

AATT

American Association of Teachers of Turkic Languages

Near Eastern Studies, 110 Jones Hall, Princeton University, Princeton, NJ 08544-1008

NEWSLETTER 17
Spring 1995

- ** Language Learning Framework (1) ****
- ** Wisconsin Workshop (2) ****
- ** Turkic Languages Survey II (3) ****
- ** Summer Programs (5) ****
- ** Announcements (6) ****

CONTENTS

- | | |
|--|-----------------------------------|
| 1. Language Learning Framework | 5. Summer Programs |
| 2. Wisconsin Workshop | 6. Announcements |
| 3. Resources for Turkic Languages: A Survey (Part II) | 7. Status of NSEP |
| 4. Kazakh Program at University of Washington | 8. New Teaching and Learning Aids |
| | 9. Reports from the Field |
| | 10. <i>ve saire</i> |

The Newsletter is published in the fall and spring of each year. Additional copies may be obtained at cost by contacting AATT.

ISSN 1062-6840

Editor: Erika H. Gilson, ehgilson@princeton.edu

AATT Officers: Kathleen R.F. Burrill, President (Columbia University), Erika H. Gilson, Executive Secretary-Treasurer (Princeton University); Richard Chambers (University of Chicago), Güliz Kuruoğlu (UCLA), Uli Schamiloglu (University of Wisconsin at Madison), Sevinç Yegülalp (New York University), Members-at-Large.

1. Language Learning Framework

LLF—the Second Year

Work on a general Language Learning Framework for Turkish within the American experience is continuing. As introduced in earlier Newsletters (NL 13-14, and NL 15-16), the motivation behind a LLF for Turkish is to enable teachers of Turkish to have a model for curricular design, and a model syllabus which they could use as basis for instruction at the institutions they work. A second workshop will take place at the MESA Conference in Washington in December to involve members in this effort to improve the teaching of Turkish as a foreign language.

The AATT Project is funded by a Ford Foundation grant via NCOLCTL—the National Council of Organizations of Less Commonly Taught Language Teachers. At a joint LLF meeting in Washington in April with other LCTL organizations working on LLF, discussion of individual frameworks and problems encountered were extremely informative.

All interested parties are strongly encouraged to comment on the contents of these preliminary reports, and send ideas, comments and criticism in order to fully develop a 'valid' and relevant document. In the present report, the section on methodology was written by Ayla Algar (Berkeley), on grammar by Engin Sezer (Harvard), on use of literature by Sibel Erol (Washington University), and on culture by Ralph Jaeckel (UCLA).

Please address your comments to the director of the Project,
Güliz Kuruoğlu
2692 Redlands
Costa Mesa, CA 92627.
[gulizk@delphi.com]

2. Wisconsin Workshop

WISCONSIN '95 WORKSHOP

Workshop on the Proficiency-Based Teaching of Central Asian Languages

The following is a summary of the results of the "Workshop on the Proficiency-Based Teaching of Central Asian Languages", which took place Friday May 12, 1995 through Sunday, May 14, 1995 at the University of Wisconsin-Madison sponsored by its Center for Russia, East Europe, and Central Asia. As coordinator for the Workshop, I would like to draw your attention to the consensus that participating institutions reached on the third day for national cooperation in a wide range of areas. This includes the following points which are discussed in greater detail below:

- i. Co-sponsorship of future meetings of the Workshop by the American Association of Teachers of Turkic Languages (AATT), which will also help coordinate certain activities of teachers of Central Asian languages.
- ii. A request for coordination of Title VI-supported academic year programs by center directors.
- iii. Establishment of a committee representing all summer language institutes to begin coordination of 3rd year language courses in 1996 and to examine future coordination on other levels.
- iv. Agreement to establish a national consortium for multilateral exchange programs with Central Asian universities.

I trust that you will agree that this new spirit of cooperation is of historic importance for this field in the United States and is of great interest to us all.

FRIDAY, MAY 12, 1995

1. The program for the first day consisted of an orientation for new teachers. The program was led by Prof. Ben Rifkin (Slavic Languages, UW-Madison), with assistance from Dr. Guliz Kuruoğlu (Costa Mesa, CA and UCLA).

SATURDAY, MAY 13, 1995

2. The program for the second day began with opening remarks by Prof. Mark Beissinger (director, Center for Russia, East Europe, and Central Asia, UW-Madison).

These remarks were followed by a discussion of the agenda for the remainder of the workshop, including the following comments on priorities for the field by representatives of the major institutions currently teaching Central Asian languages:

—Larry V. Clark (Indiana U.) stressed the importance of joint proposals to new funding sources such as NSEP;

—Ilse Cirtautus (U. Washington-Seattle) stressed the importance of publishing our teaching materials, finding new avenues for publishing these materials, and finding funding so that the existing programs that have been teaching Central Asian languages do not become marginalized by organizations that have moved into the Central Asian field since the collapse of the USSR;

—Andras Bodrogligeti (UCLA) stressed the need to finalize the Proficiency Guidelines for Uzbek so that testing materials can be prepared;

—Walter Feldman (U. Pennsylvania) also stressed the need to finalize the Proficiency Guidelines for Uzbek;

—Uli Schamiloglu agreed that the Proficiency Guidelines for Uzbek should be finalized and that there need to be new means of publication in the field. He also stressed the need for creating national inter-university structures for coordinating:

i. the activities of Title VI centers interested in the Central Asian area (such as at Indiana U., U. Washington-Seattle, U. Wisconsin-Madison, now the U. Michigan, and other institutions);

ii. academic year language offerings and summer language institutes;

iii. academic exchanges (especially study-abroad programs) with Central Asian institutions;

In addition, Erika Gilson (Princeton U.), who serves as executive secretary of the American Association of Teachers of Turkic Languages (AATT), stressed the importance of considering new technologies in the development of resources for and teaching of Central Asian and other Turkic languages.

