

# AATT Bulletin

American Association of Teachers of Turkic Languages

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## IN THIS ISSUE

From the Editor

News of the Profession.....1

Reports.....11

The Bibliography of the Novels Translated  
From Turkish Into English Between  
1990-2004

*Emine Hoşoğlu*.....25

Fulbright Language Teaching Assistants  
(FLTA) Program And Turkish Instruction  
In the United States

*Pelin Başçı*.....27

Review of Bilge Karasu's  
*The Garden of Departed Cats*, Aron Aji (trans.)  
*Roberta Micallef*.....35

Review of Yıldırım Erdener's  
*101 Turkish Idiomatic Expressions*  
*Hilal Sürsal*.....38

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## FROM THE EDITOR

As the 2005-2006 academic year approaches, the AATT is getting ready to celebrate the 20th anniversary of its founding. Therefore, let me start by discussing the next issue rather than this one. Our next, 20th-anniversary issue will include articles on the state of the field; a survey of instructional and research positions, whether tenure-line or not; an overview of institutional support and funding, including assistantships; an evaluation of student numbers, graduation records, and post-graduation employment; a discussion of instructional materials and pedagogical work on Turkish and Turkic languages as foreign languages; a review of the life and contributions of those who played significant roles in the development of the field in North America; and an assessment of the ties within the field between the United States, Europe, and Turkey. So please plan ahead: this is truly a call to pen on paper. The *AATT Bulletin* invites contributions on all of these topics.

The current issue of the *Bulletin* includes a detailed section on news of the profession, from recent US House resolutions that have implications for our field to new publications that contribute to research and instruction. A section on reports gives an overview of some of the important meetings—whether those organized by the AATT or those in which the AATT was represented. Emine Hosoglu's bibliography of Turkish novels which appeared in English translation between 1990 and 2004 is useful not only for those of us who teach literature courses in translation, but also to colleagues in adjacent fields such as history and anthropology. My discussion of the Fulbright Language Teaching Assistants (FLTA) Program and its relationship with Teaching Turkish as a Foreign Language in the United States hopes to give voice to some concerns, and search for ways to better utilize this program. Let us look forward to meeting in our special issue, in which we can look ahead to a brighter future as we celebrate all that has been accomplished and the people that have been instrumental in so many ways to the development of our field in North America.

Wishing all of you a happy and productive summer and a great fall.

Pelin Başcı  
Portland State University

## NEWS OF THE PROFESSION

### ► YEAR OF THE LANGUAGES

Bret Lovejoy, ACTFL Executive Director, sent the following memo to ACTFL Delegates and Organizational Members, which was forwarded to AATT list-serve by Erika H. Gilson.

Last night the U.S. House of Representatives passed H. Res.122 calling for the establishment of a "Year of Languages" recognition program in the United States to highlight the increased need for foreign language education. The resolution, co-sponsored by Rep. Rush Holt (D-NJ) and Rep. Patrick Tiberi (R-OH) calls on the President to issue a proclamation encouraging the public to support initiatives to promote and expand the study of languages and to observe a "Year of Languages" through appropriate ceremonies, programs and other activities. Rep. Holt gave a significant speech on the House floor calling for more effective K-12 and college programs to meet the needs of our national interests in both business and government. ACTFL is grateful to Representatives Holt and Tiberi and will post the official press release at [www.yearoflanguages.org](http://www.yearoflanguages.org) as soon as possible. We also are working with the education press to get word out about the Resolutions and the Year of Languages.

ACTFL worked closely with Rep. Holt to draft this Resolution and with Rep. Tiberi to usher it through the House Education and the Workforce Committee and to the House floor last night. I think you can be proud to tell people this is another example of the new ACTFL - working with policymakers to enhance the image of language teaching in the U.S.

I want to thank everyone for their support for the Year of Languages - it has truly become a nationwide initiative with all sectors of the language community getting behind it. I have attached a copy of the Resolution as it passed the House, as well as Rep. Holt's press release and the ACTFL

press release.

Now that we have both the House and Senate Resolutions passed, we will once again ask the White House to issue a Presidential Proclamation.

Thank you,  
**Bret**

Bret Lovejoy  
Executive Director  
ACTFL  
700 S. Washington St., Suite 210  
Alexandria, VA 22314  
Phone: 703-894-2900  
Fax: 703-894-2905  
Email: [blovejoy@actfl.org](mailto:blovejoy@actfl.org)  
Web: [www.actfl.org](http://www.actfl.org)

**2005: *The Year of Languages***: Celebrate, Educate, Communicate...The Power of Language Learning!  
[www.yearoflanguages.org](http://www.yearoflanguages.org)

### ► NATIONAL LANGUAGE ACTIVITIES AND POLICIES 2005

**By J. David Edwards, Ph.D., Executive Director, JNCL-NCLIS**

The Omnibus Spending bill which finally passed the 108<sup>th</sup> Congress increased spending for the Foreign Language Assistance Program (FLAP) by \$1.3 million to \$17.8 million; International Education and Foreign Language Studies in Higher Education to \$106.8 million; and Civic Education to \$29.4 million. Other federal programs of importance to languages were either level-funded or decreased slightly.

The 108<sup>th</sup> Congress considered eighteen bills that dealt with languages and international studies, but only enacted two: the Intelligence Reauthorization and Intelligence Reform bills which require the defense and intelligence communities to improve and increase their knowledge and use of languages.

The National Security Education Program (NSEP) was funded at its usual \$8

million with \$6 million more added for the National Flagship Language Initiative and \$2 million to work with Heritage Languages.

The Administration's FY 2006 Budget Request again eliminates funding for FLAP, Star Schools, Civic Education, Javits, and a dozen other small federal programs that provide assistance to languages and international studies.

Rep. Rush Holt (D-NJ) has introduced H.R. 115, the National Security Language Act which will improve America's foreign language capabilities through the following initiatives:

- 1) Loan Forgiveness for Undergraduate Students in Foreign Languages Who Become Teachers or Federal Employees;
- 2) Science and Technology Advanced Foreign Language Grants;
- 3) ) International Flagship Language Initiative; and
- 4) Encouraging Early Foreign Language Study

Senators Christopher Dodd and Thad Cochran will soon introduce the International and Foreign Language Studies Act of 2005 which reauthorizes Title VI of the Higher Education Act to include increased funding, greater outreach to the schools, increased study abroad opportunities, and greater use of technology.

On March 8, the House passed H. Res. 122 expressing the sense of the House of Representatives regarding the study of languages and supporting the designation of a Year of Languages. Earlier this year, the Senate passed S. Res. 28 designating the year 2005 as the "Year of Foreign Language Study".

The National Security Education Program has issued a request for proposals and will hold meetings regarding the creation of a K-16 Chinese Language Project.

The Commission on the Abraham Lincoln Study Abroad Program has begun to hold meetings and seek input on this program, the vision of the late Senator Paul

Simon, which would provide fellowships of up to \$7,000 for 500,000 students to study abroad for a summer or school year.

Recently, the Department of Defense has released a momentous new "plan to overhaul military policy, doctrine, and organizations to improve the diversity of foreign languages spoken in the armed forces; enhance the proficiency of linguists; and create new sources of foreign language expertise outside the Defense Department" entitled the *Defense Language Transformation Roadmap*.

Detailed information on any and all of these developments can be obtained from the Joint National Committee for Languages and National Council for Languages and International Studies at <<http://www.languagepolicy.org>>.

## ► AATT INITIATIVES, 2005-2006

**By Erika H. Gilson, Ph.D., Princeton University, AATT Executive Secretary-Treasurer**

The AATT would like to inform its membership of some its initiatives, and the results so far:

1. MESA in Washington, D.C. November 19-22, 2005

Our proposal for a roundtable "Building Reading Fluency in Turkish" has been accepted. We hope many of you will be making plans to attend this year's conference which at the same time will mark the 20<sup>th</sup> meeting of AATT.

2. CESS at Boston University, MA Sept. 29-Oct. 2

Two proposals were submitted, one a panel session on Turkic Linguistics, by Çiğdem Balım, the other for a roundtable on "The Historical and Contemporary Turkic Languages: Perspectives on Future Linguistic Research." Please be on the look out for further announcements.

3. AATT also applied for funding from ITS to hold a "Graduate Student Pre-Conference in Turkish and Turkic Studies" either at Georgetown before MESA, and/or also before the CESS conference. We should receive an answer soon.

Many thanks for all who have worked on the proposals.

**► THE FIRST CIRCULAR ON  
THE AATT ANNUAL GRADUATE  
STUDENT PRE-CONFERENCE IN  
TURKISH AND TURKIC STUDIES**

**By Erika H. Gilson, Ph.D., Princeton  
University, AATT Executive  
Secretary-Treasurer**

The American Association of Teachers of Turkic Languages (AATT) is pleased to announce the establishment of an annual "Graduate Student Pre-Conference in Turkish and Turkic Studies". This conference is being established to mark the 20th anniversary of the establishment of AATT. The first Pre-Conference is co-sponsored by the Institute for Turkish Studies and Georgetown University.

The first annual Pre-Conference will be hosted on Friday evening, November 18 and Saturday, November 19 by Georgetown University. It will be held in conjunction with the 2005 meeting of the Middle East Studies Association to be held November 19-22, 2005 in Washington, DC. (Future meetings may also be coordinated with the annual meeting of the Central Eurasian Studies Society.)

The Pre-Conference is designed to encourage research making significant use of sources in Turkish and Turkic languages by graduate students in Turkish and Turkic Studies in North America. It will promote contact between students at various institutions and allow for feedback from faculty discussants participating in the pre-conference. Another goal is to help students

progress towards more formal presentations at national conferences such as those of MESA, CESS, and organizations devoted to specific disciplines.

AATT will award a limited number of travel awards to help subvent the cost of student participation. Students are also encouraged to seek funding from their home institutions.

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

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

The deadline for submission of proposals is September 15, 2005.

Proposals should be submitted by email to:

Professor Uli Schamiloglu, AATT President  
Department of Languages and Cultures of  
Asia

University of Wisconsin-Madison  
*uschamil@wisc.edu*

OR

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

Applicants will be informed of the selection committee's decision by October 1, 2005.

**► AATT FORMALLY  
AFFILIATED WITH THE  
CENTRAL EURASIAN STUDIES  
SOCIETY (CESS)**

**Letter to the CESS by the AATT  
President Prof. Uli Schamiloglu**

*The following letter articulating AATT's desire to be formally affiliated with the CESS was sent on February 5/05 by the AATT President Uli Schamiloglu to Robert M. Cutler, chair of Institutional Linkages Committee, Central Eurasian Studies Society at the Institute of European and Russian Studies in Carleton University Ottawa, Ontario, K1S 5B6 Canada*

Dear Professor Cutler,

On behalf of the American Association of Teachers of Turkic Languages (AATT), I am pleased to request formal affiliation with the Central Eurasian Studies as an affiliated society.

AATT was founded in 1985 as a private, non-profit, non-political organization of individuals interested in the languages of the Turks. It has a regular membership, holds regular annual meetings and workshops, and publishes regular *Bulletin*. AATT is affiliated with the Turkish Studies Association, the Middle East Studies Association, and the American Council of the Teaching of Foreign Languages. It is a member of the National Council of Organizations of Less Commonly Taught Languages. The AATT Executive Board also serves as the Turkish Language Board of the National Middle East Language Resource Center.

According to the Association's Constitution, AATT is managed by a five-member Executive Board elected by the membership. The President and the Executive Secretary-Treasurer (Prof. Erika H. Gilson, Princeton University) are appointed positions, and officers are elected to three year terms.

Based on priorities established by the membership, AATT has worked on

developing proficiency guidelines for Turkish, a language learning framework for the teaching of Turkish in American academic institutions, and is currently actively promoting use of instructional technology and the Internet to improve the teaching and learning of the languages of the Turks. Further information about AATT and its achievements can be found on the AATT website:

<http://www.princeton.edu/~turkish/aatt/default.htm>

AATT has sponsored panels in conjunction with past annual meetings of the Central Eurasian Studies Society. We hope that you will agree that formal affiliation can lead to an even more productive long-term relationship.

Please do not hesitate to contact either me or Prof. Erika Gilson if you have any further questions. We look forward to your positive response.

Sincerely yours,  
Uli Schamiloglu  
President, American Association of  
Teachers of Turkic Languages

cc: Thomas Barfield, President  
Central Eurasian Studies Society  
Erika H. Gilson, Executive Secretary-  
Treasurer, American Association of  
Teachers of Turkic Languages  
E-mail: [ehgilson@princeton.edu](mailto:ehgilson@princeton.edu)

**► ANNOUNCING A NEW  
NMELRC PROJECT**

The National Middle East Languages Resource Center along with its institutional founding member, the AATT is looking for colleagues who would be interested in getting involved in the Turkish component of the "Best Practice Video" project.

