

AAT

21-22, Spring 1997 - Fall 1997

American Association of Teachers of Turkic Languages

Bulletin

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Edited by Kemal Silay

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AATT Home Institution: Near Eastern Studies, 110 Jones Hall, Princeton University, Princeton, NJ 08544-1008. Contact Person: Professor Erika Gilson.



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FROM THE EDITOR

As many of you may know, at the end of the Spring Quarter of 1997, I resigned from my position at the University of Washington—Seattle in order to accept the Ottoman and Modern Turkish Studies Endowed Chair at Indiana University—Bloomington. This departure from Seattle and the time that it has taken to settle in at a new university has delayed the preparation of the *AATT Bulletin* and for this I would like to apologize. As you will notice, the *Bulletin* now has a more professional look thanks to the beautiful layout of Destiny Design and the financial support of the Ottoman and Modern Turkish Studies Endowed Chair at Indiana University. I hope that our readers will like this new appearance as well as its content.

From now on, I will gradually incorporate more articles, conference papers and reviews on the literary aspects of Turkic Studies, as well as the linguistic issues which have been the focus of our *Bulletin*. As we have discussed and mostly agreed upon in many conferences and workshops, researching and teaching languages is not and should not be a “language only” process but must include other cultural facets of the vast area we are covering in academia. Once again, I would like to encourage submissions on such topics, in addition to works on Turkic languages.

I would like to thank all the readers for their patience while waiting to receive this issue. I anticipate that the publication of future issues will take place in a more timely manner.

Kemal Silay
Indiana University

TURKISH FOR THE PC

Judy Baker
University of Washington

Much has been made of the climate of “political correctness” that pervades higher education in the United States today. Conservatives have pointed to it as a “liberalization” of knowledge that is a dangerous, even destructive force in society. Liberals have dismissed it as a late attempt at rectifying the long standing inequality that has characterized traditional academia. Professors and students, whatever their political affiliations, are forced to operate under its influence in every discipline and environment the academy offers—from women studies to classics, in lectures and over e-mail. Nowhere are its tenets put more to the test than in the disciplines which study other cultures, however.

Consider the case of a professor assigned to teach beginning modern Turkish to undergraduate and graduate students. The students are typically a mix of Middle Eastern studies majors and curious non-majors, some

with backgrounds that link them to Turkey through their families, military experience or travel. The professor’s job is not only to instruct them in the rudiments of Turkish grammar and syntax, vocabulary and usage but also to provide them with a cultural context in which to understand the language as a component of a dynamic society.

Many things complicate this task. Colonialism and colonialist scholarship exert a posthumous influence over how students in the United States learn about Turkey and Turkish. This must be carefully manipulated in order that the professor may extract the useful information produced by such scholars without transferring its underlying assumptions of cultural superiority and inferiority. The depiction of Turkey and the Middle East by the American media strongly affects students’ perceptions. The professor must determine what perceptions have been created by it and what

aspects of the culture have been suppressed, overemphasized or misrepresented, then communicate these to students. Turkey’s relations with the United States and the nations of the Middle East, not to mention the image that it portrays of itself also have bearing on how it is represented to students in the classroom. The professor must provide students with explanations of these as part of their context for understanding the culture. The professor must meet all these requirements as well as present materials that are nondiscriminatory, unchauvanistic and not eurocentric.

This dilemma faces every instructor of Turkish in the United States today. The choice of texts for the class often exacerbates it. Few resources exist that are appropriate for use in universities and colleges. Many traditional grammars, for instance, are written as if for linguists and, as a result, have a style, organization and content that is unintelligible to beginning students. Commercially produced language learning materials are more often than not too basic and designed to teach the nonacademic learner. Instructors



find themselves making the most out of inadequate books, tapes and videos, supplementing them wherever they can with personal insights and anecdotes.

One text so used is the *Türkçe Öğreniyoruz* series. The German subtitle of this series published by Engin Press in Ankara succinctly states the authors' intention for its use. "Turkish aktiv" describes the heavy emphasis on real-life language and relative lack of traditional grammar, syntax and linguistics background found throughout the two textbooks. It hints, too, at the pedagogical theory behind the authors' presentation of the material. The textbooks are printed and the audio tapes read, entirely in Turkish (apart from a one paragraph Preface ambitiously reproduced in English, German, French, Arabic and Persian) with each new section introduced by a series of photographs and an accompanying text. The student must deduce the meanings of new words and grammatical structures from the context of the dialogue or essay, using the accompanying *Anahtar Kitap* and its chronological presentation of words as a reference. This approach is

attractive to many instructors because of its effectiveness at actively involving students in the language learning process by simulating an immersion experience. It succeeds in developing the skills of acquisition and real-life usage. Using it exclusively in the classroom requires significant supplementation and mediation on the part of the instructor, however.

When reading or listening to the situational texts, the students are presented with everyday usage of Turkish in its idiomatic and nonscholastic form. The *Anahtar Kitap* does little to explain the idioms students encounter, relying instead on "equivalents" in English. This is helpful to the beginning student who cannot deconstruct the grammar of even simple phrases like *memnun oldum*. It is less helpful as students advance to a level where they understand the grammar but are faced with a culturally specific idiom for which they have no context. Students, for instance, are disadvantaged by translations like: *A clumsy person can only do clumsy work for "Eşeğe cilve yap demişler, tekme atmış."* A knowledgeable instructor can intervene

at these points in the books to provide the missing linguistic and cultural information. In fact, for the sections on Turkish proverbs and idioms (all of which are translated to their nearest English equivalent proverb or idiom in the *Anahtar Kitap*) the instructor must have a deep familiarity with Turkish culture in addition to language skills in order to address the students' inevitable questions about meaning and usage. It is too much to ask students to deduce the cultural context of these expressions. The series deserves credit for presenting them; the instructor must create a suitable lesson in which to interpret them for beginning students.

The *Türkçe Öğreniyoruz* series presents a serious challenge to the instructor in other ways. There are grammar and syntax exercises accompanying each section, which, for the most part, are helpful for practicing new concepts but are too imprecise to be utilized to teach them effectively. Students may succeed in mimicking the pattern of the grammatical function—the use of a suffix, for instance, or a verbal mode—but they are not given enough information for

active usage. Supplemental materials and explanations of the logic behind the usage will be required for nearly all of these exercises.

One of the series' unique and problematic characteristics is its inclusion of cartoons to textualize the concepts discussed in the exercises and texts. These cartoons comprise a second set of texts for the students and instructor to attempt to interpret. The instructor should be forewarned, however, that, unlike the situational texts where little that is controversial, risqué or politically sensitive appears, the cartoons are consistently filled with innuendo, are misogynistic or are simply in poor taste. Far from being a neutral point from which to address the requirements of political correctness and the context of Turkish studies, these occasional additions to the basic text are a stumbling block to the students and teacher.

The cartoons chosen by the authors for these texts are problematic for several reasons. In the first example, a text summarizing a typical Turkish father's day is accompanied by the following cartoon:

The cartoon reinforces the



text's depiction of the father as the breadwinner who we are told "does nothing" at home. His attentive, well-behaved son and his attractive and seemingly vacant-headed wife complete the picture of him in the honored place of father.

Different sorts of wives are presented in two other examples. In the first, we see a caricature of the young, attractive, very proper wife going about her duties for the household.



The butcher is, like the father

in the above cartoon, an authority in his element, and the barbie doll wife the appropriate, inert complement to him. Students are taught the function of polite forms of address with this cartoon.

The next example is of the improper wife caught being unfaithful to her husband in his absence.



This is the flip side of the perfect family that was depicted in the first example. The connection between this cartoon and the grammatical lesson is tenuous at best. The cartoon cannot be justified and is more shocking for the fact that it is gratuitous.

Women, in general, are portrayed as sexual objects in other cartoons in the series. For instance, there is the visual joke contained in the following cartoon which posits a parallel between a shapely, race car and a well-endowed, scantily dressed woman: This accompanies a lesson on the genitive case endings—tellingly, the part of the les-



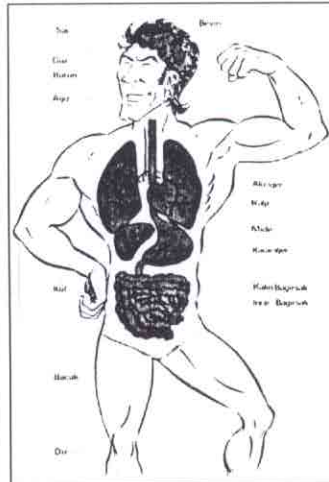
son that deals with expressing someone's attributes or property. A similar representation of women is at work in the following cartoon where a woman's sexy appearance is inferred to be the cause of a fatal car accident:



There is a *memur* here, dutifully investigating the accident and determining guilt; there are also the supine bodies of the two male drivers, complete with satisfied smiles, sitting among the wreckage.