Finally, Marie-Charlotte Iszkowski described the new developments at the Foreign Service Institute, where intensive courses in Azeri and Uzbek languages are being developed because of the demand for staffing American embassies in the respective countries with speakers of those languages. Although there have been attempts to train in Turkmen as well, so far there has been no great demand for training speakers of Kazakh or Kyrgyz.

3. The discussion then turned to the first major topic on the agenda, the finalization of the Proficiency Guidelines for Uzbek. Walter Feldman and Guliz Kuruoğlu described the history and current state of the project. Erika Gilson (Princeton U.) described how the Provisional Proficiency Guidelines for Turkish were drafted and how the next step for teachers of Turkish is a project on a Language Learning Framework for Turkish. The group reached a consensus that it would be best to remove the specific Uzbek examples from the guidelines and, drawing upon the Provisional Guidelines for Turkish, craft provisional generic proficiency guidelines for Central Asian languages. Special funding for a project to create Proficiency Guidelines for Turkish had allowed a large group teachers of Turkish (including an OPI-certified tester for Turkish, which does not exist for any Central Asian Turkic language) to record many hours of oral proficiency interviews, meet and analyze oral and written materials as a group.

It was felt that the personnel base available for Turkish simply does not exist nationally for Uzbek and the other Central Asian Turkic languages, and that funding on the scale available for Turkish a number of years ago is no longer available for Uzbek and the other Central Asian languages. The provisional Proficiency Guidelines for Central

Asian Languages would also include a supplement for each separate Central Asian language, with input solicited from all teachers of Central Asian languages. A committee was appointed to see this project through to completion. This committee is to be chaired by Güliz Kuruoğlu, and will also include Mikhrinisia Babadzhanova (Foreign Service Institute), Will Dirks (Indiana U.), and Walter Feldman. Uli Schamiloglu also offered his services to the committee. The charge of the committee is as follows: Güliz Kuruoğlu will remove the language-specific examples from the current draft Proficiency Guidelines for Uzbek. She will solicit and include Uzbek examples for each level in a supplement. The new draft guidelines will then be distributed among the committee members for comments, and then to all teachers of Central Asian languages. All institutions made a commitment to require that their teachers administer entry/exit oral proficiency interviews in all Uzbek classes nationally. (Of course, these can be conducted for all other Central Asian languages as well.) Copies of all interviews will be made available to the committee. All samples may be made available to all interested institutions, but the goal of this collection is to compile a set of sample graded interviews. Güliz Kuruoğlu will also compile a collection of reading samples for national circulation. The entire workshop and/or the committee will address the compilation of listening and reading tests and other projects in the future. The next AATT meeting, which will take place in conjunction with the next MESA meeting in Washington, DC (December 1995), was considered to be an appropriate time and place for the next meeting of the committee.

4. There was a discussion of language materials available on tape. It was agreed that the a discussion of language materials available on tape. It was agreed that the AATT (American Association of Teachers of Turkic Languages) Newsletter would publish lists of all materials available through the language labs of all institutions teaching Central Asian languages. There was a request that the language laboratory at each institution submit such a list.

5. In the next section each institution and organization present was asked to give a brief overview of their programs, including: the number and levels of languages taught during the academic year, the status of summer language institutes, current projects for teaching materials, and the status of study-abroad and other exchange programs. Presentations concerning Central Asian and Turkic languages were made by representatives of:

- U. of Washington-Seattle [academic year program in Uzbek (1-3), Kazakh (1-2), Kyrgyz (1-2), Turkish; 1995 summer Uzbek (1-2), Kazakh (1-2), Kyrgyz, Tajik; exchanges with Tashkent, Bishkek, Almaty, etc.)]
- Princeton U. [academic year program in Turkish; international studies interest in Central Asia]
- UCLA [academic year program in Uzbek, with 27 students in 1st year, Turkish; 1995 John D. Soper Summer Institute offers Uzbek, Azeri; only faculty exchange with Baku at present]
- U. Pennsylvania [frequent academic year program in Uzbek past 5 years, Turkish]
- Foreign Service Institute [Uzbek, Azeri, Turkish]
- U. California-Berkeley [academic year program in Turkish]
- Harvard U. [academic year program in Uzbek, Turkish]
- U. Michigan [new academic year program in Uzbek (1-2), Turkish]
- Arizona State U. [new 1995 summer program in Tatar]
- Indiana U. [academic year program in Uzbek (1-3), also Turkmen beginning 1995-96; 1995 summer Uzbek, Kazakh, Turkmen]
- U. Wisconsin-Madison [rotating academic year programs in Uzbek (1-3), Kazakh (1-3), Tatar (1-3), Turkish; summer program currently on hold; new exchange with Farabi Kazakh National University]

There were also questions directed to the participants about the programs at the U. Kentucky, Columbia U., and U. Arizona (all of whom were invited to participate but sent no representatives).