The following includes a brief description of the project:



Stage I of the Best Practice project is to collect and provide on-line samples of model classroom interaction.

Stage II will consist of a more extensive library of video materials that will provide more ample documentation.

The goal is to have some good video footage (from a variety of settings and levels) showing samples of teaching/ learning for each of our languages. Some of these materials will be used in the teacher training institutes now being prepared.

If you are interested, please get in touch with the AATT Executive Secretary-Treasurer, Dr. Erika H. Gilson at: <ehgilson@princeton.edu>.

### ► THE NATIONAL MIDDLE EAST LANGUAGES RESOURCE CENTER (NMELRC) ON-LINE WORKSHOPS

This year the NMELRC conducted a series of on-line workshops on various aspects of language pedagogy for teachers of Arabic, Hebrew, Persian, and Turkish. All involved in the teaching of Middle East languages were and are invited to tune in and participate in these workshops.

The presentations were offered once a month and allowed language faculty in our four languages to listen to the presentations, post questions, and get answers via the web. Each presentation lasted between 90 and 100 minutes and featured a brief theoretical background to the issue(s) discussed as well as sample materials and classroom techniques.

The first online session held in January addressed "Building Reading Fluency in Middle Eastern Languages." In this session, Kristen Brustad talked about defining and setting goals for reading comprehension, interactive reading skills, the role of grammar in reading, and the use of authentic texts. She presented examples of reading texts and activities in both English and Arabic.

2004-05 academic year training session

topics included the following:

January	Reading comprehension
February	Issues in teaching vocabulary
March	How to create an Interactive Classroom
April	Listening Comprehension/ Grammar
May	Integration of Technology and Pedagogy

Links which allow the viewing of the videotapes of the webcasts are posted on [nmelrc.org](http://nmelrc.org).

For questions and information about these workshops please contact NMELRC at [nmelrc@byu.edu](mailto:nmelrc@byu.edu).

### ► TURKISH RESOURCES

#### The following was sent to the AATT list-serve by Dr. Louis Janus, Less Commonly Taught Languages Project, CARLA

In my efforts to assist with the development of the AATT website, I am trying to compile a comprehensive list of books, websites, CDs, etc., all pertaining to Turkish language instruction or simply Turkish cultural or linguistic resources in any form.

The UCLA Language Materials Project at <<http://www.lmp.ucla.edu>> lists 208 cites for Turkish. These are mostly printed books. You can select various subsets if you wish.

The e-LCTL project at Michigan State at <<http://elctl.msu.edu/search.php>> lists around 20 references, mostly web sites.

The Less Commonly Taught Languages Project (where I work) has, in addition to lists of where Turkish is taught at a number of levels, a few other resources, including a set of exercises "Turkish Vocabulary through pictures." See <<http://www.carla.umn.edu/lctl/materials/language/turkish.html>> for more details.

janus005@maroon.tc.umn.edu  
 LCTL@maroon.tc.umn.edu  
 <<http://carla.acad.umn.edu/LCTL>>

## ► SUMMER INSTITUTE OPPORTUNITIES AT CARLA

By Deniz Gökçora, CARLA Assessment  
 Projects Coordinator

The following outlines the free summer institute opportunities that the Assessment Projects at the Center for Advanced Research on Language Acquisition (CARLA) offers for LCTL teachers. Through the funding from the U.S. Department of Education, CARLA offers these summer institutes as well as many others. They are particularly useful for creating proficiency-based assessment model in your courses. The application deadline is April 15th. You might be eligible to get \$600 stipend to attend any of the CARLA institutes.

### Free Summer Institutes for LCTLs

This year CARLA will offer free two summer institutes that support LCTL teachers in developing proficiency-based assessments, both of which will be led by Deniz Gökçora, the Coordinator of Assessment Projects at CARLA. In these workshops, participants will learn how to create proficiency-based assessment items using the ACTFL guidelines and resources in CARLA's Virtual Assessment Center.

### Developing Proficiency-Based Test Items in LCTLs: Reading and Writing

*June 20-24, 2005*

### Developing Proficiency-Based Test Items in LCTLs: Listening

*June 27-July 1, 2005*

There will be no cost for instruction or materials; however the costs of transportation, accommodations, and food during the institute must be paid by the participant/participant's institution.

Participation is limited and the priority deadline for applications is *April 15, 2005*.

For more information about each institute see:

<<http://www.carla.umn.edu/institutes/2005/schedule.html>>.

For further questions, e-mail Dr. Gökçora at:  
 <[gokc0002@umn.edu](mailto:gokc0002@umn.edu)>.

## ► 2005 EASTERN CONSORTIUM IN PERSIAN AND TURKISH SUMMER PROGRAM AT THE OHIO STATE UNIVERSITY

**June 20 to August 12, 2005**

**Application deadline: April 4, 2005.**

2005 Eastern Consortium at the Ohio State University offers intensive instruction in both introductory and intermediate Persian and Turkish. The emphasis in all courses will be on listening, speaking, reading, and writing. The target proficiency level for the introductory courses will be Novice High, and for the intermediate courses Intermediate High. Each course will provide up to 15 quarter hours of graded undergraduate credit.

Some financial aid will be available from the Consortium to qualified graduate and professional applicants. In addition, Title VI Foreign Language and Area Studies (FLAS) Fellowships and other sources of financial support may also be applied. Consortium applicants who are graduate or professional students, and who attend universities that do not offer Summer FLAS Fellowships, may apply for a Summer 2005 FLAS Fellowship from The Ohio State University (application deadline: **February 4, 2005**). On-campus housing at nominal rates will be available.

### For further information, contact:

Stafford Noble, Consortium Coordinator  
 Department of Near Eastern Languages and Cultures  
 The Ohio State University  
 300 Hagerty Hall  
 1775 College Road  
 Columbus, OH 43210-1340

**Phone:** 614-292-7758

**Fax:** 614-292-1262

**E-mail:** noble.3@osu.edu

**Web:**

<http://nelc.osu.edu/programs/ptcn0406/announce.htm>

The Eastern Consortium in Persian and Turkish is a cooperative arrangement of the Title VI National Resource Centers of Columbia, Georgetown, Harvard, New York, Ohio State, and Princeton Universities and the Universities of Michigan and Pennsylvania, with special support from the College of Humanities at The Ohio State University

**► ADVANCED INTENSIVE  
SUMMER LANGUAGE  
PROGRAMS IN CENTRAL ASIA  
Inner Asian and Uralic National  
Resource Center at Indiana University  
-Bloomington**

Eight-week intensive advanced language courses and cultural activities in Uzbekistan and Kazakhstan

Location: Samarkand, Uzbekistan, and Almaty, Kazakhstan.

Course dates: June 17 - August 12, 2005.

Estimated program cost: \$1500 for Almaty and \$1250 for Samarkand covers tuition and materials, accommodation with a Kazakh/Uzbek family, and trips and cultural activities (does not include travel to course site).

Participants receive six Indiana University academic credits. Limited fellowship aid is available through Indiana University. Students are encouraged to apply for a FLAS fellowship at home institutions or seek funding through Boren Graduate Fellowships at <[www.aed.org/nsep](http://www.aed.org/nsep)>.

For more information, please contact: Ed Lazzerini at <[elazzeri@indiana.edu](mailto:elazzeri@indiana.edu)>.

Applications can be obtained from the

Indiana University's Office of Overseas Study: <<http://www.indiana.edu/~overseas/>> IU's ability to offer these summer programs will depend upon funding from the Fulbright Group Study Abroad Program.

**► SUMMER INTENSIVE  
ADVANCED TURKISH AT THE  
UNIVERSITY OF CHICAGO**

The University of Chicago announces a Summer Intensive Advanced Turkish language course. A brief description is below. For more information please use the following link:

[https://summer.uchicago.edu/programs/language\\_institute.cfm#intensive\\_language\\_study](https://summer.uchicago.edu/programs/language_institute.cfm#intensive_language_study)

or contact <[aozoglu@uchicago.edu](mailto:aozoglu@uchicago.edu)>.

The following contains the course description:

**ADVANCED TURKISH 1, 2, 3**  
This class is designed to give students proficiency in the complexities of Turkish. The class will focus on four skill areas: reading, writing, speaking, and listening. In addition to reviewing crucial grammar points, the students will be introduced to more complex grammatical structures. Writing assignments on a variety of topics will enhance students' abilities to gain proficiency and to experience different stylistic written forms of Turkish. Class presentations will emphasize the formal style of spoken Turkish, while free conversations will provide experience with informal spoken Turkish. Reading assignments on a variety of topics from different periods will familiarize students with changes in the Turkish language, including 20th-century Ottoman examples in the Latin script. Listening skills will be reinforced by regular lectures in Turkish on different aspects of Turkish culture,

literature and politics, and by viewing Turkish films.

The course is designed to accommodate students with Title VI Fellowships as well as those who want to achieve a better proficiency in Turkish for nonacademic reasons.

Course Length: 6 Weeks  
Days and Times: 06-20-2005 - 07-29-2005 ,  
M-F 01:00 PM - 05:50 PM  
Instructor(s): Dr. Hakan Özoğlu

Hakan Özoğlu,  
The Ayaşlı Sr.Lecturer in Turkish Studies  
University of Chicago

### ► ANNOUNCING A NEW REFERENCE GRAMMAR BOOK

**The following information was provided by the publishers.**

*Turkish: A Comprehensive Grammar*  
By Celia Kerslake and Aslı Göksel  
Routledge 6-1/4 x 9-1/4 624pp  
Hb: 041521761X: \$125.00  
Pb: 0415114942: \$47.95

*Turkish: A Comprehensive Grammar* is a complete reference guide to modern Turkish grammar. It presents a fresh and accessible description of the language, concentrating on the real patterns of use in modern Turkish. The book is an essential reference source for learners and users of Turkish at the intermediate level and beyond.

The volume is organized to promote a thorough understanding of Turkish grammar. It offers a stimulating analysis of the complexities of the language, and provides full and clear explanations and examples. Throughout, the emphasis is on Turkish as used by present-day native speakers. An extensive index and numbered paragraphs provide readers with easy access to the information they require.

Features include:

- coverage of every aspect of the grammar, from the simplest constructions to areas of higher complexity
- full illustration of every point with up-to-date examples
- particular attention to areas of confusion and difficulty
- Turkish-English parallels highlighted throughout the book
- comprehensive glossary of all grammatical terms
- cross-references included throughout and detailed index for ease of access

You can order this new title from Routledge today at [www.Routledge-ny.com](http://www.Routledge-ny.com) or 1-800-634-7064.

### ► ANNOUNCING A NEW BOOK ON TURKISH IDIOMATIC EXPRESSIONS

**The following information was provided by the author.**

*101 Turkish Idiomatic Expressions*  
By Yıldırım Erdener  
Hyattsville, Maryland: Dunwoody Press,  
2004. [http:// www.dunwoodypress.com](http://www.dunwoodypress.com)

*101 Turkish Idiomatic Expressions* presents a sample of culturally rich Turkish idioms embedded in literary contexts. The book serves not only to teach language but is a window into contemporary Turkish literature and culture. The idioms in the book are all drawn from their association with body parts, particularly the head and those organs associated with the intellect, the emotions, and the intuitive or sixth sense. Thus, students are encouraged to reflect upon the unique ways that Turkish culture symbolically recasts a body part to impart cultural values.

It is significant that body parts become linguistically important organs in Turkish language. The eye, for example, as the book illustrates, is of enormous cultural

importance. Idioms associated with the eye represent a broad range of emotional and intellectual ground. No traveler to Turkey can ignore the image of the evil eye which itself encodes both the anticipation of evil and protection against it. In many of the idioms the eye is able to see beyond what the physical eye can not see (to pay great attention, to examine, to notice, to be shrewd, to anxiously wait, to size something up, to warn). The eye also expresses strong emotions such as anger, fascination, and amazement. It is the eye which both sees and is blinded by its own sight: it risks (göze almak), it sacrifices, (gözden çıkarmak) and it can be so blinded by anger that all self-control is lost (gözünü kararmak). To leave the world with open eyes (gözünü açık gitmek) or for one's eye to remain behind (gözünü arkada kalmak) is to leave goals and desires undone.

The book focuses on idioms associated with body parts, particularly the head. The idioms are organized alphabetically by organ, beginning with the mouth (ağız), and continuing on through the brain, forehead, neck, nose, chin, tongue, eye, head, eyebrow, ear, heart, and face (yüz). As illustrated by the discussion of the eye, each of the body parts offers opportunities to discuss the symbolically complex relationship between an organ, language, and culture.