Machoism and the cult of the male body is the underlying message of one cartoon, which serves to teach the names of the body parts in Turkish. The drawing inevitably raises the spectre of the specifically male body part

that is not labeled for the students.



The stereotype of the rich, desert-dwelling Arab man is portrayed in the next cartoon in opposition to the poor Turkish villager:

The instructor is forced to supply some commentary to these cartoons. They are sufficiently stereotypical enough to be censured by the politically correct academic community. They are a clear liability—the sort of thing that lawsuits are based upon. Were these cartoons merely "Turkish" stereotypes with no resonance for the American observer, political correctness allows that the in-

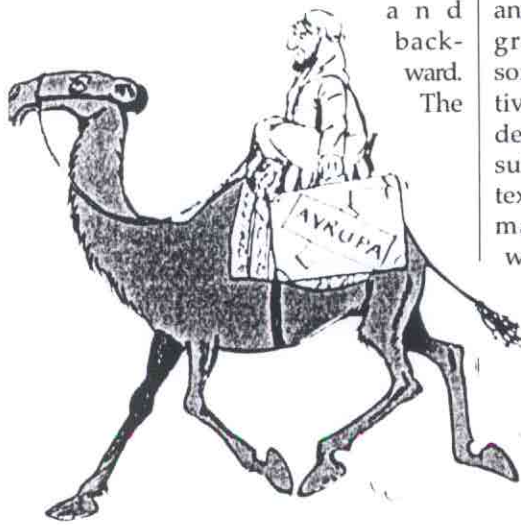
structor would merely have to say: this is what Turks think. But in each of the cases, the stereotypes cross cultural lines and are immediately recognizable to an American audience. The instructor is left having to apologize for the gauche humor displayed in this textbook or even removing it so as to avoid the possibility of an accusation of impropriety.

The series' heavy emphasis on Turkey's connection to Europe and by default, its lack of connection with the Islamic East, causes one to wonder if the cartoons are not a misguided attempt to present aspects of Turkish culture that are theorized to be shared by Europe and the United States. Cer-



tainly, it is hard to imagine these cartoons being used in courses in the Middle East. The emphasis on women's appearance alone would make them unacceptable in many countries. If, like the *Türk atasözleri*, these are presentations of culturally complex concepts with close approximations to American or European culture, they are even more confusing and distracting to students attempting to understand their meaning and usage in Turkish culture. The class is left wondering, *is this what Turks think?* Political correctness argues that those who think and express themselves in politically incorrect ways are undemocratic, oppressive

and backward. The



professor using this text in this climate must counter the implication that Turks as a culture fit this description.

For classroom use, *Türkçe Öğreniyoruz* has all the advantages that should be found in an audio/visual workbook. There are ready made dialogues that students can practice, exercises that briefly reiterate the object of each lesson and vocabulary that is basic, systematic and designed to be able to express the students' own experiences. *Türkçe Öğreniyoruz 2*, in fact, prepares students for atypical situations including a hypnotism demonstration, a visit to the dentist and a report of a fatal car accident. The series' lack of a glossary and adequate explanations of grammatical concepts is sorely felt. To be used effectively, the instructor and student must continually consult a more comprehensive textbook or reference grammar. Supplementing this

with materials that deal more generally with Turkish culture will go a long way towards explaining the ambiguities and nega-

tive images left by the lesson texts and exercises.

As a source for commonly encountered Turkish usage and contextual expressions and as a basis for discussion of the cultural context of phrases and linguistic behaviors, *Türkçe Öğreniyoruz* is worth the trouble it takes to order it from Engin Press, as long as the instructor is aware of the sometimes inappropriate content of the texts and makes arrangements to deal appropriately with them as part of the curriculum. Until a well rounded, well-balanced academic text written with the complex role of the Turkish instructor in mind is published, teachers will have to continue to work around the weaknesses and difficulties of texts like *Türkçe Öğreniyoruz* in order to have access to useful tools for the classroom. In order to meet the standards of both political correctness and the demands of the field, instructors must continue to bring their own insights and experiences into the classroom as testimony to the as yet unsuccessfully represented Turkish language and culture about which their students are striving to learn.

AUDIO AND ITS USE IN TEACHING TURKISH

Suzan Özel
Indiana University

Listening and speaking are the two skills that are normally practiced in audio exercises in the foreign language course. Many tape drills require students to listen to words, sentences or lengthier chunks of discourse. Often the listening is followed by the task of repeating the samples give. Through personal experience I have concluded that these types of audio-tape exercises are not very effective because students don't find them interesting or challenging. If, however, tape exercises do not rely only on two basic language skills, but are combined with one another as well as with the remaining two skills, reading and writing, it is possible to offer students a greater range of focused activities. Such combinations of skills can produce a large variety of audio tasks that learners of Turkish can perform outside of the classroom. For example, "listening comprehension" can be practiced by means of cloze ("fill-in-the-blank") exercises in

which students listen to a short passage on tape. In addition, they can also practice listening comprehension by listening to a passage and then, without the help of a script, summarizing what they understood, in English. Furthermore, tapes can be used for recorded dictations assigned outside the classroom. "Speaking" can be practiced through audio assignments by asking students to record their responses to a given question (e.g., they can be asked to describe their plans for the summer, when the function of "describing plans" is treated in the classroom).

It is important to organize these exercises around a central topic that is simultaneously covered in the course. Furthermore, exercises should be graded according to difficulty and be oriented towards the accomplishment of communicative or other practical tasks the students will face when using Turkish. For example, Turkish numbers can be practiced

by a sequence of exercises that are designed to prepare learners to accomplish the following tasks: to understand spoken numbers (e.g. in dates, telephone numbers and addresses), to say these numbers, to understand and formulate indications of time, and to relate time indications with cultural events, etc. Moreover, this combination of listening, writing, speaking and hearing task offers students a chance to practice cultural conventions, such as the use of "military" time used in specific contexts in Turkey, and the graphic representation of time indications (period instead of 'American' colon).

The following examples have been designed for an introductory Turkish course. The taped texts are given in parentheses and italics.

1. Sayılar/Numbers

a. Listen and write the numbers you hear, in numerals, in the spaces below.

- a. _____
- b. _____
- c. _____
- ç. _____
- d. _____
- e. _____
- f. _____
- g. _____

- (a. 36 b. 87
c. 14 ç. 132
d. 1029 e. 765
f. 1965 g. 1844)

b. You will hear four telephone numbers. Listen and write them, in numerals, in the blank spaces below.

(344 12 36

524 43 61

739 08 47

157 00 19)

[This requires the teaching of "çift sıfır" as used by some speakers]

c. Now speak the following Turkish telephone numbers on tape. Follow the reading pattern you heard in exercise b. above.

536 27 93

266 06 81

175 49 18

314 00 35

2. Saat/Time

a. You will hear six indications of time. Listen and underline the items you hear on tape, choosing from the selections provided below.

10.30 | 3.45 | 7.10 | 11.30 | 6.50

4.45 | 8.25 | 12.30 | 3.15 | 6.10 | 2.30

(2.30 | 7.10 | 3.45 | 8.25 | 11.30 | 12.30)

b. Listen to the following indications of time and write them, using numerals, in the space below.

- a. _____
b. _____
c. _____
ç. _____
d. _____
e. _____
f. _____
g. _____

(Saat kaç? 6'ya 20 var vb.)

a. 5.40 b. 1.55

c. 9.12 ç. 11.15

d. 8.48 e. 4.20

f. 3.50 g. 3.30

c. Imagine that you hear the following indications of time in announcements at a Turkish airport. Listen and write down the information following English conventions (e.g. 8:45 p.m.).

a. _____

b. _____

c. _____

ç. _____

d. _____

e. _____

f. _____

g. _____

(17.30 | 21.45 | 13.25 | 22.15

16.20 | 13.40 | 19.17 | 23.55)

ç. You will hear five sentences stating the time of certain events. Match the events in the left column with the correct indications of time in the right column.

film 7.30

konser 9.45

parti 11.15

ders 2.50

maç 6.30

opera 12.30

toplantı 3.15

bale 10.15

(Konser saat on biri çeyrek geçe bitti.