Erika Gilson also spoke about the activities of the AATT in her capacity as executive secretary of that organization. Karl Krippes, representing MRM Research, Inc. and

Dunwoody Press, discussed their recent publications (including Uzbek-English, Kazakh-English, and Azerbaijani-English dictionaries as well as other projects) and solicited manuscripts for publication by Dunwoody Press.

6. Larry Clark described a proposal for a teacher training workshop and video to be produced with support from NSEP. Although the current proposal was submitted too late for consideration by NSEP this year, he suggested submitting it next year on behalf of the group either in cooperation with as many institutions teaching Central Asian languages as possible, or through AATT. Uli Schamiloglu suggested that any proposal submitted on behalf of this group should either get letters of support from as many other institutions as possible, or be submitted on behalf of all participating institutions through AATT. The work of the day was followed by a dinner at Hüsnü's Turkish restaurant hosted by the John D. Soper Summer Central Asian Language Institute (UCLA). The evening program consisting of reminiscences of the life and work of John D. Soper by Prof. Andras Bodrogligeti (UCLA), a slide lecture on life in Uzbekistan by Monica Eng (Chicago Sun-Times) and Russell Zanca (U. Illinois), and a spontaneous music and dance performance by workshop participants.

SUNDAY, MAY 14, 1995

7. The program for the final day began with a presentation by Larry Clark on the Turkmen Language Project at Indiana U., which is producing a 600 hour course based on authentic materials gathered and taped in Turkmenistan.

8. The final section of the workshop was devoted to discussing national cooperation in several areas. Uli Schamiloglu noted that he agreed to serve as coordinator for the Workshop on the Proficiency-Based Teaching of Central Asian Languages on behalf of the Center for Russia, East Europe, and Central Asia at the U. Wisconsin-Madison following the departure of Güliz Kuruoğlu, its former coordinator, from the U. Texas-Austin. He announced that he will serve as coordinator only so long as this is the collective will of teachers of Central Asian languages participating in

the Workshop, since in his view this Workshop should be by and for all teachers of Central Asian languages, it should be run democratically, it should be inclusive and open to all interested teachers and institutions, and it should be possible to rotate activities and coordination among a group of Title VI institutions.

9. It was noted that the Workshop could serve as an appropriate forum for cooperation for all teachers of all Central Asian languages as supported by Title VI centers at institutions interested in Central Asia. It did not make sense, however, for a Title VI-sponsored workshop to serve as the national organization representing teachers of Central Asian languages, since the American Association of Teachers of Turkish (AATT) has renamed itself the American Association of Teachers of Turkic Languages, all workshop participants were specialists in Central Asian Turkic languages, and almost all participants already belonged to AATT. Under the circumstances, it was proposed that AATT co-sponsor future meetings of the Workshop on the Proficiency-Based Teaching of Central Asian Languages, that the AATT Newsletter serve as a forum for publishing news about the workshop, and that all members of the Workshop be encouraged to join AATT as members. AATT could also serve as the sponsoring organization for funding for projects linking a number of institutions or for projects for which Title VI centers could not apply. The participants agreed to this proposal. (This is also agreeable to the director of the Center for Russia, East Europe, and Central Asia at the UW-Madison.) It was also noted that while this workshop was advertised widely, no non-Turkologist specialists in Central Asian languages (such as specialists in Tajik only) expressed an interest in the workshop. Because this workshop is intended to be inclusive, specialists in other languages remain welcome to participate.

10. The next topic for discussion was the possibility of national coordination of academic year language course offerings. It became immediately evident that it would be unfair to expect that any institutions be asked to give up academic year instruction in a major Central Asian language such as

Uzbek or Kazakh, especially when supported by university funds. The participants agreed to a proposal that the directors of Title VI centers could meet at the next meeting of center directors to coordinate, to the extent possible, Title VI support for various Central Asian and other Turkic languages during the academic year. Since Daniel Waugh of the U. Washington-Seattle was asked by the Department of Education to coordinate the Central Asian activities of Title VI centers, he is asked to raise this issue at the next directors meeting. Participants of the workshop expressed a special concern that there should be regular academic year and summer instruction in the less-commonly taught Central Asian Turkic languages such as Turkmen, Kirghiz, and Uyghur, as well as other Turkic languages such as Tatar and Azeri, or even Chuvash and Yakut.