Idioms allow teachers and students to discuss language and cultural references, while learning critical everyday language skills. No one can effectively function in a culture until they have a grasp of important commonly used idioms. *101 Turkish Idiomatic Expressions* presents the literal meaning of the idioms, followed by its figurative meaning. As a seasoned language instructor, I have long used humor in my teaching. I have included humorous illustrations of the literal meanings of the idioms as a way to relieve the tension of grasping their nuanced meanings. For each idiom there are excerpts from major Turkish literary works which illustrate how the idiom has been used in written language. The passages are drawn from the

novels and short stories of such well-known Turkish authors as Yaşar Kemal, Aziz Nesin, Orhan Kemal, Reşat Nuri Güntekin, and Sabahattin Ali. I wrote a brief introduction to each literary passage, setting the context for the quotation, as well as a list of vocabulary. Thus, the student is introduced to the idiom's usage by contemporary Turkish writers, and consequently becomes aware of a body of Turkish literature.

Idioms in any language are a puzzling linguistic phenomenon because they are ambiguous and can be ungrammatical. In normal sentences the meaning generally arises from its compositional parts but idioms are semantically and syntactically peculiar. A sentence can be ambiguous because of its grammatical structure or because of a lexical item which has two possible meanings. Knowing the meaning of the compositional parts of an idiomatic expression is not enough to determine its figurative meaning. For instance, if foreign students hear the expression "I smell a rat," they might know the meaning of the vocabulary but might not understand the intended meaning of the phrase. If an advanced student of Turkish hears the idiom of "gözümü seni ısırıyor" s/he would know immediately that "gözüm" means "my eye" and the verb "ısırmak" means to bite. However, the literal meaning of "my eye bites you" (see the illustration on the cover of the book) would not make sense. The phrase has a particular meaning (I don't remember where I met you) that defies its literal translation.

*101 Turkish Idiomatic Expressions* offers a roadmap to a language within a language--a path into the cultural complexities of Turkish. It can be used in language and literature classes, as well as in classes on Turkish culture. *101 Turkish Idiomatic Expressions* is a unique publication because it relates idioms to literature and provides humorous illustrations which will increase the interest and consequently the perception of students so that they are more attentive in learning the idioms.

## ► TURKISH THROUGH SONGS

**The following information was provided by the author.**

*Turkish Through Songs*  
(with accompanying CD).

By Yıldırım Erdener

Bloomington, Indiana:

Indiana University Turkish Studies

Publications, 2002.

*Turkish Through Songs* uses songs as a vehicle to teach Turkish. It is an innovative way of teaching language if what we learn from research on the brain and language acquisition is to be taken seriously. From what we know, verbal stimuli directs itself toward the left hemisphere of the brain and sonorous musical waves move toward the right hemisphere. Song texts and music stimulate both sides of the brain and make the learning process easier. Songs also make language learning accessible in other ways and addresses different types of learners.

*Turkish Through Songs* includes lyrics, musical transcriptions, cultural notes, grammar, vocabulary, and exercises for fourteen well-known folk songs. The book arranges the songs in a graded way. The songs' level of comprehension difficulty increases sequentially. The book includes a key to the exercises and a detailed index. Accompanying the book is a CD on which I play the *saz* (a long-necked fretted folk lute) and sing the songs.

The following is an outline of the book's contents:

I. Ali Baba'nın çiftliği, the genitive and possessive suffixes.

II. İstanbul'un Şekeri, a children's rhyme used here to teach how to count from one to ten.

III. Var-Yok, Ekmek buldum katık yok/Katık buldum ekmek yok. There is/there is not.

IV. Bak Postacı Geliyor, the present progressive tense.

V. Kara Basma, negative imperative -mE.

VI. Mahmut'um, indirect imperative -sIn.

VII. Dere Geliyor, -(y)E..(y)E

VIII. Çanakkale Türküsü, -mEdEn.

IX. Fincanı Taştan Oylarlar, the aorist tense

X. Üsküdar'a Gider İken, while, when.

XI. Madımak, -IncE.

XII. Arabaya Taş Koydum, diye expressing unspoken thought.

XIII. Ziller, takıver, dönüver expressing swiftness, suddenness

XIV. Köroğlu, the passive

For further information, please contact:

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## REPORTS

### REPORT ON THE ACTFL CONFERENCE, 11/19-11/21-05 BY JUDITH M. WILKS

As one might expect with an “umbrella organization” such as ACTFL, there was not a lot available specifically for teachers of Turkish or Turkic languages. However, there were some panels dealing with issues concerning the broader category of Less Commonly Taught Languages (LCTLs), so most of my comments will be about those.

#### LUNCHEON TALKS

During the delegate luncheon on Thursday, the talks and presentations were mostly concerned with the organization’s project of making 2005 the “Year of Languages”, to promote the study of foreign languages in general nationwide. More interesting by far was a lively talk given at the general luncheon the next day, about national language policy and the low priority assigned to language training programs in various government departments.

#### PANELS

There were only a few panels dealing with LCTLs, and I found it really frustrating that these few were in some cases scheduled in conflict with each other, while in other cases they were subject to last-minute room changes that had a negative impact on attendance. To summarize the panels I was able to attend:

#### **What is different about teaching LCTLs, and what to do about it**

Kirk Belnap (of the NMELRC at Brigham Young University) presented the results of the online survey of teachers and students of Middle Eastern languages. Goutami Shah spoke on the difficulties of starting up a new Hindi program from scratch at Rice University. Michael Everson of the University of Iowa gave a really insightful presentation on the difficulties confronting

teachers of LCTLs, and the fragility of these programs within most universities. Alex Dunkel of the University of Arizona’s Critical Languages Program spoke about how the programs at his institution help make LCTL instruction more widely available.

#### **Tele-conference with MESA conference**

There were some technical problems with the video hook-up, but nevertheless this was an interesting exchange. Erika Gilson remarked on the situation for Turkish instruction and its importance for areas beyond Middle Eastern studies. Ernest McCarus stressed the need for professionalism in the teaching of these languages. Martha Schulte-Nafeh related her sad experiences as an Arabic teacher, and observed that quality teaching does not seem to be valued by universities, which discourages quality teachers from remaining within academia. Professor Karimi-Hakkak commented on the state of Persian instruction in the US right now, and how there is an emerging trend away from teaching Persian for purely academic purposes and towards proficiency-based instruction. (Incidentally, his remarks all seemed right on target to me, as I’ve been teaching Persian as well as Turkish for the past two years.)

#### **Business meeting of the LCTL interest group within ACTFL**

Ben Rifkin and others conducted this meeting. Besides electing officers and discussing the goals of this sub-group within ACTFL, there was much discussion on the way the LCTLs are poorly treated within this organization, and how the organization has been unresponsive to all requests so far to improve the situation. Plans were made to continue pushing for a greater role within ACTFL, including trying for a seat on the planning committee for the conference, to avoid some of the problems such as conflicting time slots for the panels.

Altogether, a rather grim picture emerged of the situation with regard to the future of LCTLs, Turkish among them. One can only hope that eventually we will have a

government enlightened enough to provide ample funds for programs on a consistent basis, and universities flexible enough to accommodate adding these languages to their programs. It would also help to have more support from ACTFL in these enterprises.

On a more positive note, in the exhibition hall there were a great number of vendors distributing freebies related to language instruction, or demonstrating technological innovations, some of which can be applied to LCTL instruction. A colleague of mine at Northwestern (in Slavic languages) was especially impressed by the Lesson Planner program that had been developed at the University of Wisconsin at Madison by Ben Rifkin. Northwestern has since held informational sessions on this program and plans to help instructors implement it soon.

Some publishers were giving away books or CDs, or selling them at a discount. Some booths provided information on programs and organizations. For example, the University of Minnesota's CARLA (Center for Advanced Research on Language Acquisition) was holding a drawing for a free summer institute in Minneapolis. So I signed up and my name was drawn, so that I will be attending a week-long workshop on developing materials for LCTLs, free of charge!

So in spite of the bad news about LCTL programs in general and the poor treatment of LCTLs by ACTFL, it was on the whole a pleasure to attend the conference and to serve as the delegate of AATT.

#### **REPORT ON THE NMELRC RETREAT AT HARPER'S FERRY, 05/13-05/15-05 BY ROBERTA MICALLEF**

On May 13-15 the boards of the four Middle Eastern languages included under the banner of the NMELRC (National Middle East Language Resource Center) met to discuss what they had accomplished in the past three years and what they should take into account for the grant reapplication. In addition, the

individual boards met separately to discuss their own goals and needs.

The LRCs (Language Resource Centers) mandate was to improve the nation's capacity to teach and learn foreign languages effectively. The NMELRC followed the goals established by the federal government for all LRCs to coordinate research and development efforts, to target and fund key projects and to build and support infrastructure. From discussions with administrators across the country--whether in small liberal art colleges or large research one institutions---it became apparent that one of the problems faced by instructors of Middle Eastern languages is low enrollment. The NMELRC's suggested solution is that the home institution offer the first year language course followed by an intensive summer course and by a semester of "in-country" language study.

Ray Clifford the former chancellor of DLI (Defense Language Institute) and the current director of the BYU (Brigham Young University) language program was invited to discuss how to build a testing system with the four boards. His talk on testing addressed the following issues: the purposes of testing; how to construct and maintain a good test; and, the role of the test in promotion or hiring. He cautioned us about the tyranny of testing, on the unintended outcome of students' learning how to do well on the test, rather than becoming proficient in the language. He described overtesting as one of the reasons for this unintended outcome. He provided some very concrete notions that have to be taken into account when preparing a test:

##### *1. The type of test required*

- a. achievement—rehearsed, text book or curriculum
- b. proficiency—unrehearsed communications tasks
- c. performance—in between the above two

##### *2. The audience of the test*



- a. students
- b. teachers
- c. administrators
- d. employers

3. *Responsibility for test production, maintenance, administration, and scoring*

4. *To buy or to build?*

- a. what exists
- b. what needs are being met

5. *Where are the needs being met*

- a. who has the resources to create the needed tests
- b. who can operate and maintain a testing center

6. *Addressing progress diagnosis, placement assessment, and hiring purposes*

At the meeting of the Turkish Board we worked out some issues in regards to resource development:

We need more funding to finalize *Sevgili Murat*.

Sylvia Önder has done an enormous amount of wonderful work on the AATT poster which is expected to be off the ground by Fall.

We will be asking Suzan and Engin to finalize their textbooks and for copies of the UPenn advanced materials.

UCLA will host a workshop feeding into Hilal Sürsal's reader's project

**REPORT ON THE ITS-AATT  
WORKSHOP AT PORTLAND STATE  
UNIVERSITY, 2005  
BY PELİN BAŞCI**

This workshop was funded by the Institute of Turkish Studies, and with matching funds from Portland State University, by AATT

affiliate National Middle East Languages Resource Center, and by University of Oregon's Center for Applied Second Language Studies

This workshop aimed at bringing together a group of experts in Turkish language instruction to develop proficiency benchmarks for Turkish and to discuss the future of the only existing web-based Turkish reading proficiency test, in which European reading proficiency benchmarks were used.

Following faculty, instructors, materials developers, and administrators participated in the workshop: Dr. Carl Falsgraf of University of Oregon; Dr. Erika H. Gilson of Princeton University; Dr. Güliz Kuruoğlu of UCLA; Dr. Sibel Erol of New York University; Ms. Suzan Özel of Indiana University-Bloomington; Dr. Çiğdem Balım-Harding of CelCar at Indiana University-Bloomington, and Drs. Pelin Başcı and William Fischer of Portland State University (organizing institution). Several students of the Turkish program at PSU also participated in different sessions of the workshop and took minutes.

Invitations were also extended to faculty at different US institutions, but were declined due to other work and scheduling conflicts. The workshop participation was also solicited and its program announced on the AATT list-serve.

Participants arrived in Portland, OR on Friday, March 11, 2005, and were hosted in Portland City Center Day's Inn for two nights. The workshop was held on Saturday, March 12, 2005 from 8:30am to 6:00pm in a high-tech conference room with Internet connection at PSU. Participants were provided with documents on ACTFL proficiency guidelines, Turkish Proficiency Guidelines, Proficiency Benchmarks for Japanese, Chinese, and European (English-cognate) languages for all four skill areas, reading, writing, listening, and speaking, in addition to other relevant information on the workshop, its goals and logistics. All participants also had brought other relevant documentation on Turkish instruction in the United States and in Europe.

Morning sessions focused on the significance and use of benchmarks in language instruction, materials and test

development. Dr. William Fischer, Professor of German at PSU discussed the making and the significance of generic proficiency benchmarks for European languages. Dr. Carl Falsgraf, director of the Center for Applied Second Language Studies at the University of Oregon and an instructor of Japanese as well as a former board member of American Council on the Teaching of Foreign Languages, discussed: (a) the development and use of benchmarks in other less-commonly taught languages such as Japanese; and

(b) introduced the Turkish STAMP 1 as one way benchmarks were used in test development. Prof. Pelin Başçı of PSU commented on her use of generic European literacy benchmarks in item development for *STAMP1*.