Toplantı saat yedi buçukta başladı.

Parti yarımda bitti.

Dersimiz üçe on kala başlıyor.

Maça saat üçü çeyrek geçe gideceğiz.)

d. Record the following indications of time as an answer to the question "Saat kaç?" Use the normal way of telling the time in Turkish.

Örnek: (Saat) dördü beş geçiyor.

4.05 9.10

11.30 3.55

7.25 12.30

6.45 12.15

1.40 8.49

e. Now read the time indications given in exercise d. above again on tape. This time, read them in response to the question "Saat kaçta?"

Örnek: (Saat) dördü beş geçe

f. You will tell when your Turkish class begins and ends. Record your sentences without reading from a script.

3. Adres/Addresses

a. Imagine that you are given

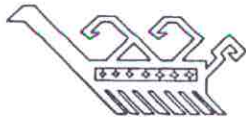
the following addresses over the phone. First take them down, then rewrite them as if you were addressing a letter.

(Bahar Büyükcan
Ihlamur Sokağı 24
16050 Bursa

Muhittin Arif
Sinan Ercan Sokak
Avçılar Sitesi, C Blok Daire 38
80040 Fındıklı—İstanbul

Nilgün Ekşioğlu
İsmet İnönü Caddesi
Ayşhanım Apartmanı No. 16 Daire 5
36220 Alsancak - İzmir)

The exercises above serve to demonstrate just a few examples from the range of possibilities that exist for incorporating the four basic language skills into audio-tape based exercises. I hope that they will be inspiring for colleagues and may elicit some responses regarding their own experiences with audio-tape activities. I am presently developing these types of drills for the "Workbook" of an introductory-level textbook I am writing and would be grateful for further suggestions to enrich the audio-component of the Workbook.



KAVGA EDEBİLECEĞİNİZ DÜŞMAN (AN ENEMY YOU CAN ENGAGE)

Prepared by Yıldırım Erdener and Pelin Başçı
Edited by Gönül Ertem, 163 pp.



The purpose of this booklet is to provide authentic samples of spoken Turkish for intermediate and advanced student of Turkish. This booklet is the first in the series of "Turks Speak of America." It contains interviews with Turkish students at the University of Texas, or their spouses. In the interviews, students present accounts of 1) their personal experiences and opinions about learning English or simply a foreign language; and 2) their observations and experience about life in the United States, and particularly in Austin, Texas.

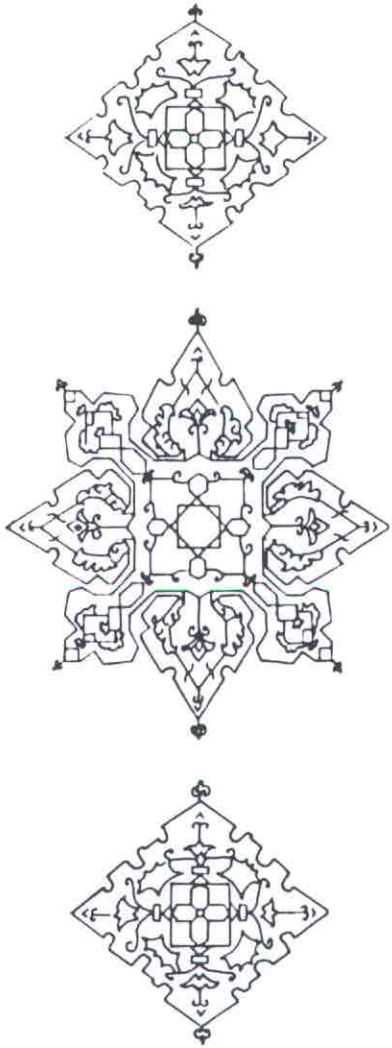
The interviews highlight communicative problems, awkwardness or misunderstandings in personal relations in a humorous manner. Learning a second language is intertwined with entering unfamiliar cultural territory. In this booklet, this inevitable cultural encounter is presented from the perspective of native speakers of Turkish. These humorous personal stories derive from an familiarity with American culture and insufficiency in English. For example, when I (Y. Erdener) came to the United States in 1976 my neighbor invited us for dinner. When we were leaving I wanted to thank

them and said with a smiling face: "Thank you for your hostility." Crossing linguistic and cultural boundaries are difficult and universal for any student who learns a second language. Two cassette tapes which accompany the booklet contains the original interviews. We have only 50 copies of the booklet. If teachers of Turkish would like to have a free copy of the booklet and two cassette tapes they should write to:

Dr. Yıldırım Erdener
Department of Middle Eastern
Languages and Cultures

The University of Texas at
Austin
Austin, Texas 78712
Fax: (512)471-419
E-Mail:
y.erdener@mail.utexas.edu





A NEW JOURNAL ON TURKIC LANGUAGES

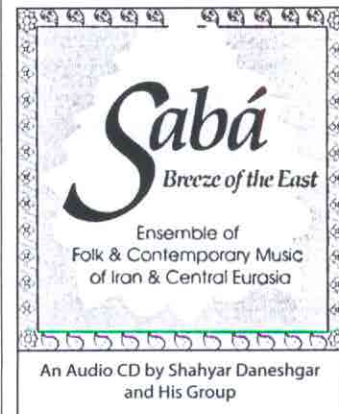
The Publishing House Harrassowitz (Wiesbaden) announces a new scientific journal to be published in 1997 on Turkic Languages edited by Lars Johanson in co-operation with Arpad Berta, Hendrik Boeschoten, Bernt Brendemoen, Eva A. Csato, Emine Gürsoy-Naskali, Irina Muravyova, Dmitri M. Nasilov, Sumru A. Özsoy, with the editorial assistance of Vanessa Locke. *The Journal Turkic Languages* aims at presenting work of current interest on a variety of subjects and thus welcomes contributions on all aspects of Turkic language studies. *Turkic Languages* will contain articles, review articles, reviews, discussions, reports, and surveys of publications. Turkic Languages will be published in one volume of two issues per year with approximately 300 pages. It will be devoted to descriptive, comparative, synchronic, diachronic, theoretical and methodological problems of linguistic Turcology includ-

ing questions of genetic, typological and areal relations, linguistic variation and language acquisition.

The journal will use a referee system in selecting articles for publication. The preferred language of publication will be English. Contributions to the first volume should be submitted as soon as possible. A style sheet is available and will be sent on request.

Manuscripts for publication, books for review, and correspondence concerning editorial matters should be sent to:

Prof. Dr. Lars Johanson



NEW LANGUAGE TEACHING RESOURCES FOR TURKISH: THE INTERNET FOR TURKISH LANGUAGE LEARNING

Erika H. Gilson
Princeton University

The challenges faced by teachers of the Turkic languages are immense; but so are the opportunities to introduce current methodology and digital technology to language instruction. The possibilities offered by the World Wide Web (www) for foreign language learning have not been realized nor fully understood. The speed with which technological developments take place which enable us to 'interact' across miles, has been such that those of us, almost ready to give up after years of fighting with basic platform incompatibilities, are quite ecstatic about the possibilities. Now we must get to work to produce worthwhile 'content' for instructional purposes.

In particular, I would like to stress the following: With the great need for resources for the Turkic languages and culture, and faced with a scarcity of 'human resources', *i.e.*,

experts, in academe to produce instructional materials, we must take advantage of the tremendous potential of the www for collaborative efforts for material collection and development, and for basic sharing of 'raw' resource files. It is time to point out again that in the first survey AATT conducted, the major reason given for joining AATT was *the sharing of teaching resources*, of any kind, such as grammar exercises, graded readings, and audio tapes.

At the Workshop at Portland State in June prior to the West Consortium's Summer Session, AATT members be-

gan to discuss how we could collaborate in the establishment of language and culture specific archives for Turkish which could be accessed via the Internet. A first and necessary step is to establish a site on the internet. AATT's Homepage is currently being prepared and will be hosted on the Princeton server until "LangNet," the site for NCOLCTL (the National Council of Organizations of Less Commonly Taught Languages) is fully operational. LangNet is being developed with a new Ford Foundation grant to NCOLCTL.