11. The discussion then focused on the possibility of national coordination of summer language institutes (supported by SSRC). It is clearly too late to coordinate the offerings of summer language institutes for 1995. A first step towards coordination could be realized for 1996 by coordinating and/or rotating summer 3rd year courses; it is premature to coordinate and/or rotate 1st and 2nd year offerings, but this remains a worthy goal (recognizing that there are regional needs as well). The participants agreed to a proposal to form a new committee to coordinate summer language institutes to be headed by an impartial chair. Erika Gilson (Princeton U.), who also serves as executive secretary of AATT, agreed to chair this committee, and which will also include a representative of each summer language institute: Ilse Cirtautus (U. Washington-Seattle), Andras Bodrogligeti (UCLA), Larry Clark (Indiana U.), Agnès Kefeli-Clay (Arizona State U., if ASU sponsors a summer language institute in 1996) and Uli Schamiloglu (U. Wisconsin-Madison, if the UW-Madison sponsors a summer language institute in 1996). Each institution sponsoring a summer language may designate its own representative, and any other institution sponsoring a summer Central Asian language institute in 1996 is invited to designate a representative to this committee. AATT will sponsor a conference call of this committee in early fall 1995 in order to coordinate

applications for SSRC support for summer language institutes (deadline usually in December), and may meet again at the AATT meeting in December 1995. The first task for this committee will be the coordination of 3rd year offerings of summer language institutes in 1996. (For summer 1995, the U. Washington-Seattle is offering both Kazakh and Uzbek through the 2nd year level, while UCLA will offer only Uzbek through the 2nd year level.) One proposal that the committee will examine is whether the U. Washington-Seattle might offer 3rd year Uzbek, with another institution attempting to offer 3rd year Kazakh. (Since the U. Wisconsin-Madison will offer 1st and 2nd year Kazakh during 1995-96, it is a possible host for a 3rd year Kazakh course.) The committee will also consider how it might be possible to coordinate and/or rotate 3rd year courses in the future (for example, for the U. Washington-Seattle to offer 3rd year Uzbek one summer and 3rd year Kazakh another). Finally, the committee will consider when it might be possible to extend coordination to summer courses on the 2nd year level and possibly even the 1st year level.

12. The next topic for discussion was a proposal by Uli Schamiloglu to establish a national consortium for exchanges with Central Asian universities. Although he recognized that other institutions such as the U. Washington-Seattle have certain exchanges, there is a national need for regular exchanges open to students from any institution just as for other parts of the world. He announced that the U. Wisconsin-Madison was establishing a regular study-abroad program at Farabi Kazakh National University. Although it is not being advertised as a national exchange in its first year, it does not exclude participation by students at other universities.

The UW-Madison feels that there is great merit in opening this exchange to a national audience, but Uli Schamiloglu insisted that there must be national coordination of exchanges (for example Madison focusing on Almaty, Seattle focusing on its sister city Tashkent, etc.) Each member participating in this consortium should have full reciprocal rights to send their own students on exchanges run by other institutions and be able to receive cred-

it for it. The participants agreed to a proposal that the Office of International Studies and Programs at the U. Wisconsin-Madison should contact on the level of dean or associate dean the appropriate offices for study-abroad programs at other universities teaching Central Asian languages for the purpose of establishing a national consortium for exchanges with Central Asian universities.

13. The final topic for discussion was future meetings of the Workshop. In addition to the next meeting of AATT in December, it may be possible to organize another meeting topic for discussion was future meetings of the Workshop. In addition to the next meeting of AATT in December, it may be possible to organize another meeting of the Workshop on the Proficiency-Based Teaching of Central Asian Languages during 1996-97 sponsored by the Center for Russia, East Europe, and Central Asia (UW-Madison), co-sponsored by AATT, and hopefully co-sponsored or coordinated with other Title VI centers. It was suggested that the U. Washington-Seattle might serve as the next site for our meeting. Suggestions for cooperation in this regard are hereby solicited by the coordinator for the Workshop.

Uli Schamiloglu
University of Wisconsin-Madison

FINAL LIST OF WORKSHOP PARTICIPANTS:

1. Aylin Abayhan (Slavic Languages, UW-Madison)
2. Sarah Atis (South Asian Studies, UW-Madison)
3. Yasemin Aydemir (UW-Madison/Beloit College)
4. Mikhrinisia Babadzanova (NAFTC)
5. Hande Birkalan (Indiana University)
6. Andras Bodrogligeti (UCLA)
7. Ilse Cirtautus (University of Washington)
8. Larry V. Clark (Indiana University)
9. JoAnn Conrad (U. California-Berkeley)
10. Ender O. Creel (Washington, DC)
11. Shahyar Daneshgar (Indiana University)
12. Will Dirks (Indiana University)
13. Arienne Dwyer (U. Washington-Seattle)
14. Metin Ekici (South Asian Studies, UW-Madison)

15. Monica Eng (Chicago Sun-Times)
16. Walter Feldman (U. Pennsylvania)
17. Erika Gilson (Princeton University)
18. Marie-Charlotte Iszkowski (NAFTC)
19. Marianne Kamp (University of Michigan)
20. Agnes Kefeli-Clay (Arizona State U.)
21. Karl Krippes (MRI Research, Inc.)
22. Alma Kunanbay (Central Asian Studies, UW-Madison)
23. Güliz Kuruoğlu (Costa Mesa, CA)
24. Shawn T. Lyons (Slavic Languages, UW-Madison)
25. Naida Mamedova (NAFTC)
26. Talant Mawkhan-uli (Indiana University)
27. Suzan Ozel (Indiana University)
28. Kurtuluş Öztöpcü (U. C.-Berkeley)
29. Uli Schamiloglu (Slavic Languages, UW-Madison)
30. Engin Sezer (Harvard University)
31. Kemal Sılay (University of Washington)
32. Sona Ishankulieva (Indiana University)
33. Walter F. Slater (Slavic Languages, UW-Madison)
34. Ismail Ulutas (Slavic Languages, UW-Madison)
35. Russell Zanca (U. Illinois)
36. Leyla Zidani-Eroğlu (Linguistics, UW-Madison)

3. Resources for Turkic: a Survey Part II

A SURVEY OF INSTRUCTIONAL AND REFERENCE MATERIALS

Part II¹

TURKIC LANGUAGES OF EAST EUROPE

The most prominent of the standard Turkic languages in the East European cultural area are concentrated in the Volga-

¹For Part I, please see AATT NL 15-16, Fall 1994, pp.10-16: Introduction, and Turkic Languages of the Near East.