Participants reviewed in detail the relationship between European benchmarks and the Turkish reading proficiency test, *STAMP1*. They also reached an agreement about the future of *STAMP1*.

*STAMP 1*, a computer-based, reading proficiency assessment tool for Turkish, was developed by U of O and PSU. It is the only nationally available web-based proficiency test for Turkish, and is computer adaptive, i.e. the computer decides to generate lower or upper level questions until student answers stabilize at one proficiency level.

This test was piloted during the 2003-2004 academic year nationally. Students of approximately ten Turkish programs nationwide have already taken the test. Since student numbers are lower in Turkish classes, participants agreed on the need for more piloting so that the test can be validated appropriately.

Participants decided that AATT will help recruit other Turkish programs and encourage those that have already piloted the test to continue their participation in piloting. National data on how students are performing in certain content areas and skills is and will be available for AATT members who work with Uof O. This can be used for academic (publications) and instructional (addressing curricular deficiencies) work.

Participants also decided that further proficiency levels (up to advanced) need to be added to the existing test, which covers up to intermediate-mid. AATT will help recruit item developers for the creation of additional materials and editing of the existing ones. Items for skills other than the existing reading skill will be expanded. Currently the test includes a writing part as well. But master readers are needed for the grading of the writing section. AATT membership will be encouraged to work with Uof O to become licensed graders of the writing section.

There was a general consensus that the management of the test might better be done by the National Middle East Languages Resource Center, if NMELRC is sufficiently interested in it. Costs associated with this transfer of management from U of Oregon to NMELRC at Brigham Young U will be discussed by Dr. Carl Falsgraf and Dr. Kirk Benlap of NMELRC.

In the aftermath of the workshop action was taken through announcements on the AATT list-serve for program recruitment for piloting. Additional programs such as Turkish at Ohio U also participated in the piloting, i.e. their students took the test. This provides further data on valid and good items versus test items that need editing or discarding. It also gives programs a good measurement tool to see where they stand nationally (this comparative data can only be accessed by each participating program, and not by others).

All afternoon sessions were devoted to articulating Turkish Proficiency Guidelines in the form of concrete benchmarks for reading (novice-low through intermediate-mid). They discussed the relationship between proficiency guidelines and ACTFL level descriptors (a theoretical document) and proficiency benchmarks (an application tool). The workshop program originally included the goal of developing Turkish proficiency benchmarks for all four skills areas. During the workshop, participants opted for a detailed and completed work only on reading proficiency benchmarks novice-low through intermediate-mid levels, rather than an incomplete draft for all skill areas.

Participants completed a document that details

the reading proficiency benchmarks for levels novice-low through intermediate-mid.

### Turkish Reading Proficiency Benchmarks (Novice through Intermediate-High)

#### TERMS USED:

**Content** refers to bare minimum of topics covered in a test or in teaching;

**Text type** includes examples of the type of texts students can handle at a particular level in reading the content;

**Functions** refer to the kinds of tasks students can be asked to accomplish with these texts and contents;

**Performance levels** refer to the effectiveness of a student's performance on particular topics and functions. This includes grammatical and lexical accuracy, pronunciation, fluency, and (at higher levels) discourse coherence. Rather than a tally of errors, however, this criterion represents a measure of overall effectiveness of communication, which

depends on all of these formal aspects of language.

**Proficiency test** refers to what students can do with language in real life situations as opposed to classroom tests (achievement tests), where the teacher tests them on studied material.

Participants agreed that the Benchmarks set the "bare minimum" everyone should meet (teachers in teaching and students in performing nationwide), rather than the maximum of what can be done. They provide a common language for designing materials, tests, curricula, etc. Participants agreed that different programs (teachers and students) are and should feel free to strive for higher levels of language proficiency even sooner. This is just the bare minimum of what should be expected at each reading level. Participants also agreed that further benchmark levels (intermediate-high through advanced and superior) need to be prepared in the future. The following represents initial work on the benchmarks, which requires further discussion by colleagues in the field.

#### Benchmark I: novice-low

Content	Context/text type	Function	Performance level
Self (nationality, age, gender, mood or condition, etc.) Calendar/time Classroom Season/weather Places	Signs (traffic, commercial)  Lists of words and phrases  Schedules	Scan for gist Extract detail Recognize distinctions expressed by written conventions (special letters, punctuation) Understand meaning of cognates, common words, useful phrases	On demand Identifying some pertinent information  (curriculum embedded) cognates and distinctions

#### Benchmark II: novice-mid

Content	Context/text type	Function	Performance level
<u>All topics in previous benchmark plus:</u> Clothing Food Friends Home Leisure activities	Advertisements Simple notes and messages Menus Labels Instructions/directions	Scan for gist Extract detail	(on demand) Identifying some pertinent information  (curriculum embedded) Identifying some pertinent information

**Benchmark III: novice-high**

Content	Context/text type	Function	Performance level
<u>All of the previous</u> <u>plus:</u> Community Daily routines School Stores/shopping	Brochures Maps Simple verses and songs Bills Tickets Cartoons	Scan for gist Extract detail	(on demand) Identifying some pertinent information  (curriculum embedded) Identifying some pertinent information

**Benchmark IV: intermediate-low**

Content	Context/text type	Function	Performance level
<u>All of the previous</u> <u>plus:</u> Health Occupations Celebrations/ Holidays Travel/ Vacations Transportation	Postcards Letters and e-mails Invitations Announcements Simple narratives Aphorisms and proverbs Descriptions of persons, places, and things	Scan for gist Extract detail	(on demand) Identifying some pertinent information  (curriculum embedded) Identifying some pertinent information

**Benchmark V: Intermediate-mid**

Content	Context/text type	Function	Performance level
<u>All of the previous</u> <u>plus:</u> Future plans At least two academic content areas: e.g. literature, history, archeology	Simple literary texts Simple non-fiction texts Simple magazine and newspaper articles Simple poems Encyclopedia entries	Scan for gist Extract detail	(on demand) Identifying some pertinent information  (curriculum embedded) Identifying some pertinent information

**WORKSHOP REPORT:  
THE DISSEMINATION AND TEACHING  
OF TURKISH LITERATURE IN ENGLISH  
TRANSLATION, MAY 7-8/2004  
BY WALTER ANDREWS**

**SPONSORED BY THE INDIANA UNIVERSITY  
OTTOMAN AND MODERN TURKISH CHAIR,  
THE INSTITUTE OF TURKISH STUDIES, AND  
THE UNIVERSITY OF WASHINGTON  
DEPARTMENT OF NEAR EASTERN  
LANGUAGES AND CIVILIZATION**

**INTRODUCTION:**

In late November of 2003, the Undersecretary of Turkey's Ministry of Culture and Tourism, Mustafa İsen, announced a major initiative by the Ministry to sponsor the translation of significant works of Turkish literature into English. Although the Ministry has, in the past, engaged in such sponsorships, there has never been such a concerted effort and none that has reflected serious thought in any kind of systematic way about the development of potential audiences and the creation of a body of work that would introduce English speakers to Turkish literary culture. As a result, except for a few prominent trade publications (e.g. Yaşar Kemal, Orhan Pamuk), the publication of translations from Turkish has for the most part been spotty and limited to the work of a few translators published by small presses. When undertaken by larger trade and university presses, such translations have all too often not sold well enough to justify further interest on the part of the publishers. Although some university presses continue to publish translations of Turkish literature, their number is declining and, at this moment, the overall prospects for the publication of translations of Turkish literature and scholarly studies of Turkish literature are not good.

In this rather dismal climate, Prof. İsen's announcement provided a ray of hope and illuminated the way to the possibility of radical change in the way Turkish literature is taught, disseminated, and received in the English-speaking world. However, it seemed clear to a number of scholars that the possibilities for successful change are unlikely to be realized if the effort is haphazard and out

of harmony with the realities of publishing in the North American market. It seemed clear that if the Turkish government investment in this initiative is to prove worthwhile, there are a number of issues and problems that must be addressed, among them, in no particular order, the following:

- There is no significant, immediately identifiable audience for translations of Turkish literature outside academia. Potential readers of Turkish literature certainly exist here and there, including people with a "heritage" interest in Turkish culture, but there is no non-academic group that could, for example, be economically targeted by an advertising campaign.
- This means that any successful publishing program will need to rely on the continuously self-replenishing base of academic (classroom) sales.
- In order to convince members of the scholarly community to invest in designing courses on or including Turkish literature in translation, there must be some assurance that there will be a "library" of basic works available in affordable editions over the long term. While anything is better than nothing, the limited edition, ephemeral, small-press printing does not really meet the need for a stable base of teachable texts.
- Turkish literature specialists need to think more seriously than they have in the past about how they can help make it economically feasible for university presses to keep a core library of translated Turkish literature in print.
- University presses that benefit from Turkish government sponsorships need guidance beyond the usual "reader's report" in the matter of

what translations might be suitable for the "core library."

- In order to expand the potential market for academic sales to literature courses taught by scholars who are not specialists, there must be a regular supply of secondary, critical and theoretical studies of Turkish literature.
- The broader success of a translation program outside of academia will depend in large part on the production of high-quality translations in literate and literary English. There will be no long-term benefit to Turkish culture and cultural studies from inadequate translations rushed into print. This means that the specialist community must take very seriously its role in the pre-publication evaluation of translations. In addition, the publishing community—including the Ministry of Culture—might consider options for compensating professional translators for their work on classics of Turkish literature.

Because none of these and related issues had ever been addressed systematically and the Ministry of Culture and Tourism apparently intended to move quickly to implement their initiative, very little time remained for North American specialists in Turkish literature to inject themselves meaningfully into the decision-making process. In response to the urgency of the situation, Kemal Sılay, Professor of the Ottoman and Modern Turkish Chair at Indiana University and Prof. Walter G. Andrews representing the Turkish Literature program in the Department of Near Eastern Languages and Civilization at the University of Washington, organized a workshop bringing together most of the scholars regularly teaching Turkish literature in North America, noted U. S. translators of Turkish literature, and representatives of some university presses

that have shown an active interest in publishing Turkish literature in translation. In addition, Prof. Mustafa İsen, the Undersecretary of the Ministry of Culture and Tourism [Kültür ve Turizm Bakanlığı] and a highly respected Ottoman literature scholar traveled from Turkey to attend the conference. This workshop was not only the first such gathering of Turkish and Ottoman literature specialists ever held in the U. S. but the first time that this group of scholars has met with a high-ranking official from the Ministry.

The purpose of the meeting was to discuss and draft responses to the issues mentioned above, to determine if other issues should be considered, to begin the process of outlining what an ideal "core library" of Turkish and Ottoman literature might look like, and to discuss the design and promotion of courses on Turkish literature in translation. It was the belief of the organizers that not only would this kind of focused face-to-face conversation provide the Ministry of Culture and Tourism with useful suggestions for creating a successful program of translations, but it could well have a transforming effect on the publication and teaching of Turkish literature in North America and the English-speaking world.

The organizers of the workshop also planned to digest the workshop proceedings in a publication intended to expand the discussion to literature scholars and translators outside North America. The workshop participants do not see this workshop as a stand-alone or one-time effort, but as the beginning of an evolving process of rationalizing support (and not only Turkish government support) for the publication of Turkish literature in English translation.

#### **PARTICIPANTS:**

Başcı, Pelin: Portland State University  
Crofoot, John: Independent translator  
Dankoff, Robert: University of Chicago  
Erol, Sibel: New York University  
Gökner, Erdağ: Duke University  
Hagen, Gottfried: University of Michigan  
Kalpaklı, Mehmet: Bilkent University  
Kasaba, Reşat: University of Washington

Önder, Sylvia: Georgetown University  
 Pazarkaya, Yüksel: Ohio State University  
 (visiting)  
 Seyhan, Azade: Bryn Mawr College

**THE LOCAL ORGANIZING COMMITTEE:**

Andrews, Walter G.: University of  
 Washington  
 Kuru, Selim S.: University of Washington  
 Silay, Kemal: Indiana University

**UNIVERSITY PRESS AND TURKISH  
 GOVERNMENT PARTICIPANTS:**

Beard, Michael: Chester Fritz Professor of  
 English and Peace Studies, U. of North  
 Dakota, Co-editor of *Middle Eastern  
 Literatures*, Series co-editor of *Middle  
 Eastern Literature in Translation* (Syracuse  
 University Press)  
 Duckworth, Michael: Executive editor, the  
 University of Washington Press  
 İsen, Mustafa: Undersecretary, TC Kültür ve  
 Turizm Bakanlığı.

**UNIVERSITY OF WASHINGTON GRADUATE  
 STUDENT ASSISTANTS:**

Havloğlu, Didem  
 Solakoğlu, Hande  
 Hoşoğlu, Emine

The workshop was funded primarily by  
 the Ottoman and Modern Turkish Chair at  
 Indiana University and the Institute of Turkish  
 Studies with the support of the University of  
 Washington Department of Near Eastern  
 Languages and Civilization, Middle East  
 Center, and Walter Chapin Simpson Center for  
 the Humanities.