AATT's Homepage-in-the-making can be accessed at the URL given below. There is still a need for a logo which is appropriate, as well as input from the membership as to what they want to have placed on the site:

<http://www.princeton.edu/~ehgilson/aatt.html>

What follows are some



addresses to pertinent sites for general information on web-use for language learning, a few sites to demonstrate language-specific sites, some for sites with authentic language—at this time, Turkish only—and some good introductory sites for the new republics. Also, I will give the address to a very thorough 'search engine', and I urge the membership to share sites with good content that they discover by e-mailing the URL to:

ehgilson@princeton.edu

The developing list will then be accessible to the membership on the AATT Homepage.

Links for Language Learning on the Internet:

1. Internet Foreign Language Workshops: Teaching with the Internet.

http://www.uncg.edu:80/~lixlpurc/publications/Internet_Workshops.html

Although samples are often for German, this is an invaluable 'teaching' link for us.

2. Netscape: Teaching with the Web.

<http://polyglot.lss.wisc.edu/lss/lang/teach.html>

This is a compilation of ideas for using www resources as a teaching tool. It also is a

good site providing links to other sites that have pedagogical information.

3. Ohio University CALL Lab:

http://www.tcom.ohiou.edu/OU_Language/teachers.html

This is another no-nonsense site for language pedagogy and the Internet.

4. www: Foreign Language Resources

<http://www.itp.berkeley.edu/~thorne/HumanResources.html>

For a look at what kinds of things are available for language instruction.

Links for Turkey

There are many sites—some quite good—which introduce the students to Turkey, her history and culture.

1. The Republic of Turkey has a well developed site which includes a search capability, providing many links and much information.

<http://home.imc.net/turkey/>

2. Another site with good and informative links is provided by Yusuf Pisan,

<http://www.cs.nwu.edu/~yusuf/turkey/>

3. For students who like to follow Turkey's economy, there are several Turkish Economics Pages, such as:

<http://www.siu.edu/~itanris/>

[econtr.html](#)

4. Information and images provided on the next site, Ottoman Cities through the Eyes of Foreign Travellers, can be advantageously used:

<http://www.armory.com/~ssahin/OttomanCities/>

5. Istanbul University's Istanbul page, accessible also via a mirror site at Duke, is a very well developed site devoted to Istanbul with very good images:

<http://www.duke.edu/~emin/ISTANBUL/>

Links for Turkish

Even though English is often used, and when the text is in Turkish, standard encoding for correct display on the newer browsers such as Netscape 3.0 which supports Turkish, is still not used, most of the sites that the Turkish universities have developed will have some authentic material that can be used for Turkish. Below are homepage addresses of the major institutions:

Middle East Technical University:

<http://www.metu.edu.tr/>

Ege University:

<http://www.ege.edu.tr/>

Bilkent University:

<http://www.bilkent.edu.tr/>

Boğaziçi University:



<http://www.boun.edu.tr/>

All other institutions of higher education in Turkey can be reached from the Boğaziçi site.

The site for Turkish Natural Language Processing Project at Bilkent University has an interactive dictionary in development, mono-lingual at this time, which has wonderful potential:

<http://www.nlp.cs.bilkent.edu.tr/Sozluk/>

There are several newspapers on the web, and one of the them, *Sabah's* weekly Aktüel, does fully support Turkish so that the display is 'authentic' if the terminal in use has a Turkish font installed.

<http://www.sabah.boun.edu.tr/>

My preferred news site in Turkish albeit 'modified', that is, not authentic as it does not display all letters, is:

<http://www.auguste.com/planet/xn/>

There are several good poetry sites in the making, although again, still not taking advantage of the new browsers 'Turkish' capability,

<http://hcg11.eng.ohio-state.edu/~hoz/masters.html>

http://www.cs.umd.edu/~sibel/poetry_turkish_poems_in_turkish.html

and sites for Turkish music:

<http://www.seas.gwu.edu/stu->

[dent/gokturk/turkishmusic.html](http://www.gokturk/turkishmusic.html)

And, you can always have your students send an electronic postcard to Barış Manço (or, several others) via:

http://www.vol.it/prizmanet/PRIZM-SERVICES/INTERACTIVE-ART/MANCO/baris_home.html

Links for Other Turkic Countries

Some good sites are being developed on the Turkic Republics. Although not language-specific, they nevertheless provide interesting background information for our students.

1. The Russian Department at Bucknell has one such site for all of the Central Asian Republics (just replace <kyrgyz> with the republic name of your choice):

<http://www.bucknell.edu/departments/russian/facts/kyrgyz.html>

2. On Turkic Republics and Communities:

<http://acad.bryant.edu/~kbrook/turkic.html>

3. Another good site, quite sophisticated and frequently updated is the site of the Interactive Central Asia Resource Project:

<http://www.rockbridge.net/personal/bichel/welcome.htm>

4. Worth checking out is the

Soros Foundations Central Eurasia Resource Page:

http://www.soros.org/central_eurasia.html

5. A homepage with lots of interesting links is the Turkistan Homepage:

<http://www.ccs.uky.edu/~rakhim/turkistan.html>

6. For News on oil and pipeline developments:

<http://www.intr.net/cpssoil/journal.html>

7. The Azerbaijan Pages:

<http://solar.rtd.utk.edu/oldfriends/azerbaijan/>

Further, those that have not seen Alan Fisher's 'dynamic' course syllabus for his Ottoman History class, the URL is:

<http://web.cal.msu.edu/~fisher/hst373/HST373.html>

Turkish language courses at Princeton also have a homepage from which students get some of the assignments. However, some of the 'hot' links are restricted to campus use:

<http://www.princeton.edu/~ehgilson/>

Finally, a search engine which is very powerful and thorough:

<http://www.ionet.net/~rowe/aaa1.html>

NEW LANGUAGE TEACHING RESOURCES FOR TURKISH: MULTIMEDIA CD PRODUCTS

Erika H. Gilson
Princeton University

Several new Turkish multimedia CDs have appeared on the market in Turkey which can be used as authentic teaching resources. The audience for these CDs is primarily Turkish, although there are some which aim to attract and inform tourists, and are in English. In this latter category I would like to mention Ottoman-Turkish Houses, by Helikopter İnteraktif Sistemler A.Ş., 1996, [Windows 95 only], which covers houses from the 16th century to the present. It contains more than 800 pictures, video, text, and narration, in English only.

Helikopter İnteraktif was also the developer of *Türkiye Cumhuriyeti Tarihi, 1908-1939*, which is marketed by Raks NewMedia. Created for the Turkish educational market, this CD works on both PC and Macintosh platforms and also contains tests.

Another CD dealing with the same era is 3. Boyut's *Kurtuluş Savaşı* CD-ROM. Again aiming at the Turkish educational market, this CD



is one of a planned instructional series on history for Turkish youth. The first in the series, *Eski Çağlar* was first pressed in 1995, and is now available for both platforms also. The next in chronological order is the *Osmanlı Devleti* CD, also already available. Still to be produced is the *Atatürk ve Devrimler* CD.

3. Boyut has also produced a CD on Turkey for students called *Türkiye CD'si* which has already gone through at least two updates.

For those who like Turkish film, 3. Boyut has developed *100 Türk Filmi*, called a 'living archive' which is in Turkish and offers short samples as well as photos and statistical and artistic information on the players and films.

Finally, at the end of August the *Redhouse Sözlük*

made its appearance. This is a Windows only English-Turkish/Turkish-English version which contains more than 75,000 entries, over 5,000 sample sentences, and 20 hours of recorded speech. Although I have not tested the search tool to any extent, it does appear to be a very powerful tool, allowing for headword searches based on pronunciation, or searching for and grouping entries according to definitions.

None of the CDs includes a font for Turkish, as its primary market is Turkey. If a standard Turkish system capability is not in place, the usual squares and odd shapes will appear on the screen. However, it should be mentioned that very often text is presented as a 'graph', in which case all Turkish letters are correctly displayed. Perhaps if enough colleagues stress the importance of these resources for instructional purposes abroad, the developers can be convinced to be more mindful of the need for fonts.

