC Santa Barbara	University of Virginia
Ohio State University	University of Houston	

**Table 10:**

Turkish was **not offered** at the institutions below in **Fall 2019:**

Arizona State University*	Florida State University	University of Iowa
Beloit College	Georgia State University	University of Massachusetts
Barnard College	Howard Community College	University of Maryland
Binghamton University	San Francisco State	University of Portland

\* Turkish Language Classes offered during summer.

**Table 11:**

Instructors' Professional Association Memberships – 26 participants

Year	AATT	MESA	ACTFL	NCOLCTL	MLA	OTSA	MLS	ACLA	LSA	AAAS
2019	20	12	10	5	4	4	1	1	1	1

Sample Courses/Seminars Offered (Besides Traditional 4 Skills Language Courses):	Comments/News/Suggestions/Concerns:
<ul style="list-style-type: none"> <li>• Readings in Modern Turkish: (Literature/Film/Ethnomusicology/Sociology/History)</li> <li>• Old Turkic Readings -Intro</li> <li>• Contemporary issues in Turkey</li> <li>• Turkish Media and Pop Culture</li> <li>• Turkish Food and Cuisine</li> <li>• Language and Culture (Gen Ed)</li> <li>• Turkish Culture and Society (Gen Ed)</li> <li>• Ottoman Poetry</li> <li>• Writing Cultural Identity in Turkey</li> <li>• Literature in Translation: Class/Gender/Race/Turkish Film and Literature</li> <li>• Turkish Music</li> </ul>	<ul style="list-style-type: none"> <li>• Diminishing funding negatively affects students, especially graduate students.</li> <li>• Heritage learners also need to be included.</li> <li>• Higher credits for language courses (5Credits) may be a reason for low enrollment.</li> <li>• Good News! Turkish Minor established at some institutions!</li> <li>• Need to reach out to FLTA's for more participation and connection.</li> </ul>

Thank you for your participation.

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**MLA ENROLLMENT DATA**

To access last year's MLA report on language course enrollments at colleges and universities in the United States, click [here](#). To access MLA's Language Enrollment Database (1958-2016) and search enrollments in foreign languages, click [here](#).

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