Kama region of Russia, while other standards exist in Dagestan, the northern Caucasus, the Moldava republic and, formerly at least, the Crimea.

BALKAR

The development of a Balkar standard languages has been intertwined with Karachay. Although referred to as a single Karachay-Balkar standard language, each had its own orthography in Latin during the years 1925-1937/8 and in Cyrillic in 1937/38-1962. In the latter year, a single orthography was accepted for the joint literary language. Today, a separate Balkar standard has emerged again. The 1989 Soviet census recorded 85,126 Balkars in the former Soviet Union, 78,341 of whom lived in the Kabardino-Balkar autonomous republic, where they formed 9.4% of the population.

Russian

Э.Р. Тенишев, Х.И. Суюнчев. *Карачаево-балкарско-русский словарь*. Москва: "Русский язык", 1989. 832 ст.

This dictionary contains 30,000 words and a grammatical sketch of the former literary language by M.A. Khabichev (pp. 806-832).

Н.А. Баскаков (Ред.). *Грамматика карачаево-балкарского языка. Фонетика, морфология, синтаксис*. Налчик, 1976.

This is a reference grammar for the standard Karachay-Balkar language whose utility is hampered by the lack of an index.

German

Omeljan Pritsak. *Das Karatschaische und Balkarische. Philologiae Turcicae Fundamenta 1*. Ed. Jean Deny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 340-368.

This sketch of the grammar of the standard Karachay-Balkar language is based on early European and Soviet

works available at that time. Forms are cited in transcription.

BASHKIR

Standard Bashkir was written in Latin script from 1930 to 1939 when the Cyrillic alphabet was adopted. According to the 1989 census, 1,449,157 Bashkirs lived in the USSR, with 865,050 in the Bashkir republic (where they formed only 21.9% of the population) and the remainder in other areas of Russia, especially in the Chelyabin and Kurgan oblasts of the trans-Urals.

English

Nicholas Poppe. *Bashkir Manual. Uralic and Altaic Series 36*. Bloomington: Indiana University Publications, 1964. 181pp.

The only work on Bashkir in English, this manual contains a grammatical sketch, along with texts and a glossary in Cyrillic script.

Russian

Н.К. Дмитриев. *Грамматика башкирского языка*. Москва-Ленинград: Издательство Академии Наук СССР, 1948. 273 ст.

This is a reference grammar of the standard Bashkir language in Cyrillic script.

А.А. Юлдашев. *Грамматика современного башкирского литературного языка*. Москва: "Наука", 1981. 495 ст.

Thanks to its thorough coverage and its index of grammatical forms, this normative grammar of standard Bashkir may serve as a useful reference work.

Башкирско-русский словарь/Башкортса-русса һүзлек. Москва: Государственное издательство иностранных и национальных словарей, 1958. Pp 804.

Although on the small side (22,000 words), this dictionary remains the only reference for the standard language. It

also contains a brief grammatical sketch of Bashkir by K.Z. Akhmerov (pp. 743-802).

German

Johannes Benzing. *Das Baschkirische. Philologiae Turcicae Fundamenta I.* Ed. Jean Demy, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 421-434.

Forms are cited in transcription in this grammatical sketch of the Bashkir standard language.

CHUVASH

A standard Chuvash language on the basis of the Cyrillic script was created already in 1873 which, with some graphic and orthographical adjustments, remains the standard today. According to the 1989 census, there were 1,842,346 Chuvash in the USSR, of which 905,808 (67.8% of population) lived in the Chuvash republic and 867, 837 in other areas of Russia.

English

John R. Krueger. *Chuvash Manual. Uralic and Altaic Series 7.* Bloomington: Indiana University Publications, 1961. xiv + 271pp.

This manual introduces standard Chuvash and also includes an area handbook and gazeteer. Its grammatical description is structuralist, but generally comprehensible to the non-specialist. Forms are cited in transliteration. A reader consists of 20 short selections in Cyrillic script, two folk stories in transcription, and a transcribed section of a translation of the Bible in Chuvash. Translations and a glossary are provided for all the selections in the reader.

Russian

И.А. Андреев. *Учебник чувашского языка для русских. Начальный курс.* Чебоксары: Чувашское книжное издательство, 1992. pp. 271

The lessons in this textbook for Russians studying standard Chuvash are grammar-based and include brief readings and exercises. A glossary (pp. 175-245), grammatical paradigms (pp. 246-257) and texts for reading (pp. 257-269) are added.

Материалы по грамматике современного чувашского языка, I. Морфология. Чебоксары, 1957. Pp 362.