Currently any of these CDs can be ordered from a distributor: 3P Bilgisayar San. Tic. ve Danışmanlık Ltd. Şti., Esentepe Cad. No. 10/1, Mecidiyeköy-İstanbul. (0212) 212 3657.

OPENING OF THE NEW UZBEK EMBASSY

Karl A. Krippes

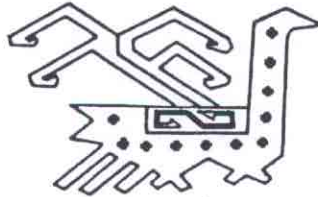
The Embassy of the Republic of Uzbekistan moved from the office building on K Street in Washington, D.C., which it shared with the Kyrgyz embassy, to 1746 Massachusetts Avenue (near the Turkish embassy). Uzbek President Islam Karimov officially opened the embassy doors at a special ceremony and banquet on the evening of June 25, 1996. Among those present at the opening ceremony were U.S. Defense Secretary William Perry, as well as diplomats from other Turkic-speaking nations.

At the conclusion of the banquet, Dr. Karl A. Krippes made a gift of a pre-release copy of his revised *Uzbek-English Dictionary* (to be available publicly three weeks from this date) to President Karimov. Dr. Krippes made his presentation remarks in Uzbek, which were interpreted into English by a member of President Karimov's staff. President Karimov told the audience (in Russian) that the dictio-

nary has both political and linguistic importance, and that the dictionary will help Uzbeks to translate into English without using Russian as an intermediary. President Karimov reciprocated by presenting Dr. Krippes with a chapan and duppi.

Karl A. Krippes
Uzbek-English Dictionary,
Dunwoody Press, Kensington,
Maryland

A revised edition of the *Uzbek-English Dictionary* is scheduled for release in mid-July to replace the now out-of-print *Uzbek-English Dictio-*



nary (preliminary edition). The revised edition incorporates changes proposed by Dr. Ergash Fazilov, an Uzbek lexicographer and teacher of Uzbek to Americans, whose review of the preliminary edition appeared in *Eurasian*

Studies Yearbook 68.1996:237-238. In addition, the grammatical sketch was rewritten, and an affix list was added at the written request of users of the dictionary. The revised edition of 20,000 entries represents corrections and changes as a result of the editor's use of the preliminary edition to translate Uzbek newspapers, radio and T.V. transcripts, and official documents over a three-year period.

Karl A. Krippes

Kyrgyz-English Dictionary Database, MRM, Inc., Language Research Center, Hyattsville, Maryland The writing English definitions for a new Kyrgyz-English dictionary (ca. 14,000 entries) is complete. Both the dictionary and accompanying grammatical description are based entirely on a 200,000 word corpus of machine-readable Kyrgyz texts from 1992-1994. Writing the definitions based on context, rather than blindly translating Russian definitions into English, provides for more accuracy. As each meaning of a word will be exemplified by at least one phrase or sentence from Kyrgyz texts, translated into English, the student will have a tool for learning contextual usage of words and phrases,

but will also possess the means to compare style in both languages. The chief lexicographer in this project, Dr. Karl A. Krippes, is solely responsible for most of the English definitions and translation work undertaken so far. Kyrgyz native speakers are occasionally consulted for problematic definitions and to verify the accuracy of the translation of some difficult passages.

Components of the published dictionary will include: headword, frequency-ranking, English meaning(s), translated Kyrgyz example(s) of usage, part of speech, usage label, cross-referencing. The most important feature of this dictionary will be its over 16,000 examples sentences and phrases. Alphabetical and frequency-ranked word lists will also be appended as an aid to both student and teacher. It is the intention of the publisher to make the machine-readable text corpus available upon request (after publication) on diskette.

Karl A. Krippes
Premier Uzbek Language Course in Maryland

An Uzbek language course was offered to the general public for the first time in the state of Maryland during the

months of June and July. A small group of students included a retired teacher of Turkish, a professor of linguistics, and a government worker planning to travel to Uzbekistan. *Colloquial Uzbek: A Mini Course* (by Kurtuluş Öztopçu, 1994) was chosen as the textbook because its size is appropriate to a introduction to the spoken rather than the literary language, and because of the accompanying cassette recordings.

Because this was a non-credit course, assignments were done during the 2 and 1/2 hours class time. The handout assignments, that supplemented and complemented the textbook, required the students to interact with each other in order to gain such oral skills as introducing themselves, talking about their profession and families, asking directions, shopping, and obtaining (and complaining about) accommodations.

Because of the high ratings from the students, Dr. Karl Krippes will teach the course for a second time during the spring 1997 semester. The course will provide a laboratory for applying the Uzbek Proficiency-based Guidelines currently being developed by AATT.

POSITION IN TURKISH HISTORY AND CULTURE

The Department of Near Eastern Languages and Civilizations at the University of Chicago seeks applications and nominations for a position tenure-track in Turkish History and Culture, 18th-20th centuries. The appointment is to begin Fall 1998; there is a strong preference for junior candidates. The ideal candidate will have demonstrated ability or potential for significant scholarship in the late Ottoman and Republican periods. Send letter of application, current c.v., and names and addresses of three referees to:

Cornell H. Fleischer, Chair
Turkish History and Culture
Search Committee
Department of Near Eastern Languages and Civilizations
The University of Chicago
1155 E. 58th Street
Chicago, IL 60637

Tel. 773/702-8342
Fax. 773/702-9853
e-mail: c-fleischer@uchicago.edu

Review of applications will begin October 30, 1997 and continue until December 15, 1997, the closing date for application.

The University of Chicago is an AA/EOE.

UZBEK AND AZERBAIJANI AT UCLA SUMMER 1996

András J. E. Bodrogligeti
& Kurtuluş Öztopçu

General Information

As a continued practice, Uzbek and Azerbaijani languages were again offered as eight-week 12-unit intensive language programs jointly by the John D. Soper Central Asian Language Institute and UCLA Summer Sessions. The total cost of the course was \$1,515.00, which included a \$1,260.00 course fee, and a \$255.00 registration fee. However, this year the American Council of Learned Societies and the Social Science Research Council, and John D. Soper Central Asian Language Institute made scholarships available in the amount of \$750.00 per student.

The enrollments have been picking up steadily over the years and this year was the highest. There were 41 enrolled students in Uzbek and 10 enrolled students in Azerbaijani. Official alphabets were used to teach these languages, Cyrillic for Uzbek, and Latin for Azerbaijani. The course started on June 24, and ended on August 16, 1996. There were 3 hours of classroom instruction and 1

hour of lab every day. In addition, there was an important cultural event every Friday during the entire summer session which stressed various aspects of Azerbaijani and Uzbek cultures.

Instructors

Uzbek: András J. E. Bodrogligeti, native assistant: Mr. Komron Khakimov.

Azerbaijani: Kurtuluş Öztopçu, native consultant: Professor Zeidulla Agayev.

Goals and Approach

Our goals were to develop the students' competency and fluency in the areas of listening, speaking, reading, writing and translation; to have them master the official writing system; to provide them with conversational skills that they would be able to use in a native language setting; to cover the first year grammar of Uzbek and Azerbaijani in a solid manner that they could build on when they further their education in these languages.

There was also a concerted ef-

fort on the part of the instructors to teach these languages with their cultural contents. In order to meet these goals, a proficiency-based eclectic method was used. A mixture of traditional and new techniques were used in a "student-centered" classroom. Uzbek and Azerbaijani were used most of the time in the classroom, however English was preferred for complicated grammar explanations. High-frequency grammatical forms and vocabulary items always took precedence, and were practiced more than the low-frequency items. The lessons were designed in such a way that new material was always built on the previously studied material. This way, it was also possible to review the previous material every day before students embarked upon new material. Various teaching techniques such as role-plays and games, acting out dialogues with two or more people, etc. were used to give the students more opportunities to learn and practice their knowledge in another language and also to break the monotony of the daily routine. In these situations, students were encouraged to answer questions as quickly as possible in order to elimi-

nate translations from their native languages. A review was undertaken after every 3-4 chapters and before every test to give students another opportunity to focus on relatively little studied areas, and to find out their deficiencies and correct them.