**THE WORKSHOP: SESSION 1**

The first session of the workshop was  
 held at a dinner meeting on the evening of  
 May 24, 2004. Walter Andrews, acting as  
 convener, introduced some of the background  
 to the workshop and some of the concerns that  
 motivated its organizers. He pointed out that

an NEH Literature Program study indicated  
 that fewer than 3% of books published in the  
 U. S. each year are translations and that it  
 seems likely that no more than one in one  
 thousand is a literary translation.

In short, for several reasons, the inability  
 to recover their costs chief among them,  
 publishers in the U. S. are unwilling to invest  
 in literary translations and when they do they  
 are unlikely to keep the book in print. This  
 general reluctance would not bode well for a  
 translation program in Turkish and Ottoman  
 literature except for the recently announced  
 intention of the Turkish Ministry of Culture  
 and Tourism to subsidize English translations  
 in an organized manner.

Prof. İsen arrived too late to participate in  
 the Friday evening session but he cogently  
 summarized the Ministry of Culture and  
 Tourism's view the next day. As he pointed  
 out, the Turkish Government had, in the  
 1940s, initiated a very successful program to  
 translate the classics of world literature into  
 Turkish. However, in the following years,  
 government support of the translation of  
 Turkish literature was sporadic, disorganized,  
 and often wasted precious resources on ill-  
 conceived projects. Recently the Ministry  
 staff concluded that the time was ripe for an  
 organized project for the support of  
 translations. The popularity of certain Turkish  
 writers—Nazım Hikmet, Aziz Nesin, Orhan  
 Pamuk—had made Turkish literature visible  
 on the world scene and literature itself was  
 becoming increasingly globalized. However,  
 serious questions remained. It was decided  
 that the initial effort would incline toward  
 translation into English. The Ministry would  
 not work directly with authors, nor would it  
 recommend certain authors. It would deal  
 directly with publishers, who would make the  
 decisions about the quality and salability of  
 the translations. The only criteria insisted  
 upon by the Ministry would be the following:  
 Is the proposed book published in Turkish? Is  
 it an original example of its genre? Does the  
 publisher have an active and effective  
 distribution system?

After Prof. Andrews' introduction, which  
 summarized the Ministry's position, the  
 subsequent freewheeling discussion began to

tease out some of the themes that would dominate the next day: for example, the question of what works are already available in English translation; how the academic community can help to make translations economically viable for university and other presses; how we can help Turkish literature to have a presence in more general courses, for example, in Islamic literatures, women's literature, genre studies, comparative literature, world literature, and the like; how decisions will be made about what works should be translated and how the quality of translations will be maintained.

The session ended with great excitement and an informal agenda for the next day's work.

#### **SATURDAY: SESSIONS 2 - 5**

The second session began with a review of some of the realities of publishing in English, a theme which would continue to resonate throughout the day's discussion. Major issues raised were the need for subsidies of translations, including support from funding sources other than the Turkish government, questions about the number of publications that the market could bear in the short term, and the topic of creating audiences for translated Turkish literature. Because the subsequent discussion often moved rapidly among topics, we will not attempt here to reproduce the flow of conversation or restrict ourselves to the topics of individual sessions, but will focus on a non-chronological summary of significant themes.

Perhaps the most vexing question that the workshop faced turned out to be the following: "Given that there must be strict limits on how much can be translated, what are the great works of Turkish literature and what would our priorities be in translating them?" It was pointed out that there are a number of compilations in Turkey of the "100 greatest works" variety. Thus, it is relatively easy to tell what the Turks think are their greatest works, but it is not at all clear that the Turkish canon necessarily represents works that would be marketable in the U. S. and useful in the kinds of teaching situations that would create

continuing audiences. In addition, any realistic long-term translation program would probably generate no more than 20 translations in print at any given time, which means that careful attention would need to be paid to the variety, impact, commercial viability, and adaptability to teaching situations of works recommended for publication.

In particular, it was mentioned that the library of essential translations would need to represent significant genres and the history of their development, for example: novel, short story, various sub-genres of fiction, poetry, significant non-fiction (e.g., the *Nutuk*). There would also need to be examples of minority fiction, of types of literature that dealt with significant issues such as gender studies, modernity, identity issues, etc. Several participants emphasized the need to publish anthologies and to revise and republish significant existing anthologies, most prominently Kemal Sılay's *Anthology of Turkish Literature*.

It was mentioned early in the discussion that a determination of what works might be translated in the future should be preceded by a listing of works that already exist in English translation. In the course of his description of the Ministry's intentions, Professor İsen had affirmed his wholehearted support for the kind of organized program of translations being outlined by the workshop and suggested that we divide our proposals into short-term, intermediate-term, and long-term projects. The press representatives indicated that a series of reprints could be initiated quite quickly and the University of Washington press representative said that he would be willing to consider a series of five reprints to begin as soon as the group could come up with a list and people committed to preparing the texts.

Several participants also touched on the issue of how to make translations of Turkish and Ottoman literature usable by non-experts in related fields. This would involve critical introductions to translated works, secondary sources contextualizing the works, literary histories, and guides to the teaching of various aspects of Turkish literature. One encouraging



sign of progress in this regard is the Modern Language Association's forthcoming publication of Victoria Holbrook's translation of Şeyh Galip's *Hüsn-ü 'İşk* and a critical work by Azade Seyhan tentatively entitled *Tales of Crossed Destinies: Turkish Literature between Tradition and Modernity* to be published in the MLA's *World Literatures Re-imagined* series. It was suggested that the MLA also has an extensive series of guides to the teaching of major works of world literature and that the production of one or several such guides for Turkish literature would increase its visibility and enhance the prospects for marketing translations.

As the discussion progressed it moved from general concerns to more specific issues and recommendations. Among the topics covered were:

- The question of how to monitor the quality of translations. Poor-quality translations often do more harm to the image of Turkish literature than good. It was felt that the community of literature specialists must take responsibility for both encouraging and vetting translations.
- The need for the community of Turkish literature teachers to commit to using translated works regularly in their classes.
- The need to find funding sources for translation projects in addition to the Ministry of Culture and Tourism.
- The need to initiate a dialogue about what classes we teach or would like to teach, where we would use English translations and how we would work them into our teaching.
- Several people indicated an interest in creating a Turkish Literature Criticism Workshop at a future MESA meeting.
- The need to organize a response to the task of developing lists of works and

secondary materials that could form a core library for introducing Turkish literary culture to English-speaking audiences.

This latter need was addressed as the last act of the workshop. A number of committees were formed including:

- *A Modern Language Association Committee* to explore the development of teaching guides to Turkish literary masterpieces, which would be offered for publication in the MLA series. The committee members are Azade Seyhan, Selim Kuru, and Pelin Başçı.
- *An Anthologies Committee* to explore the creation and reprinting of anthologies of Turkish literature in English translation. The committee members are Gottfried Hagen, Kemal Sılay, Walter Andrews, and Mehmet Kalpaklı.
- *A New Translations Committee* to help the larger group develop the core library list and to recruit and support translators and translation teams in rendering works from the list in English.
- Sylvia Önder volunteered to organize a group project to develop a prioritized list of out-of-print works that could be reprinted. She will create a long list and ask the group to indicate priorities.

The workshop closed with a great deal of energy and enthusiasm for the translation project as a whole. The group suggested a number of scholars who should be added to our number, including several who had been invited but were unable to attend this year. There was also a unanimous desire to hold a follow-up workshop next year and to consider making it a yearly event growing toward a focus on critical approaches to teaching and understanding Turkish and Ottoman literature.

Kemal Silay generously offered Indiana University as the site of next year's meeting.

After the final session of the workshop, the participants were invited to a reception put on by the Turkish American Cultural Association of the greater Seattle area. In a panel session that preceded the reception, the gathered scholars introduced themselves, talked briefly about what they had done, and opened the session to questions from the local Turkish-American community. The audience was full of questions and eager to help in the task of promoting awareness of Turkish culture through the sale of Turkish literature in translation. Offers of help ranged from a Microsoft employee's willingness to open a web-site devoted to the sale of translations from Turkish to the caterer's commitment to start selling translations in all of his seven restaurants. The enthusiasm of the Seattle Turkish community's response to the challenge of marketing translations of Turkish literature opened for the gathered scholars new possibilities for cooperation between academics and local Turks and supporters of Turkey.

**ADDENDUM:**<sup>(\*)</sup> In a press release, the Turkish Ministry of Culture and Tourism announced the launching of its "Translation Support Program" known as "TEDA." Work on TEDA had begun sometime ago, and a funding source has been secured through cooperation with the Turkish Ministry of Finance and the State Planning Organization. This amount is 330 billion TL for the first year of the project launched in 2005.

The goal of TEDA is described as the representation and dissemination of Turkish

literary culture abroad. The project aims to provide support to various international organizations, companies, foundations, associations, and corporations, while establishing ties with foreign publishers who can best disseminate classical and contemporary samples of Turkish literature to audiences of commonly spoken world languages such as English. TEDA has so far received 30 different applications for translation projects, mainly from the US and Europe. TEDA advisory board, consisting of the undersecretary Prof. Dr. Mustafa İSEN, Libraries and Publications Directory VP Mustafa PAŞALIOĞLU, Prof. Dr. Talat Sait HALMAN, Prof. Dr. İlber ORTAYLI, Prof. Dr. Saliha PAKER, Prof. Dr. İhsan SEZAL, and journalist-author Doğan HIZLAN, reviewed the applications for 2005.

The publishing house and the quality of translations were two of the criteria. TEDA provides support for translation, publication, and publicity purposes on condition that the project is completed within a two-year period. The press release emphasized that the ministry had not composed a master list, the canon of Turkish literature since the last century, but worked with applications based on the work's ability to represent its genre and period, the quality of the translation samples, and the stature of the publishing house applying for support (see the table).

<sup>(\*)</sup> The workshop was held in May 2004. This addendum aims to provide follow-up information regarding action taken by the Turkish Ministry of Culture and Tourism since that date. Information contained in the addendum comes from the ministry's relevant web page. For the full text of the press release in Turkish, please go to the following link at:

[http://www.kulturturizm.gov.tr/portal/default\\_tr.asp?belgeno=57863](http://www.kulturturizm.gov.tr/portal/default_tr.asp?belgeno=57863)

**Table listing publishers and projects approved for support  
by the TEDA advisory board:**

No.	Publisher	Title-Author	Translator	Publication Date	Type & Amount of Support
1	ARCHİPELAGO BOOKS (US)	HUZUR- AHMET HAMDİ TANPINAR	ERDAĞ GÖKNAR	October 2005	Translation 10000\$
2	ATLAS YAYINEVİ (The Netherlands)	MODERNE TURKSE VERHALE (Modern Turkish Stories)	HANNEKE VAN DER HEIJDEN, MARGREET DORLEÏJN	October 2005	Translation 6000€
3	DUKE UNIVERSITY PRESS (US)	THE AGE OF BELOVEDS: W. ANDREWS, M. KALPAKLI	-----	September 2005	Publicity 5000\$
4	ELMAR BV (The Netherlands)	ÇIPLAK CESET, CELİL OKER	UTA ANDERSON	September 2005	Translation 3.000€
5	HELIKON KIADO (Hungary)	İKİ GENÇ KIZIN ROMANI- PERİHAN MAĞDEN	TASNADI EDIT	September 2005	Translation 1600 €
6	KEDROS PUBLISHERS S.A. (Greece)	BEYOĞLU RAPSDİSİ, AHMET ÜMİT	SOFIA IPSILANDI	Fall 2006	Translation 2129,4 €
7	KEDROS PUBLISHERS S.A. (Greece)	İZMİR, MEHMET CORAL	NIKI STAVRIDİ	Fall 2006	Translation 2002,8 €
8	LITERATURCA VERLAG (Germany)	GEZGİN, SADIK YALSIZUÇANLAR	BEATRİX CANER	October 2006	Translation 5120€
9	LITERATURCA VERLAG (Germany)	FEYZA HEPÇİLİNGİRLER ÖYKÜ SEÇKİSİ FEYZA HEPÇİLİNGİRLER	BEATRİX CANER	October 2005	Translation 4000€
10	OMEGA PUBLISHING (Greece)	SAVAŞIN ÇOCUKLARI: GİRİT'TEN SONRA AYVALIK AHMET YORULMAZ	STYLIANOS ROİDİS	September 2005	Publication 4000€
11	PIERO MANNİ s.r.l. (Italy)	ANTOLOGIA DELLA POESIA TURCA CONTEMPORANEA (Anthology of Turkish Poetry)	ANKARA ÜNİVERSİTESİ ÖĞRETİM ELEMANLARI	November 2005	Publication 3000€
12	PSICHOGIOS PUBLICATIONS (Greece)	GELİBOLU, BUKET UZUNER	THANOS ZARAGALIS	November 2005	Publication 2460€
13	SLOVART PUBLISHING LTD. (Slovakia)	BENİM ADIM KIRMIZI- ORHAN PAMUK (Copy of the Book Unavailable)	XENIA CELNAROVA	August 2005	Publication 5.000€
14	SOFT SKULL PRESS, INC. (US)	KIRMIZI PELERİNLİ KENT, ASLI ERDOĞAN	AMY SPANGLER	February 2007	Publication 3,200 \$