This reference work covers the morphology of standard Chuvash in separate chapters on each part of speech.

С.П. Горский. *Синтаксис современного чувашского литературного языка.* Чебоксары, 1969. Pp 215. [Unseen]

М.И. Скворцов. *Чувашско-русский словарь.* Москва: Издательство "Русский язык," 1982. Pp 712.

Standard Chuvash is well represented (40,000 words) in this dictionary of the standard language. It also contains a list of Chuvash derivational suffixes (pp. 661-664) and a section of drawings of labeled items from Chuvash traditional culture (pp. 703-712), as well as a large set of photographs of the banalities of European culture labeled with Chuvash terms (pp. 665-702). It should be noted that the older standard dictionary edited by М.Я. Сироткин, *Чувашско-русский словарь* (Москва: Государственное издательство иностранных и национальных словарей, 1961, Pp 630.), suffered from the omission of a large section of Chuvash vocabulary through editorial error.²

German

² The older reference works by Nikolaj Ashmarin are comprehensive but virtually inaccessible: *Материалы для исследования чувашского языка* (Казан, 1898); *Опыт исследования чувашского синтаксиса, 1-2*, (Казан, 1903; Симбирск, 1923);

Thesaurus Linguae Tschuvaschorum/Словарь чувашского языка, 1-17, (Казан, 1928-1950; a reprint of the first four volumes appeared in the Uralic and Altaic Series 70/1-4, 1968-1969).

Johannes Benzing. *Das Tschuwaschische. Philologiae Turcicae Fundamenta, 1.* Ed. Jean Deny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp. 695-751.

This is a fairly comprehensive grammatical sketch of standard Chuvash, with forms cited in transcription only and frequent historical explanations of forms.

GAGAUZ

Since 1957, the standard Gagauz language for those living in the Bujak region of southern Moldavia has been written in Cyrillic. Other Gagauz populations live in the Odessa Oblast of Ukraine and in Kazakhstan. The 1989 census recorded 197,768 Gagauz within the Soviet Union, 153,458 of whom lived within the Moldavia republic and 31,967 in Ukraine.

Russian

Л.А. Покровская. *Грамматика гагаузского языка. Фонетика и морфология.* Москва: "Наука", 1964. Pp 298.

This is a comprehensive reference grammar of the standard language.

Н.А. Баскаков (Ред.). *Гагаузско-русско-молдавский словарь.* Москва: "Советская Энциклопедия", 1973. Pp 664.

This Gagauz-Russian-Moldavan dictionary contains 11,500 words in standard Gagauz, and a grammatical sketch of standard Gagauz written by L.A. Pokrovskaja (pp. 612-664).

German

Gerhard Doerfer. *Das Gagausische. Philologiae Turcicae Fundamenta, 1.* Ed. Jean Deny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp.260-271.

In this grammatical sketch, Doerfer synthesizes the data from dialect materials relating to Gagauz, all in transcription.

KARACHAY

During the Soviet period, a single standard was created for the Karachays and Balkars; today, individual literary languages are being developed. In 1989, 155,936 Karachay lived in the Soviet Union, 150,332 of whom lived in the Karachay-Cherkess autonomous oblast, forming 31.2% of the population there. (See the works cited under **Balkar**.)

KARAIM

The Karaim Turks had a standard language in the 1920s-1930s, and attempts were made to institute a standard in the 1960s, the current fate of which is unclear. The 1989 census recorded 2,602 Karaim in the Soviet Union, primarily in cities in the Crimea (Jevpatorija), Ukraine (Lutsk, Galich), Lithuania (Trakaj) and Russia. Small groups lived in cities of Poland (Gdansk, Warsaw, Krakow) as well.

Russian

К. М. Мусаев. *Грамматика караимского языка. Фонетика и морфология.* Москва: "Наука", 1964. Pp 344.

This reference grammar details the sound structure and morphology of the three major dialects spoken by the Karaim Turks.

Н.А. Баскаков, А. Зайончковский, С.М. Шашал. *Караимско-русско-польский словарь/Słownik karaïmsko-rosyjsko-polski.* Москва: "Русский язык", 1974. Pp 687.

This dictionary contains 17,400 entries of Karaim words in Cyrillic script and their transcriptions in brackets. Appendices include the Karaim calendar and a Karaim text with Russian translation.

German

Omeljan Pritsak. *Das Karaimische. Philologiae Turcicae Fundamenta, 1.* Ed. Jean

Deny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp.318-340.

Pritsak provides a grammatical sketch of dialect materials, as well as of older writings in Hebrew script.

KUMUK

A standard Kumuk language was created in 1928 on the basis of a Latin alphabet which was changed to Cyrillic in 1938. There were 281,933 Kumuks in the USSR according to the 1989 census, 277,163 of whom lived in the Dagestan autonomous republic, where they constituted 12.9% of the population.

Russian

Н.К. Дмитриев. *Грамматика кумыкского языка.* Москва-Ленинград: Издательство Академии Наук СССР, 1940. Pp 203 .

This reference grammar established the rules of the Kumuk standard language in Cyrillic script.

З.З. Бамматов (Ред.). *Кумыкско-русский словарь/Къумукъча-русча сёзлюк.* Москва: Издательство "Советская Энциклопедия", 1969. Pp 408.