As it is a must in every learning environment, a friendly and relaxed learning atmosphere was created by the instructors. In such an environment, students were able to participate freely and eagerly. In both language programs, a beginning level was taught, however for some of the more advanced students extra help was also provided by native informants, mostly in addition to the regular hours of instruction, to expedite their learning. Every day homework and additional assignments were given which were due the following day. In addition to the three hours of class time, students were asked to attend the lab at least one hour every day. A first-year grammar of each language was covered by the end of the session.

Teaching Materials UZBEK

Modern Literary Uzbek. By András Bodrogligeti. This

standard, proficiency-based manual contains 30 chapters and an introduction that covers Uzbek phonemes thoroughly. Each chapter covers a vocabulary list, grammatical descriptions, readings, and conversational materials. *Conversational Manual.* By John D. Soper. It includes various dialogues on different mostly situational topics. *Tapes:* The language laboratory has various sets of conversational tapes recorded by native speakers of Uzbek. The sound quality of these tapes is excellent, and the speakers' diction and pronunciation are flawless. *Handouts:* Several review, and vocabulary handouts are regularly distributed.

AZERBAIJANI

Beginning Azerbaijani; Basic Course. By Kurtuluş Öztopçu. This standard, proficiency-based manual consists of a general introduction and 12 units. Each unit is based on a situational dialogue and related grammar points. In addition, every unit has various supplementary conversations, reading passages (poetry and prose), several written exercises, audio lab drills and an approximately 50-word vocabulary list. In addition to the official Latin al-

phabet, the book makes use of the previously official, but still commonly used Cyrillic alphabet in a limited way to let students learn and be able to read texts in that script as well.

Tapes: The language laboratory has three different conversational and textual tape sets. Several music and video tapes were also copied and given to students to acquaint them with Azerbaijani culture. These tapes have exceptional sound quality. This year our existing tape material has been replaced with an updated one. Students were allowed to make copies of the basic material for their personal use.

Handouts: Several extra reading, review, and vocabulary materials, such as topical and grammatical word-lists, were distributed.

Both standard, proficiency-based manuals are being readied for publication for next year by the authors.

Students

There were 41 students in Uzbek and 10 students in Azerbaijani. We had students from abroad; from Israel, Britain, and Turkey. The majority of them were undergraduate students, and some, mostly graduate students,

had taken some related courses from the department in the past. The overwhelming majority of the students were under 21 years old. A few were in their thirties, and one in her forties. Since many of them were genuinely interested in the Turkic field, and in the areas of the Middle East and Central Asia, they were eager to learn and this in turn created a pleasant learning/teaching environment for both students and the teachers.

Tests: In order not to overtest students and lose valuable classroom time, we had two tests during the summer session and a final test. All three tests were comprehensive, proficiency based tests, testing students' ability in various areas such as listening, providing questions/answers in different real or imaginary situations, grammar and vocabulary items, translations from and to the target languages, the ability to write structured or free compositions, etc. The final test also included a separate comprehensive 100-word vocabulary section. Grading was based on test scores, homework and assignments, class participation, and attendance. At the end the summer session the success rate

was 80%.

Cultural Events

The John D. Soper Central Asian Language Institute prides itself in providing first-rate cultural events throughout the summer sessions. This year was no exception. We were fortunate enough to have some outstanding guests, as well as cultural activities that were instrumental in acquainting students with the culture of Turkic peoples in general, and cultures of Azerbaijan and Uzbek in particular. Every Friday, one to two hours were set aside for cultural events. The following is a list of the cultural events the program provided this summer.

1. The first program of this summer was a video presentation on Baku by Kurtuluş Öztopçu. It included sightseeing and historical places of Baku as well as an assortment of cultural events, such as pieces taken from concerts, plays, shows, operas, and various museums. The main purpose of this video was to acquaint students with the physical environment of Baku and provide them with a sampling of well-documented cultural heritage of the Azerbaijani people. Since only one of the

students had been to Baku, this video was viewed with great interest by students.

2. The second program consisted of two parts; a slide show and a video presentation. They were prepared, presented, and commented on by András Bodrogligeti. In the first section famous architectural sights of Uzbekistan were stressed, and their connection to the historical events was elaborated by the speaker. Second section included scenes from Uzbek stage performances and folk dances from various parts of Uzbekistan. It was excellent introduction to the rich cultural and artistic life of Uzbekistan in general, and Uzbek dance and music in particular.

3. Ms. Betty Blair, the able editor of the magazine "Azerbaijan International" has become our repeat guest speaker. Because of her thorough knowledge of the region and eloquence students enjoy her talk tremendously and benefited from it. This year she talked about various important issues that Azerbaijan was facing and her impressions of her most recent trip to Germany as a part of President Aliyev's press team. Her talk was so interesting that she had to

face an extended question-and-answer period. She also gave a demonstration on how to reach sources on Azerbaijan on the Internet.

4. Mr. Komron Khakimov, the former general secretary of the Asian-African Writer's Union, gave an interesting talk about the post-independence state of Uzbekistan. He answered many questions with great enthusiasm, and provided students with many up-to-date materials he had acquired from various sources.

5. One of the visiting scholars from Azerbaijan, Jala Garibova of the Western University, Baku, talked about 'Teaching English as a Second Language in Azerbaijan.' This gave students a rare chance to see how teaching a foreign language in a former Soviet block country was done. They also understood that similar hard work was necessary for Azerbaijanis to learn English.

6. Professor Yuri Bregel of the Central Eurasian Studies Department of Indiana University was one of the guests of the John D. Soper Central Asian Language Institute this year and a most distinguished speaker. His lecture 'Studying Central Asian History' was received very posi-

tively and especially those students who want to use their newly acquired language skills in their future research appreciated the speaker and his topic very much.

7. Our fourth annual Turkic picnic was organized on the same Friday. A generous sampling of Uzbek dishes, including *Uzbek plov*, *samsa*, and *non* were catered by the Uzbekiston Restaurant. Various other dishes were also prepared for the occasion. It was attended by students, teachers, family members and friends of the students, and other people related to the program, including the head of the UCLA Summer Sessions, Dr. John Johnson, and our featured guest speaker Professor Yuri Bregel.

8. Professor Zeidulla Agayev, a well-known Azerbaijani writer and scholar is the guest of honor of our summer program this year. His lecture topic was the disintegration of the Soviet Union and its effects on the former Soviet republics, especially on Azerbaijan. Those who were interested on the present political situation listened to his talk with great interest. Students asked interesting questions and Professor Agayev

capably answered them.

Graduation Ceremony

The end of this year's cultural events and the intensive language program was marked as usual, with the traditional graduation ceremony and a banquet on August 16, 1996. During this banquet and ceremony, every student who successfully completed the Uzbek or Azerbaijani courses was given a certificate of completion, a colored t-shirt printed by the UCLA summer sessions, and a class picture. This year's ceremony and banquet was attended by Dr. Elvin Swenson, Vice Chancellor of UCLA, Honorable Oğuz Çelikkol, Turkish consul in Los Angeles, Dean Levine, professor of History at USC, Dr. John Johnson, head of the UCLA Summer Sessions, and a distinguished group of guests which included professors, language experts, businessmen, alumni, and others. Dr. Swenson opened the ceremony by drawing attention to the success and continuity of the intensive Uzbek and Azerbaijani language programs and its contribution to the understanding of the area by the young American students. Professor Bodrogligeti gave a brief account of the

program and thanked its supporters. The guest of honor Professor Agayev, in his short speech, expressed his gratitude to UCLA and the John D. Soper Institute for providing him with memories that will last a life time and thanked them for making him part of this important summer program.

The ceremony ended with the presentation of cer-

tificates of completion to each student. In addition five students were chosen by the instructors for their efforts and achievements, and received the Director's Award, Teacher's Award, Alumni Award, and the prestigious John D. Soper Award of Excellence all of which include certificates of recognition as well as monetary compensation.

the direct method), the teaching of Central Asian Turkic languages continues to be steeped in the "grammar-translation" method and audio-lingualism.

Two recent developments will no doubt help to place the teaching of Central Asian Turkic languages on an par with Western European languages and Russian by taking Turkic language pedagogy out of the grammar-translation/audio-lingualism rut¹. First, the reorganization of the American Association of Teachers of Turkish as the American Association of Teachers of Turkic Languages (AATT) provides a means for interaction between teachers of Turkish and Central Asian Turkic languages, the former group having made pedagogical advances of their own that are adaptable to other Turkic languages. The second development, also within the last decade, is a concentrated effort within AATT to develop "Proficiency Guidelines" for teaching communicative competence in Turkic languages (first for Uzbek, then for Kazakh and Kyrgyz). An implicit goal in the development of these guidelines is the creation of teaching ma-

ISMATULLA, KHAYRULLA. 1995. MODERN LITERARY UZBEK. I.