15	SYRACUSE UNIVERSITY PRESS (US)	A BRAVE NEW QUEST: 100 MODERN TURKISH POEMS (Copy of the Book Unavailable)	TALAT S. HALMAN	November 2005	Publication 5000 \$
16	SYRACUSE UNIVERSITY PRESS (US)	NIGHTINGALES AND PLEASURE GARDENS: TURKISH LOVE POEMS (Copy of the Book Unavailable)	TALAT S. HALMAN	June 2005	Publication 5000 \$
17	SYRACUSE UNIVERSITY PRES (US)	THE TURKISH MUSE: VIEWS AND REVIEWS 1960s 1990s TALAT S. HALMAN (Copy of the Book Unavailable)	TALAT S. HALMAN	February 2006	Publication 10.000 \$
18	TALISMAN HOUSE, PUBLISHING (US)	ENİS BATUR : SELECTED POEMS	S.PAKER, C.ENDRES, S.S.ENDRES, M.KENNE	April 2006	Translation 7500\$
19	UNIVERSITY OF WASHINGTON PRESS (US)	OTTOMAN LYRIC POETRY: AN ANTHOLOGY	W.G.ANDREWS, N.BLACK,M. KALPAKLI	2006	Publication 8,500 \$
20	CIGOJA STAMPA (Serbia and Karadag)	TURSKI JEZIK U SVAKODNEVNOL KOMUNIKACIJI,	Dr. MIRJANA TEODESİJEVIĆ		Publicity 2500 \$
				Total	\$ : 56.750 € : 38.512

## THE BIBLIOGRAPHY OF THE NOVELS TRANSLATED FROM TURKISH INTO ENGLISH, 1990-2004<sup>(\*)</sup>

**Emine Hoşoglu**  
**University of Utah**

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<sup>(\*)</sup> Author’s note: this bibliography covers only novels published from 1990 to April 2004, and does not include works written by Turkish authors originally in English. For partial translations of Turkish novels online please visit the following link at Boğaziçi University website: <<http://www.turkishlit.boun.edu.tr/frameset2.asp?CharSet=English>>

<sup>(\*\*)</sup> Editor’s note: *House with Wisteria. Memoirs of Halide Edib*, originally written in English, was reprinted with an introduction by Sibel Erol. (Charlottesville, Virginia: Leopolis Press, 2003). For modern Turkish Literature in English since 1923 visit the MTLE web page prepared by Selim Kuru and Rüya Barlas (in progress/under construction) at: <<http://courses.washington.edu/mtle/mtle2000.html>>.

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## FULBRIGHT LANGUAGE TEACHING ASSISTANTS (FLTA) PROGRAM AND TURKISH INSTRUCTION IN THE UNITED STATES

**Pelin Başcı**  
**Portland State University**

I am one of the fortunate souls who had received a Fulbright scholarship for doctoral work in the United States in 1991. I know first hand that there are quite a few of us former Fulbright grantees who now teach Turkish at US institutions of higher education. As a beneficiary of one of the most prestigious and significant global programs of student/scholar exchange, let me start by stating my belief in its importance for promoting cultural and educational exchange between Turkey and the United States, as well as enriching individual lives.

At the time I was a Fulbright doctoral student at the University of Texas-Austin, what is currently known as the FLTA program had not been broadened to cover a partnership with Turkey. In fact, in the 1990s any Fulbright scholar from Turkey who had found a teaching assistantship at their assigned institution was financially cut loose from Fulbright, while Fulbright—that is, the Institute of International Education (IIE)—remained as their visa sponsor. Under the circumstances, the combination of Fulbright support and a teaching assistantship was both a technical curse and a blessing: if your grant period was over, you could continue your doctoral work with the stipend and in-state tuition status coming from the teaching assistantship; since IIE remained as your visa sponsor and your J-1 status could not be changed, you were obligated to return to your home country to fulfill the two years of home stay requirement. This was not quite the case for

other teaching assistants who had F-1 visas, enabling them to operate within a more flexible framework.

It took Fulbright about another decade and catastrophic world events that highlighted the significance of cultural understanding and language competency in the Middle East to broaden the current

FLTA program to cover Turkey. But the premise of the FLTA program is different from the Fulbright scholarship program that some of my colleagues and I participated in. Unlike the scholars who are primarily here for research, Fulbright FLTAs are primarily in the US for more practical purposes, to enhance the teaching of their native language while acquiring skills that will enhance the teaching of English when they return to their home countries. Naturally, cultural exchange is still an important part of the program. The FLTAs are full-time non-degree students, who take two courses a term in return for assisting in the teaching of one or two courses at their host institution. The courses they take do not have to be for credit; nor do they have to be graduate-level courses.<sup>1</sup> While the host institution absorbs the cost of the courses an FLTA registers to take, Fulbright provides the stipend and other needs,<sup>2</sup> making this an ideal arrangement for those US institutions where the resources and funding of less commonly taught languages—especially those with low enrollments, e.g. Turkish—are scarce.

Unlike the Fulbright scholarship program for MA or Ph.D., the FLTAs do not need to be registered in an advanced degree program at an institution in their home country in order for their application to be even considered by Fulbright. While a Bachelor's degree in ESL seems to be sufficient for application, applicants are reminded that most US institutions prefer candidates who hold or work towards an MA or a more advanced degree in ESL. From what I can see, while still playing a part in the competition, an FLTA applicant's GPA for BA or MA is not a major issue either.

It is also clear that the FLTA program is part of a larger teaching assistantship

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program that covers many fields of the humanities, social sciences, and technology (e.g. computer engineering). However, here I remain primarily interested in the language teaching assistantship program and its relationship to teaching Turkish in the United States.

Obviously the program was originally instituted as early as 1968, with the aim of strengthening foreign language instruction in the United States in return for strengthening English language and American culture instruction in participating countries. Fulbright documents discuss one of the primary contributions of the program as providing a native speaker presence in US campuses. But since 2001, when the program has been expanded to the Middle East and beyond, the balance between a native speaker on a US campus [transformed into] and a near-native speaker in the home institution seems to have tipped ever so slightly in favor of the latter. One wonders why graduates of Turkish Language and Literature programs—granted that this is limiting since such graduates do not commonly have the level of English language proficiency necessary for participation in the program—do not qualify for Turkish language FLTA positions in the US.

The expansion of the program meant the inclusion of critical languages from the “Middle East, Africa, South/ Central Asia and the Far East.”<sup>3</sup> To put it more candidly, the new participants came from “predominantly Muslim countries,”<sup>4</sup> or what is today fashionably called, “the Islamic world.” This understanding generally lumps together diverse countries based solely on their religious affiliation, while creating a monolithic picture of a religion whose followers and practices vary based on all sorts of factors.

The logic behind policy decisions aside, the FLTA program has now been bringing qualified, and in some cases experienced, language instructors from Turkey to the US to aid with Turkish language instruction. The funding source

and the goals of the program are described as follows:

The FLTA program is funded by the Bureau of Educational and Cultural Affairs through the Partnerships for Learning Initiative (P4L). The purpose of the FLTA program is to strengthen the instruction of *strategic foreign languages* at U.S. colleges and universities while providing future teachers of English from *countries with a significant Muslim population* with the opportunity to refine their teaching skills, increase their English language proficiency and extend their knowledge of the cultures and customs of the United States.<sup>5</sup> [emphasis is mine]

Many colleges and universities, including my own, have been participating in the program and taking advantage of the invaluable assistance offered by individual Turkish FLTAs. These assistantships in most cases could not have been staffed if it were not for the Fulbright FLTA program. The FLTAs make it possible for instructors like me to offer a broader range of classes, to actually have time to conduct serious research, to prepare learners of Turkish better by investing more time and resources in them, to contribute to a variety of community and professional programs on and off US campuses, and to challenge themselves as teachers and researchers, while connecting to what may be termed a two-person unit of a professional community in their institutions.

However, the FLTA program is renewable for the participating institution, and not for the participating FLTA, even when the institution would like to keep him/her for another academic year. The program for each FLTA lasts only for the duration of a nine-month period. While an institution's re-application may be rewarded by renewal of the award, Turkish language students and professors brace themselves for another FLTA, albeit one who is likely to be equally good.



The FLTAs have also been offering Turkish in US institutions which have no established programs in Turkish language and literature/culture. A 2002 newsletter piece entitled “Fulbright grant aids Turkish language program,” announces how a relatively resourceful public institution, SUNY—Binghamton, staffed its Turkish language teaching position:

Thanks to support from the new Fulbright Teaching Assistant Program, Binghamton University students are able to study Turkish for the first time in many years.

Ten students are enrolled and three more are auditing a two-credit course in “survival Turkish” language being taught by Cendel Karaman, an experienced teacher and a master’s candidate from Hacettepe University in Turkey. Karaman will teach a four-credit course in Turkish language and culture in the spring. Binghamton has recently been invited to apply to Fulbright for another teaching assistantship for 2003-2004, so that Turkish language offerings are expected to continue, according to H. Stephen Straight, associate provost for undergraduate education.<sup>6</sup>

In another instance of institutional coverage of news related to Turkish offerings, the Sweet Briar College announced that it will now offer elementary Turkish on a non-credit basis under Fulbright auspices:

The Institute of International Education (IIE), through its existing Foreign Language Teaching Assistant (FLTA) program, is the administering agency. In collaboration with the Fulbright Commission in Turkey, a native speaker will teach the course. [...] The course does not carry academic credit, and completion does not count toward fulfilling the College's

foreign language requirement. Jeff Key, associate professor of government and international affairs, will mentor the Turkish instructor.”<sup>7</sup>

In fact Binghamton University and the Sweet Briar College are only two of many US institutions which have been taking advantage of the program for Turkish instruction or for assistance with Turkish instruction around the nation. Regular readers of the *Bulletin* will remember the success story of a student from the Sweet Briar College. Karlina Sakas and Neslihan Yılmazlar, the Turkish FLTA, who tutored a small group of students during the 2003-04 academic year, had authored an inspiring article on Turkish language instruction at the Sweet Briar College.<sup>8</sup> But as the FLTA program expands, broader issues about the role it plays in the context of US academe and Turkish instruction remain unaddressed. What are some of the implications of the FLTA program for the teaching of Turkish in the United States? How can Turkish Studies in the US best benefit from the Fulbright FLTA program, and help in return the Fulbright FLTA program for Turkish?

I have no doubt that the transition from an ESL background to TFL (Turkish as a Foreign Language) background is one that can be accomplished with relative ease, especially if we are talking about native speakers well trained in L2 instructional pedagogy. When you become a historian, you cannot claim ignorance of everything else but, say, Russian history. Similarly, ESL work or cultural studies could be translated with relative ease into Turkish Studies. It is not as though you are making a humanities teacher out of an engineer, although that, too, is possible. Take Oğuz Atay, one of Turkey’s great writers of modernist fiction, who was by profession an engineer. If he were alive and interested, and if I had the means, I would offer him a job in creative writing, as well as Turkish language and literature instruction. Atay, however, may not be a fair comparison. Yet there are others working in Turkish studies today who

have had their own transitions from other fields.

In discussing the state of “Language Instruction and Turkish Studies” in the United States, Dr. Erika Gilson aptly states that

Most of the instructors [of Turkish in US institutions of higher education] today, with very few exceptions, began teaching Turkish out of necessity, not because it was what they set out to do. [...] Some very useful instructors have been Turkish graduate students studying ESL or applied linguistics concurrently. These students, however, once they have received their degree, leave rather than consider a ‘second-class’ career as a lecturer in Turkish.<sup>9</sup> (p.116 ITS)

This observation is largely accurate and reflects a problem with perceptions of the field, and its ability to sustain and regenerate itself. Let us first start with the issue of regeneration. While assets such as those I mentioned—broader formation in critical theory and instructional pedagogy—are quite helpful, these still need grounding in the specificity of Turkish language and literature, which in my case came with professional mentoring and many years of experience. This kind of mentoring is necessary for most Turkish FLTAs, who launch into a temporary path of teaching Turkish in the United States. The issue of perceptions is another related matter. Who is to say that the Turkish FLTAs recognize their temporary assignment as a great opportunity—to stay in the US—which comes in return for temporary work in a “second class” field? Even if the selection process screens out such attitudes—then again are there Turkologists playing a part in the process?—the FLTAs soon realize that this is in fact a field with its own, often different issues: the classroom sizes are much smaller than ESL classes in Turkey; the textbook and instructional materials selection for Turkish in the US is much more limited, to say the least;

research output on TFL instruction is not quite comparable to that of ESL worldwide, and so forth. It is quite clear from e-mails sent to the AATT list-serve over the course of the last two years that lack of mentoring, inability to identify what few resources exist, and lack of formal connection to a professional base of expertise other than our list-serve are sources of frustration for bright young people who are trained in language teaching, but are not properly oriented to the field.