This dictionary of standard Kumuk contains around 13,000 words.

German

Johannes Benzing. *Das Kumükische. Philologiae Turcicae Fundamenta, 1.* Ed. Jean Deny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Pp.391-406.

This grammatical sketch is based on the standard language and various dialect publications.

NOGAY

A Nogay standard language based on Latin was created in 1928, but was switched to Cyrillic in 1938. According

to the 1989 census, 75,181 Nogays lived in the USSR, 73,703 of whom lived in the Nogay steppe in Dagestan, Stavropol kray, and along the lower Volga, while small groups lived in the Crimea.

Russian

Н.А. Баскаков. *Ногайский язык и его диалекты.* Москва-Ленинград: Издательство Академии Наук СССР, 1940. Pp 271.

Baskakov here documented the newly created Nogay standard language and at the same time included a corpus of texts in all dialects with Russian translations (pp. 145-231) and a glossary (pp. 232-270).

Н.А. Баскаков (Ред). *Грамматика ногайского языка, I, Фонетика и морфология.* Черкесск, 1973. Pp 320.

This is a comprehensive reference grammar of standard Nogay.

Н.А. Баскаков (Ред). *Ногайско-русский словарь.* Москва: Государственное издательство иностранных и национальных словарей, 1963. Pp 562.

This small (15,000 words) dictionary of the standard language also includes a grammatical sketch (pp. 495-562) by Baskakov.

TATAR

The term Tatar refers to the standard language (also called Kazan Tatar) of the Tatar republic within the Volga River region of Russia. In some works, the term also may be used for the language of the Crimean Tatars. From 1927 to 1939, Tatar was written in a Latin alphabet, and after that in Cyrillic. According to the 1989 census, there were 6,648,760 Tatars in the former Soviet Union, of whom 5,522,096 lived in the Tatar Republic where they formed 48.5% of the population. Large numbers of Tatars lived in the Central Asian republics, with 467,829 in Uzbekistan, 327,982 in Kazakhstan, 72,228 in Tajikistan, 70,068 in Kirgizistan, and 39,245 in Turkmenistan.

English

Nicholas Poppe. *Tatar Manual*. Uralic and Altaic Series 25. Bloomington: Indiana University Publications, 1963. 271pp.

The author employs a simplified version of the structuralist linguistic framework to describe the standard Kazan Tatar language. This manual covers the basic facts of Tatar morphology and syntax (130 pages) and includes texts (60 pages) and a glossary (75 pages) in Cyrillic script.

Russian

Современный татарский литературный язык. Лексикология, фонетика, морфология. Москва: "Наука", 1969. 380 ст. *Современный татарский литературный язык. Синтаксис.* Москва: "Наука", 1971. Pp 311.

The two volumes of this "Academy" grammar of standard Tatar contain an amply illustrated survey of its sound system, morphology and syntax. Due to its collective nature, sections vary in quality. Moreover, the books lack indexes of forms and key words, rendering them inconvenient to use.

Н.Т. Денисова. *Татарско-русский словарь.* Москва: Издательство "Советская Энциклопедия", 1966. Pp 863.

A capable dictionary of 38,000 words in standard Tatar, this work also includes an extensive list of geographical names in the Tatar Republic.

Ф.А. Ганиев. *Татарско-русский словарь.* Казан: Татарское книжное издательство, 1988. Pp 462 .

This dictionary includes some 25,000 words with some illustrative phrases in a conveniently small size.

Tatar

Татар теленең аңлатмалы сүзлеге / Толковый словарь татарского языка, 1-3. Казан:

Татарское книжное издательство, 1977, 1979, 1981. Pp 475, 726, 831.

This self-defining dictionary compiled by the Institute of Language, Literature and History in Kazan is a compendium of the standard language.

German

Tamurbek Dawletschin, Irma Dawletschin, Semih Tezcan. *Tatarisch-Deutsches Wörterbuch.* Wiesbaden: Otto Harrassowitz, 1989. XIII+365pp.

This dictionary is based on the *Татарско-русский словарь* and *Татар теленең аңлатмалы сүзлеге* cited above. The authors cite words in Cyrillic script and define their primary meanings in German. It is a serviceable dictionary, but its limited inclusion may not meet the needs of researchers.

CRIMEAN TATAR

Standard Crimean Tatar was written in Latin from 1929 to 1938, and then was transferred to Cyrillic. The 1989 census recorded a total population of 271,715 Crimean Tatars in the USSR, with 188,772 in Uzbekistan and 46,807 in Ukraine. The Crimean Tatars were deported from their communities in the Crimean Peninsula in 1944. After agitating for restoration from their new settlements in Central Asia all during the Stalin and subsequent regimes, more than 160,000 have returned to the Crimea despite opposition by Ukrainian authorities during and since the Gorbachev era.

Russian

Э.В. Севортян. *Крымско-татарский язык. Языки народов СССР, II. Тюркские языки.* Ред. Н.А. Баскаков. Москва: "Наука," 1966. Pp 234-259.

This grammatical sketch presents forms in the Cyrillic standard of Uzbekistan.

Crimean Tatar

Джафер Бекиров (Ред.). *Кърымтатар халкъ агъыз яратыджылыгы. Хрестоматия.* Ташкент: "Ўқитувчи", 1991. Рр 248 .