Edited by Walter Feldman.

Uralic & Altaic Series 161. Bloomington: Indiana University Publications, 551 pp. ISBN 0-933070-36-5.

Reviewed by Karl A. Krippes

There was a time when foreign languages courses were organized around the teaching of grammar, in order to prepare students to read and translate the literature. In this "grammar-translation" era of foreign language pedagogy, the fact that, after completing a first-year foreign language course, a student might not necessarily be able to use the target language for simple communicative tasks (e.g. ex-

changing greetings, counting from one to one hundred, giving autobiographical information, ordering food, asking for directions) was considered less important than the fact that the student had been introduced to the major elements of grammar with a minimal amount of vocabulary. Although advances have been made in the teaching of Western European languages and Russian (e.g. the Darmouth method,



materials aimed at communicative competence and spoken proficiency.

No matter what teaching method it adheres to, each new publication advances the teaching of Uzbek its own way. Thus, Professor Ismatulla deserves praise for filling a need for a textbook in first-year or elementary Uzbek, a need previously filled by Alo Raun's *Basic Course in Uzbek* (1969)². Because the book under review was developed independently of the activities of AATT, for the first-year Uzbek course, taught by the author at the Department of Central Eurasian Studies at Indiana University, it seems unreasonable to evaluate it in terms of the "Uzbek Proficiency Guidelines". However, it does seem reasonable to evaluate the book at least in terms of the goals which the author has set, if not to a lesser extent in terms of how it compares to existing English-language publications³. In addition, whereas the following review highlights some shortcomings, these should not be interpreted to mean that the entire work is flawed or unusable.

The author states that the purpose of the book is "to en-

able students to learn to speak modern Uzbek as well as to acquire necessary tools to read and translate Uzbek texts (p. xii)." Modern Uzbek consists of an artificial variety called "literary", characterized by heavy borrowings from Persian or Tajik (and Arabic), and "colloquial", which has greater Russian loan-words than the literary variety. Therefore, if "Modern Literary Uzbek. I" is a course in literary Uzbek, as indicated by the title, there must naturally be a greater emphasis on reading than on speaking/listening skills. This lesser emphasis on speaking is evidenced by the transliteration rather than transcription of the Uzbek alphabet (p. 1).

For example, the Cyrillic letters which have alternate pronunciations in both standard Russian orthography and literary Uzbek need to be indicated as follows:

	Uzbek	Russian
Аа	[æ]	[a]
Ёё	[ya]	[yo]
Ии	[i, i']	[i]
Оо	[ɑ]	[o]
Яя	[yæ]	[ya]
Ўў	[ɔ, ɔ']	

Apparently, the author has

decided to follow the Latin version of the Uzbek alphabet as the transliteration system. Neither the Cyrillic nor Latin varieties of the Uzbek alphabet will help the learner to disambiguate the pronunciation of the letters И и [i, i'] and Ўў [ɔ, ɔ']. Compare, Ўзбекистон [özbe'kistan] 'Uzbekistan' versus Ўрта Осиё [ɔ'rtɑ asi'jɑ] 'Central Asia'.

Besides the main twenty-five lessons (pp. 21-499), there are three preliminary lessons that deal with transliteration of the Uzbek alphabet, words and phrases for memorization (e.g. greetings, farewell, classroom instructions, pp. 1-20), and appendices (pp. 500-530). Each lesson consists of: "sample sentences, dialogues, vocabulary, translation of the sample sentences, notes (pronunciation notes, grammar and vocabulary explanations), exercises, and readings" (p. xii).

Like many first-year foreign language textbooks, the lessons are arranged by increasing order of grammatical difficulty. For example, lesson 1 begins with sentences like "Here is the school" (p. 23), and lesson 25 ends with sentences like "It seems that they didn't forget

to inform their parents" (p. 491). Moreover, new grammatical patterns are introduced in dialogues, followed by translation exercises (English-to-Uzbek and Uzbek-to-English) and reading passages, all intended to help the student to practice the grammatical patterns. In addition to this methodological organization, the author includes a few exercises aimed at building communicative skills, e.g.

"You have a photograph of your family. Name all the people in the photograph and say what they do" (lesson 6, p. 120).

"Describe the street where you live" (lesson 11, p. 208).

"You want to find the street and the house where your friend lives (a hotel, museum, or theater you want to visit). What questions will you ask? Make up a conversation between yourself and a passerby using the phrases... 'where is it located?', 'how do I get to...?' (lesson 14, p. 272).

"Act out the following telephone conversation: you are calling your friend. His/her mother answers the phone and tells you he/she is not at home. Ask her to tell your friend that you called" (lesson 15, p. 298).

"Act out the following telephone conversation: you are trying to call your friend who is now in Tashkent. The person who answers the phone can't hear you and asks you to call again" (lesson 21, p. 417).

In terms of the book's organization, this reviewer wishes to make the following suggestions. First, because kinship terms are introduced in Lesson 4 (also in Appendix II: Terms of Relationship, p. 510), this is an appropriate place for the exercise cited from lesson 6 (p. 120). Second, the information for "giving directions" is spread among the following lessons and pages: lesson 6.2 V dialogues #14-15 (p. 106), exercises 6.6 #06 (p. 119), lesson 7.6 #09 (p. 139), and in lesson 9, under "adverbs of place" (p. 169). One may infer that the two exercises for talking on the telephone are deliberately placed in both lessons 15 and 21, though the author does not mention "review exercises" in the preface.

The above five exercises from five lessons cover three conversational skills: talking about yourself and your family, asking directions, talking on the telephone. We may compare the presentation of

these three skills in other Uzbek textbooks. For example, although lessons 1 and 2 contain some information relevant to "talking about yourself", emphasis is on practice with the personal pronominal affixes. By contrast, the Peace Corps Topic 1 (pp. 1-12) includes such phrases as: my name is..., I am from..., I work in..., greetings/farewell. Peace Corps Topic 3 (pp. 25-38) includes: How long have you been here? How old are you? Are you married?

This organizational difference between Ismatulla (1995) and Ismatulla & Clark (1992) raises some questions: Should the student have to wait until lesson 13 (pp. 238-240) to learn how to ask someone's age using the special idiom not introduced until lesson 13? Should the student have to wait until lesson 14 to say whether (s)he is married simply because that lesson explains the phrase "are you married", and contains a verb affix not introduced until lesson 14?

In the Peace Corps Topic 5 "Directions" (pp. 55-64) one finds the phrases: where is...located?, how do I get there? (Мен у ерга қандай боришим мумкин?), take the

bus..., get off at the second stop, it's on the right side of the street, it is beside..., it is across from... In Unit 1 "Getting Around" of Raun (1969:2) we find fewer relevant phrases: where is...? left/right-side, go straight. In Chapter 7 "Finding Your Way Around" of Öztopçu (1994:18-21) there are: on the left/right-side, inside, outside, follow this road, go straight, How does one get to...? (...-га қандай борилади?). The relevant phrase in Ismatulla (Lesson 14, p. 272) "How do I get to...", is rendered as ...-га қандай борсам бўлади?⁴, but there is no separate discussion of the grammar of "postpositions", words that describe location, until Lesson 19 (pp. 374-376).

In the Peace Corps Topic 8 (pp. 98-101) grammar is taught incidentally and in conjunction with phone etiquette: Hello, who is it? (Лаббай! Эшитаман.); I want to speak with... (...билан гаплашмоқчиман.)⁵; (to leave a message) Tell him/her that... (-ши-ни айтиб қўйсангиз). In Ismatulla (1995:283-284) we find: I need (to speak to)... (Менга...керак.); Hello, please call ... to the phone

(Алло! Менга...-ни чақиринг!); (to leave a message) Please, tell him/her (that) (s)he should call me (Илтимос, унга айтинг, менга телефон қилсин.). Elsewhere relevant phrases are only "I have to call..." (...-га телефон қилишим керак.) in Raun (1969:149), and "May I speak to...?" (... билан гаплаша оламанми?) in Öztopçu (1994:42).