Many of us rejoice when Turkish instruction becomes available in US locations where it formerly did not exist. All of us are committed to promoting Turkish language and culture in the United States beyond our individual professional interests. The FLTA program can be a way out in terms of making instruction available in institutions where it does not currently exist. But it needs to be supported with active involvement of the existing base of expertise, whether it be through the AATT or the NMEELRC. Moreover, placement of FLTAs in locations where there is no mentoring of a professional Turkish instructor may not always deliver efficient results, and could potentially hurt a burgeoning base of expertise in this country.

To put this part of the question bluntly, does the FLTA program help solve the dilemma of very few tenure-line jobs for highly qualified academics in Turkish language and culture or does it become a part of the problem? I think that the answer to this question needs to be qualified: it depends on how the program is perceived by administrators, the professional community, participating FLTAs, and Fulbright itself. I cannot claim to speak for all of these different constituencies, but I would like to put my two cents down as a former Fulbrighter, a former ESL teacher, and a Turkish as a Foreign Language teacher of last 14 years who was fortunate to work with an FLTA in the 04-05 academic year and is eagerly awaiting another for next year.

The dilemma about Turkish in the US is reminiscent of the chicken-and-the-egg question. We cannot quite tell which is the

true culprit of current affairs in Turkish language instruction in the US: low enrollments or fewer positions and resources. As I raise this question, let me also add that I do believe in a brighter future as organizations like the AATT and its institutional partners, e.g. the NMELRC, work towards creating improved resources, increased funding, and a higher degree of professionalization and visibility. But the question is ours and still needs addressing: the chicken or the egg?

Recent AATT figures show that first-year enrollment numbers average around seven and second-year around four for Turkish instruction around the country.<sup>10</sup> While Turkish is offered in many institutions around the country,<sup>11</sup> it often does not have the luxury of being a part of a larger Turkish Studies context, which ideally helps to support larger enrollments and advanced study. According to the Institute of Turkish Studies, there are only fourteen full-fledged Turkish Studies programs around the country<sup>12</sup> and in any case, not all fourteen have a properly staffed Turkish language position. With the increased emphasis on business models in education, it looks quite unlikely that administrators at US academic institutions would opt for creating more full-time positions where the cost is institutionally absorbed at least in the long run. But the future is not as bleak as this model, which largely relies on customer demand, makes us believe. I am one of those rare creatures who believes that policy and access in education are issues too important to be relegated to business models and customer demand.

Governments do play a significant role in the making of education policy by, for example, promoting internationalization and the study of “critical” languages, etc. The expansion of the Fulbright FLTA program to cover languages of predominantly Muslim countries is certainly an outcome of policy decisions made by the government. But even these policies stem from the same business model of supply and demand. A national catastrophe such as 9/11 brings attention to less-commonly-taught Middle

East languages, highlighting the significance of competence, for example, in Arabic. But the significance is qualified with a temporary urgency—if the attack had come from another part of the world, the nature of the urgency would have changed—and stems from all the wrong reasons: strategic interest as opposed to a deep-seated curiosity about the world beyond our neighborhood.

But it is unreasonable to expect policy makers or administrators to make an argument for us, while it is entirely reasonable and necessary that we as educators of Turkish Studies advance our arguments, promote our cause, and suggest that we have a say in matters of the profession. Each one of us has reasons that go beyond contemporary urgencies and strategic interests in choosing to do what we do—that is, teaching Turkish language and literature. We can certainly capitalize on the current interest,<sup>13</sup> while promoting a deeper understanding of the significance of Turkish. It is these arguments that require voicing more loudly for the current scene in the field to change. One such argument is about us as professionals and the profession itself. Professions cannot be expected to flourish if they are unable to regenerate. The same business models also tell us a thing or two about the significance of publicity and visibility. Who knows what would happen to enrollments if Turkish was more widely and regularly offered around the country at more advanced levels, supported by a broadening base of professional expertise and resources?

All professions have their gatekeepers. As such we are the gatekeepers of Turkish Studies in the United States. A gatekeeper does not only shut the door; s/he also opens it and includes new people and programs when they meet certain criteria. I would argue that gate-keeping for Turkish as a field would require that we get more actively involved in initiatives that pertain to the profession at large and to its specific relationship to programs such as the Fulbright FLTA program. Here are some of

the ways in which this involvement might happen:

1-AATT may work with NMELRC in order to address issues relevant to the FLTA program and Middle East languages;

2-Working with the NMELRC, the AATT may show interest in the FLTA selection process, which takes place in Turkey. It might at least be able to lobby for the presence of a representative from the field, whether based in Turkey or the US, during the selection process;

3-AATT (along with the NMELRC) may seek resources to hold a national workshop for Turkish FLTAs in the US early in their tenure, introducing them to existing faculty and resources (e.g. Turkish proficiency guidelines) as well as issues of teaching Turkish in the US;

4-The AATT might be able to keep track of all Turkish FLTAs on US campuses, working with them to systematically collect data on various Turkish instruction-related topics, from student profiles to institutional and instructional issues;

5-AATT may draft a position paper in which it requests that the FLTA program should not be used as a cheaper substitute for tenure-line or lectureship positions for Turkish in the US. In this I believe we would find allies in other LTC programs such as Persian.

6-AATT certainly could argue that priority be given to positioning FLTAs in institutions where they can be supervised by existing full-time Turkish faculty: this eases the transition of FLTAs, while guaranteeing that they are aware of AATT resources and expectations.

7- The AATT could also encourage institutions which substitute FLTAs for full-time positions for more than three years to consider opening a full-time Turkish language and literature position, especially if

they are recipients of major government funding such as Title VI.

The Sweet Brier policy of employing FLTAs to teach Turkish for non-credit under other faculty's mentorship sounds much more credible to me than the Turkish offerings by FLTAs, especially in institutions of greater resources, for credit. This is what I specifically mean by administrators' use of the FLTA program in different ways.

Let us also remember that the Fulbright commission in Turkey, as elsewhere, is a joint venture which continues with the involvement of the Turkish ministry of education and Turkish academics, who might at least in local levels be receptive to some of our professional concerns.

The FLTAs come to their Turkish teaching or assistance posts with no input of the Turkish faculty in the US in the selection process, other than reviewing pre-screened materials and creating a ranking for the candidates. Once a ranking of candidates on paper is made, no formal interviews by phone or otherwise are allowed. There are good reasons behind this policy, for evidently Fulbright would not like to encounter the unlikely prospect of an approved candidate being declined by the prospective home institution. It is also assumed that the FLTA understands the significance of working with existing faculty for mutual goals, but this assumption cannot be fully materialized if faculty are kept at bay not just in the selection but also during in-service training processes. One wonders if Turkish FLTAs were offered a single workshop session on the state of the field, available materials, common practices, or recent accomplishments by a Turkish instructor working in the US.

I have no doubt that the Fulbright screening is a rigorous one and most FLTAs are conscientious teachers or teacher's aids. But their assignment is temporary, their relationship to a degree is non-existent, and they have little incentive, other than fulfilling their commitment to the FLTA experience, to work well with the existing

faculty. My experience in this regard has been largely positive, but I certainly see room for improvement, which can only come with the involvement of the AATT membership, not only in the selection process, but perhaps more significantly during the orientation process. While each supervisor can and should orient their FLTAs, broader exposure is a better way to go. Meanwhile, the FLTAs without a Turkish instructor to supervise their work are also lacking in this sort of personalized orientation and in-service mentoring.

The current state of the profession is such that many of the Turkish language programs around the country are staffed by lectureship positions, marginalizing highly qualified Turkish language and literature faculty in at least three ways. Turkish language and culture positions are often housed in programs other than modern language and literature departments where they can work with the mainstream of foreign language teaching. While it is true that the Less Commonly Taught Languages as well as the Middle East Languages have their specific issues and concerns that bring them together, such unity can also be achieved through professional associations like the NCLTCL, Near East or Middle East Studies Centers, whose mission it is to sustain and work with Middle East-related language programs whether they are housed in or outside their centers, and other professional agencies like the AATT.

Lectureship positions often mean a reduced level of contribution to university governance activities, where important hiring, promotion, policy, and curricular decisions are made. Instructor or lectureship positions can vary in degree of importance based on who defines the position (the faculty holding the rank) and where it is housed (the institution). But the fact remains that in most academic environments greater administrative commitment—that is, funding of a tenure-line position—would translate into more time and resources for research, increased participation in faculty governance, and last but not the least, better compensation commensurate with

institutional and regional practices.

Moreover, fewer numbers of advanced-level language courses, lack of institutional commitment, erratic scheduling, and cancellation of classes have a direct impact on the field's ability to regenerate itself. An academic field regenerates itself by attracting serious students who seek advanced degrees and can complete a rigorous program of study. Advanced degrees—that is the regeneration of the field—cannot be attained if most programs are staffed by lectureship or instructorship positions, where even the most qualified faculty cannot often formally supervise thesis and dissertation work. These are of course issues that go beyond our small community and relate largely to the concerns raised by the American Association of University Professors (AAUP). But they are also specifically our issues.

Not only are most instructional and research positions in Turkish language and culture relegated to lecture or instructorships, as evidenced by the few openings advertised just this year;<sup>14</sup> many US institutions of higher education also delegate these responsibilities to teaching assistants or just native speakers who are not supervised by a professional from the field. While they may be doing heroic work under extreme circumstances, which in some cases may amount to exploitation, their very presence is also used as an excuse not to open tenure-line positions that would properly staff Turkish language and literature/culture instruction.

Even in institutions such as mine where a tenure-line position was staffed after a national search, the only faculty in charge is asked to perform a large number of responsibilities ranging from two to three years of instruction in language, instruction in culture and literature, and area studies courses, as well as other advanced-degree service courses, in addition to fulfilling research, publishing and presentation responsibilities, and community and professional service. It is largely an oddity for an institution that has made a commitment to Turkish in the way of a

lectureship or a tenure-line position, to further enhance its commitment through teaching assistantships, especially if it is a public institution with little or no support from the federal government in the form of Title VI and other grants. This is why when the Fulbright FLTA program was announced around 2001, it was clear from the start that Fulbright teaching assistants would deliver invaluable help and support to existing Turkish language and culture programs around the nation. What remains unclear is how US institutions will approach this invaluable opportunity and what kind of a say we as the professional community will have in it. Should we attempt to enhance our positive influence or remain at bay?

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#### ENDNOTES

<sup>1</sup> Edward Monks, “[Flasc-I] Fulbright Foreign Language Teaching Assistant Program (FLTA) EMonks@iie.org , Mon, 1 Dec 2003 13:28:38 -0500,”

<<http://maillists.uci.edu/mailman/public/flasc-l/2003-December/000133.html>> (June 1, 2005).

<sup>2</sup> Fulbright provides the following e-mail address for those who wish to acquire further information about the program: <flat@iie.org>.

<sup>3</sup> “For Immediate Release—2004 Fulbright Foreign Language Teaching Assistant Program (FLTA) Announcement” Washington, D.C. October 2003.

<[http://www.fulbright.org/press\\_release/102103.htm](http://www.fulbright.org/press_release/102103.htm)> (June 1, 2005).

<sup>4</sup> Ibid

<sup>5</sup> Ibid.

<sup>6</sup> “Inside Binghamton,”

<<http://inside.binghamton.edu/November-December/5dec02/turkish.html>> ( July 1, 2005)

<sup>7</sup> “SBC to Offer Elementary Turkish Under Fulbright Auspices,” 01/09/03

<<http://www.sbc.edu/news/?id=778>> (July 1, 2005)

<sup>8</sup> Karliana Sakas and Neslihan Yılmazlar, “What is Unique About Turkish at Sweet Briar College,” *the AATT Bulletin* 31-32 (Spring-Fall 2004): 28-33.

<sup>9</sup> Erika H. Gilson, “Language Instruction and Turkish Studies,” in Donald Quataert and Sabri Sayari (eds.), *Turkish Studies in the United States* (Bloomington, Indiana: Ottoman and Modern Turkish Studies Publications, 2003), p. 116.

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<sup>10</sup> E-mail by Erika H. Gilson, dated January 18, 2005, sent to the AATT list-serve in response to a query. This only represents a rough estimate of national averages.