The foregoing examples are intended to emphasize both the qualitative and quantitative discrepancies among English-language teaching materials for Uzbek rather than as a criticism against Ismatulla (1995) because of an imbalance between conversational practice and translation exercises. Nonetheless, there are some deficiencies in the Ismatulla (1995) that are noteworthy.

First, grammatical constructions can be grouped together rather than dispersed throughout dialogues and margin notes. For example, those subordinate clauses which contain a verb nominalized by the deverbal noun affix -ш can be categorized according to the affix on the deverbal noun, e.g. accusative case (-ни): 'to know how to do X...' (les-

son 21, p. 415): Verb-ш-ни бил- 'to recommend that...' (lesson 24, p. 482): Verb-ш-ни тавсия қил- 'to forget to do X' (lesson 25, p. 484): Verb-ш-ни унут- dative case (-га): 'to be planned to do X' (lesson 23, p. 460): Verb-ш-га мўлжаллаб қилин- 'to attempt to do X' (lesson 23, p. 461): Verb-ш-га ҳаракат қил- 'to be directed at doing X' (lesson 23, p. 461): Verb-ш-га қаратил-

The fact that such constructions appear near the end of the book may indicate that the author intends to present more syntax (e.g. use of subordinate clauses in paragraph-length sentences) at the intermediate level.

What is less apparent to this reviewer is the motivation for presenting the compound verb construction in Lessons 17 and 18, but rarely including it in the reading passages thereafter⁶. Only the imperfective aspect of compound verbs is explained in any detail, whereas the perfective aspect can be found in two places treated as idioms, e.g. учиб кет- 'to fly away' (lesson 17, reading VI, p. 343), ўлиб қолибди 'to die suddenly' (lesson 25, reading III, p. 488, p. 489). We find

the two auxiliaries *ker-* and *к.ол-*, used perfectly in compound verb constructions, listed with other auxiliaries (p. 334), but not categorized into "perfective" and "imperfective".

Whereas as the lessons are arranged by order of increasing grammatical difficulty, the same is not applicable to the reading passages. In particular, passages excerpted from the "Central Asian Republics" (Tajikistan, lesson 14, p. 278; Turkmenistan, lesson 15, p. 303; Kyrgyzstan, lesson 17, p. 343) contain simple declarative sentences that nevertheless are good for review of the grammatical elements presented in lessons 7 and 14 (e.g. the present-future and the participle *-ган?*).

The appendices contain useful grammatical tables (Appendix I: Verb Conjugation pp. 500-509) and supplementary vocabulary (Appendix II: Terms of Relationship, p. 510; Appendix III: Terms of Occupation, p. 511-512; Appendix IV: Numerals, p. 513; Appendix V: Anatomy, p. 514). Whereas students previously had to rely on the affix list in Waterson (1980), Ismatulla provides a verb complete list in "Appendix

IV: Uzbek Suffixes and Prefixes" (p. 515-529).

Regrettably, "Appendix VII: Uzbek-English Glossary" does not contain all of the vocabulary used in the lessons. For example, *шўро* 'soviet' the verbs *мўлжаллаб қилин-* 'to be planned' (p. 460) and *қаратил-* 'to be directed at' (p. 461)⁸ are not included in this vocabulary of 1,500-2,000 items. In planning the first 2,500-5,000 words to include in a college-level Uzbek course, Muhammedov (1982) is one of the more recent frequency studies of Uzbek that is readily obtainable in the United States.

In conclusion, Ismatulla (1995) is a commendable effort because it fills the need for a college textbook in modern literary Uzbek. Despite the underemphasis on conversational practice and some minor organizational shortcomings, this book provides a programmed approach to the study of Uzbek grammar and reading at the beginning-level.

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1 This is not to say that grammar-translation and audio-lingualism, in the proper dosage, no longer have their place in the classroom today.

2 The fact that Raun (1969) is in phonetic transcription rather than in Cyrillic, and the fact that it pertains to the Afghan variety rather than modern literary Uzbek as spoken in Uzbekistan proper, have been cited too often by teachers as reasons for not using it. The clumsiness of Uzbek orthography makes phonetic transcription a welcome feature of any Uzbek textbook. Also the vocabulary differences between the two varieties are very slight. Nonetheless, there is a widespread preference among teachers of Uzbek in the United States to use their own handouts in conjunction with Russian-language or Uzbek-language monographs to teach Uzbek.

3 I have made comparisons of content and organization between Ismatulla (1995) and Ismatulla & Clark (*Uzbek Language Competencies for Peace Corps Volunteers in Uzbekistan*. 1992), Ўзтопчу (Collo-

quial Uzbek. A Mini Course. 1994), Raun (Basic Course in Uzbek. 1969).

4 As far as I can tell, the construction бор-са-м бўлади? is only found in Lesson 14 (p. 272) without grammatical explanation. Also the construction 'it is impossible to do X' occurs only in Lesson 18 as a margin note (p. 366). Perhaps the author considers the explanation and exercises in the syntax of the auxiliary verb бўлмақ to be unsuitable for the beginning-level.

5 The same phrase could have been used in Lessons 15 and 21 of Ismatulla (1995) because -моқчи the "future tense of intention" was already introduced in Lesson 12 (p. 224).

6 There are a few exercises involving use of the compound verb construction (pp. 359-361). Because correct stylistic use of the compound verb construction is considered a feature of advanced spoken proficiency, it is hoped that the author will treat it more thoroughly in subsequent volumes for intermediate and advanced students.

7 A syllabus for proficiency-based teaching of Uzbek would certainly include this participle among the first lessons, as in the Peace Corps Topics.

8 Cyrillic fonts that have the same finger positions as Latin fonts can be sorted alphabetically using Microsoft Word for MacIntosh. Also the Concordance Generator © software from the Summer Institute of Linguistics will also allow the author to create a complete glossary from a machine-readable file.

KAYIP ÇANTA - THE MISSING BRIEFCASE, A SHORT STORY.

Didar Akar, Eser E. Taylan. Boğaziçi University Press 1997

Reviewed by Özlem Şensoy
University of Washington

This is a workbook and cassette text package for beginner students of Turkish. It consists of twelve texts in dialogues and one audio tape and is intended to develop listening and comprehension skills and expand the vocabulary of students new to Turkish. *The Missing Briefcase* is in essence a story told in scenes. In the written text, each scene begins with an introduction of the new vocabulary used in that scene. Then comes the scene (dialogue) in a fill-in-the-blanks format, which is followed by a true/false question section, further study questions and finally a framework of alternate dialogues within which the students can practice similar dialogues using the text as the guide (Dil Kullanım Alıştırmaları). The scenes get progressively longer and introduce more characters as the story devel-

ops and the instructor is encouraged by the writers to develop alternate speaking and writing exercises based on the frame texts provided at the end of each scene. For instance, one suggestion is to ask the students at certain points in the story to write their own versions of how the story may develop. The scenes in their entirety (in text form) are at the end of the book, followed by an answer key to the true/false sections, followed in turn by a glossary. The audio cassette recording is clear in sound as are the voices of the actors who speak at a clean and well-paced tempo. Many features of this workbook and cassette package seem suitable for classroom use, however, an individual with some knowledge of Turkish could just as easily work on their own and benefit from the use of this workbook and cassette.

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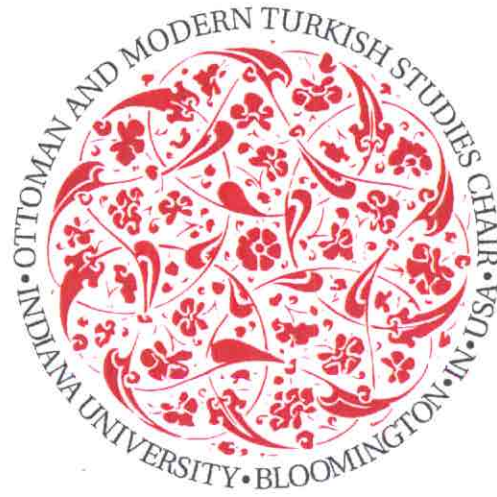
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Profesor Kemal Silay, Editor
Ottoman and Modern Turkish Studies Chair
Department of Near Eastern Languages and Cultures
Indiana University
102 Goodbody Hall
Bloomington, IN 47405, USA

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