<sup>11</sup> For a list of institutions and consortia in which Turkish is offered, see Erika H. Gilson, “Language Instruction and Turkish Studies,” in Donald Quataert and Sabri Sayari (eds.), *Turkish Studies in the United States* (Bloomington, Indiana: Ottoman and Modern Turkish Studies Publications, 2003), pp.109-110.

<sup>12</sup> ITS website link

<<http://turkishstudies.org/american.html>> (July 1, 2005)

<sup>13</sup> I mention capitalizing on the interest, although it looks as though little has changed for Turkish enrollments, save only a few spillovers from Arabic.

<sup>14</sup> “News” on AATT website at

<<http://www.princeton.edu/~turkish/aatt/>> (June 1, 2005).

## REVIEW

Bilge Karasu, *The Garden of Departed Cats*, Aron Aji (trans.) New York: New Directions, 2003. Pp. 256. \$ 18.95

REVIEWED BY ROBERTA MICALLEF  
UNIVERSITY OF UTAH

How I wish we were like cats... Cats seem fully aware of living in the present moment... Whatever stage of sleep they are in, they experience the sleep of that stage.<sup>1</sup>

The Garden of Departed Cats by Bilge Karasu is a multi-layered, complex, post-modern and yet distinctly Turkish text translated elegantly to English by Aron Aji.<sup>2</sup> Bilge Karasu (1930-1995) graduated from the Philosophy Department of Istanbul University. This respected author and essayist, a master of the Turkish language, taught philosophy at Hacettepe University for many years. Over the years Karasu won many awards. In 1963 he received the Turkish language association translation award for *Ölen Adam*, his translation of D.H. Lawrence's, *The Man Who Died. Uzun Sürmüş Bir Günün Akşamı* (A Long Day's Evening) was the winner of the Sait Faik short story contest in 1971. *Gece* (Night), a novel, published in 1985 won the 1991 Pegasus literature award. In 1994 he won the Sedat Simavi foundation literature award with his book *Ne Kitapsız Ne Kedisiz* (Neither Without a Book Nor Without a Cat). At the time of his death in 1995 Karasu left behind an impressive collection of works.

*The Garden of Departed Cats* was his third published work. It appeared first in Turkish in 1979 and has been available in English since 2003. *The Garden of Departed Cats* is composed of a frame story, which is the tale of the interactions of two men, a Turkish tourist and a foreign tourist "with a North European accent but Mediterranean hands," in a medieval Mediterranean city, where a game of chess with human chess

pieces is reenacted every ten years. Twelve independent fables, separated by brief chapters based on the interplay between the two men, are embedded within the frame story. The author tells us that he had planned to organize these tales around the hours of the day spanning from noon until midnight.<sup>3</sup> According to the dates attached to them, the fables span over nine years from 1968 to 1977. Time in *The Garden of Departed Cats* does not progress in a linear fashion but flashes back and forth between the present, the past and the future literally because the tales are not organized chronologically. However as each fable is dated, the reader can rearrange them and read them chronologically if s/he chooses to. Karasu gives his reader a great deal of autonomy, not only in leaving the text open for interpretation, but also in what order to read the text. This post-modern approach to time is also what the author calls "a traditional eastern narrative form." He writes "These stories, these frames, afford writing a modicum of freedom from linearity."<sup>4</sup> The frame story takes place in the present. The fables are of a nature that could take place any time or could have taken place anytime.

Karasu's unconventional and experimental hybrid explores the unequal and lethal nature of love and passion. In an interview Karasu said:

Am I trying to narrate the impossibility of love? No. I know that it is not without possibility. Still it is something that is difficult to experience properly. However it is lived, it is very beautiful. A person can at least experience the desire to be someone else and can go beyond this. But at least while in love a person is living the desire to be someone else. This is something very important. It is way of not closing ourselves within ourselves, a way of surpassing our own borders.<sup>5</sup>

Certainly in these tales the power dynamics are unequal between the combatants

whether they be a crab and a man or a fish and a fisherman. However the weak and the strong are never who or what they appear to be and roles are frequently reversed again and again until both partners in a relationship become one in an act of death or murder. Indeed in both the frame tale and the fables in between we see that love, passion, obsession and even hate driven relationships force the lovers or the beloved antagonists or protagonists out of their natural element. The crab repeatedly leaves the sea to attack Cüneyt in the fable titled "In Praise of the Crab." The fisherman follows the fish into the sea in "The Prey," because he cannot separate himself from the fish. The hunter and the hunted become one in many of the stories. A man teaches a fish to breathe air but when out of kindness children return the fish to the sea, the fish dies. Love, passion, obsession and death are all linked in these beautifully woven tales encompassed by the story of the Turkish tourist and his love interest.

That is not to say that the book is devoid of hope. The hedgehog who ventures out of his territory discovers that not all humans are trying to kill him and that friendship is a possibility.

There is a striking absence of female characters in this work. One of the exceptions being the smothering sea, which is likened to a mother: "like a mother, the sea will keep its beloved in its womb and never allow it to be reborn."<sup>6</sup> The interactions are largely between men, man and nature, or the hunter and the hunted. In the frame tale we do not witness a struggle between hegemonic and subordinate masculinities simply two men going through the motions of stalking/avoiding which are so common in the early phases of many romances. The subject and object whose roles are shifting back and forth just as time is moving back and forth finally face one another in the ancient chess game. The Turkish tourist is a pawn in the local team. He is one of the foreigners recruited to portray the six provinces and his love interest is the Captain of the green team or the tourists team. One of them dies and one of them lives to ponder: "which of us is me, which is the one being buried?"<sup>7</sup>

The Medieval time period is a recurring theme, which is emphasized in many different ways and on many different occasions throughout the book. The story unfolds in a "medieval city;" according to tradition here an ancient game of human chess is reenacted every ten years; and finally several of the fables make references to the medieval time period through their contents and characters, knights and monks. Can Karasu's insistence in repeatedly revoking this time period have something to do with its preceding the Renaissance where we see the origins of contemporary gender role divisions?<sup>8</sup> In addition to symbols of ancient Europe knights and monks and such very traditional Turkish themes such as the lone dervish, the tulip and the nomads are also an integral part of this highly sophisticated hybrid text.

This book is not an easy read. It is not the most easily accessible Turkish text in translation but it is well worth the effort. There are many wonderful translations of Middle Eastern texts available in English at the moment, however many of them deal with coloniality, post-coloniality, internal colonialism, the oppression of women, certainly important topics. Therefore many of the texts from the Middle East that are available in translation are also highly political texts. *The Garden of Departed Cats* is about a much more basic and at once much larger question, interactions between the hunter and the hunted. Karasu makes the reader wonder, question and doubt the very nature of love and humanity. I found myself revisiting the text over and over again. Each time I discovered a new layer, a new interpretation and a new depth to this amazing work by a master wordsmith.

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#### ENDNOTES

<sup>1</sup> *Garden of Departed Cats*, pp. 238-239.

<sup>2</sup> Aron Aji received the American Literary Translators Association award in 2004 for his "inspired translation of Bilge Karasu's, *The Garden of Departed Cats*."

<sup>3</sup> *Garden of Departed Cats*, p. 237.

<sup>4</sup> *Garden of Departed Cats*, p. 252



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<sup>5</sup> Arslantunali, Mustafa. "Söyleşi: Bitmemiş Bir Konuşmadan" in *Bilge Karasu Aramızda*. Eds. Füsun Akatlı and Müge Göksu Sökmen. (Metis Yayınları: İstanbul, 1997), p. 20.

<sup>6</sup> *Garden of Departed Cats*, p. 21.

<sup>7</sup> *Garden of Departed Cats*, p.256.

<sup>8</sup> Connell, R.W. "The History of Masculinity" in *The Masculinity Studies Reader*. Eds. Rachel Adams and David Savran. (Blackwell Publishers: Malden, MA 2002), p. 246.

## REVIEW

Yıldırım Erdener, *101 Turkish Idiomatic Expressions*. Springfield, VA: Dunwoody Press, 2004. Pp. 203.

REVIEWED BY HİLAL SÜRSAL  
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The Turkish language is rich with idiomatic expressions and proverbs that are an important and integral part of the colorful Turkish daily life, thus rightfully warranting works such as Erdener's, which covers some of those that are more frequently used. In this book, Yıldırım Erdener, a professor of Turkish trained as a folklorist and ethnomusicologist, focuses on the richness of Turkish culture that is rooted in literary contexts by examining 101 Turkish idiomatic expressions.

Both native Turkish speakers as well as people who have learned the language at the intermediate or higher levels can easily acknowledge that communication in Turkish would be rather insipid without the frequent use of such expressions. They are not only semantically and syntactically idiosyncratic occurrences, but also incorporate intriguing and vague linguistic elements, defying grammatical norms. It is interesting to follow the train of thought of the writer who, among thousands of such expressions, chooses to elaborate on only 101 of them, a decision that he explains in the foreword:

The objective of this book is not to provide comprehensive coverage of Turkish idioms. It is rather a small sample of idioms which are frequently used in spoken and written Turkish.

Erdener provides us with the literal and figurative meanings of each idiomatic expression, which are then followed by a humorous illustration depicting the literal interpretation. Each idiom is expounded upon by excerpts from passages chosen from modern Turkish literature, with a view to

demonstrating the particular usage of that phrase. These excerpts are then complemented by a list of vocabulary (generally seven to eleven entries), followed by an English translation of the sample text. The same page contains footnotes that identify the sources from which the passages are taken. All idioms are associated with and refer to various body parts, particularly the head, and other organs that impart the intellectual capacity, emotional state and insight. They are organized alphabetically by organ, beginning with the mouth and continuing on to others such as the nose, chin, tongue, ears, and particularly the eyes, to name a few. As a matter of fact, the idioms that relate to the "eyes" make up a third of the book due their importance in the Turkish cultural milieu, as Erdener claims. In terms of the criteria for the selection process, the writer admits that among thousands of existing expressions, he included the ones that rendered themselves for illustration in a humorous way, a clever way to make the book not only fun to read, but to look at, as well. Indeed, there are expressions that sound quite funny in Turkish, such as Idiom #31, "Dilini Eşek Arısı Soksun [may your tongue be stung by a hornet]," and some have their literal equivalents in English as well, such as Idiom #34, "Dilinin Ucunda Olmak [to be at the tip of one's tongue]." While most of the illustrations are amusing and appropriate, adding to the whimsy of the expressions – Idioms # 3, 25, 43, 93 etc., including the one on the cover – there are others that simply look odd or awkward – Idioms # 12, 18, 71, 101, and so forth.

The idiomatic expressions serve to not only provide insights as to language and culture, but can also illustrate inter-cultural contrasts, in this case between the North American and Turkish societies. An example would be Idiom #29, "Dile Düşmek [to become the subject of gossip]," where in the excerpt from Reşat Nuri Güntekin's famous novel *Çalılıkusu* [Wren], the protagonist Feride hates to become the talk of the town because she is young and beautiful, whereas striving to maintain youth and beauty--as well as the attention gained from them--has long been an integral facet of North American culture.

Another, perhaps minor but nevertheless potentially misleading, aspect is that the citations regarding the some of the authors and their works are shown as if they are current works, whereas in reality their first editions were published many years ago. For example, *Çalikuşu* was first published in 1934, but the citation reads as 2000 instead, without a reference to the particular edition of the recent publication. Such an oversight could have been avoided with the addition of a proper bibliographic section at the end, which is lacking. Also, an index would have been quite useful for quickly locating certain words and concepts, particularly for the benefit of foreign users of the book. Idioms are mostly part of spoken colloquial Turkish; thus, locating them in print requires a careful scanning of the texts. Perhaps this would explain why all 101 idioms come from the collective works of a pool of some 16 authors in total, among whom are Reşat Nuri Güntekin, Sabahattin Ali, Yaşar Kemal and Aziz Nesin, in particular--all mavericks of vernacular Turkish. While it is unreasonable to expect having the whole of the story instead of only a fragment, the sudden ending of the excerpt makes us curious about the rest of the tale (Idiom # 49), rendering the passage seemingly incomplete. Perhaps the author could have chosen to compose some of the examples himself, in order to present a more culturally-relevant and coherent piece that displays the expression in a semantically self-contained context.

Overall, if we were to subscribe to the idea that languages are learned more effectively and with greater ease when one is having fun, then this book is an effective tool, indeed. It will also serve to whet the appetite, stimulating an interest if one wishes to learn more about Turkish language and culture. However, learners will benefit from the book further if they already know something about the culture and language, rather than being exposed to them here for the first time. As such, I would recommend the book, which gives us a glimpse of the “complexities of the cultural implications of language,” as Erdener puts it, as an educational complement to any Turkish language (preferably at the high beginning, intermediate or advanced levels)

and culture class. This book would also make an educational and enjoyable gift for people who are already interested in learning more about the Turkish people and their culture. Personally, I am planning to use it in my Turkish language and culture classes, as it would be fun and interesting for both students and instructor alike.

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