Intended for students, this chrestomathy contains a great variety of printed texts in standard Crimean Tatar of Uzbekistan.

German

Gerhard Doerfer. *Das Krimtatarische. Philologiae Turcicae Fundamenta, 1.* Ed. Jean Denny, Kaare Gronbech, Helmuth Scheel, Zeki Velidi Togan. Wiesbaden: Franz Steiner, 1959. Рр.369-390.

This is a remarkable synthesis of a variety of data published on the Crimean Tatar dialects.

Ilhan Çeneli, Ernst August Gruber. *Krimtatarische Chrestomathie aus Gegenwartstexten.* Wiesbaden: Otto Harrassowitz, 1980. 176pp.

The texts in this reader were drawn from the Cyrillic script publications of Crimean Tatars in Uzbekistan. A glossary is provided.

TURKIC LANGUAGES OF CENTRAL ASIA

Five of the most prominent Turkic standard languages are the official languages of states or autonomous regions of Central Asia: Kazak, Kirgiz, Turkmen, Uzbek, and Uygur.

KARAKALPAK

Only orthographical differences and ethnonational loyalties meaningfully separate standard Karakalpak from standard Kazak. From 1924 to 1929, standard Karakalpak was writ-

ten in a reformed Arabic alphabet, and from 1929 or so in Latin. In 1940, the standard was switched to Cyrillic script. According to the 1989 census, there were 423,436 Karakalpaks in the USSR, nearly all of whom lived in Karakalpakistan, an autonomous republic within Uzbekistan.

English

Stefan Wurm. *The Karakalpak Language. Anthropos* 46, 1951, 487-610.

Although devoted to non-standard Karakalpak, this sketch may serve to familiarize oneself with the language.

K.H. Menges. *Qaraqalpaq Grammar, I. Phonology.* Morningside Heights, NY: King's Crown Press, 1947. XVIII+110pp.

This monograph deals with the sound system of the non-standard language, and is written in a style that may be comprehensible to Turkologists.

Ж.Б. Буранов, П.К. Курбаназаров. *Karakalpak-English Dictionary / Қарақалпақша-англичанша сөзлик.* Нукус, 1970. Рр 496.

This is a substantive school dictionary of 20,000 words.

Russian

Н.А. Баскаков. *Каракалпакский язык, II. Фонетика и морфология, 1 (Части речи и словообразование).* Москва: Издательство Академии Наук СССР, 1952. Рр 543.

Although incomplete, this reference work covers certain aspects of the grammar of standard Karakalpak in great detail.

Н.А. Баскаков. *Каракалпакско-русский словарь.* Москва: 1958. 892 ст.

This reliable dictionary of the standard language includes 30,000 words and a grammatical sketch (pp. 789-866).

German

Karl Reichl. *Karakalpakische Märchen, mit Übersetzung, Glossar und Anmerkungen.* Bochum: Studienverlag Dr. N. Brockmeyer, 1985. 148pp. [Unseen]

This chrestomathy of Karakalpak stories includes translations, a glossary and notes.

KAZAK

The standard Kazak language was written in a reformed Arabic alphabet in 1924-1929 and then in Latin until 1940 when Cyrillic became the norm. According to the 1989 census, there were 8,135,818 Kazaks in the USSR, 6,534,616 of whom lived in Kazakhstan, forming 40% of the population. More than a million Kazaks lived in other Central Asian republics, with 808,227 in Uzbekistan, 87,802 in Turkmenistan, 37,318 in Kirgizistan, and 11,376 in Tajikistan. According to another source³ the number of Kazaks in Kazakhstan, Central Asian republics, China and Mongolia totaled 10.3 million in 1991.

English

Tangat Tangirberdi kyzy Ayapova, *Learn the Kazakh Language in 70 Steps Using 200 Sentence Models.* Ed. Alan D. Thomas. Kensington, Maryland: Dunwoody Press, 1991. VIII + 432pp.

This textbook presents standard Kazak pronunciation, grammar and vocabulary in 50 lessons or "steps," accompanied by dialogs and exercises devoted to topics or situations. A second set of 20 lessons or "steps" is intended to reinforce the grammar through exercises and dialogs. Keys are provided to the exercises and quizzes.

Ilse Cirtautas. *Kazakh. Language Competencies for Peace Corps Volunteers in Kazakhstan.* Washington, D.C.: U.S. Peace Corps, 1992. 151pp.

³ Maqash Tatimov, JPRS-UPA-92-001.

This manual contains authentic materials and grammatical notes for learners with instructors trained in communicative methods.

John Krueger. *Introduction to Kazakh. Teaching Aids for the Study of Inner Asia 9.* Bloomington: Indiana University, Research Institute for Inner Asian Studies, 1980. 121pp.

This introduction contains a grammatical sketch of standard Kazak (50 pages), articles reproduced from Kazak newspapers (18 pages), an English-Kazak phrasebook (14 pages), and a glossary (24 pages). Published as a preliminary version, its utility will benefit from substantive correction and revision.

John R. Krueger. *A Kazakh Newspaper Reader. Teaching Aids for the Study of Inner Asia 10.* Bloomington: Indiana University, Research Institute for Inner Asian Studies, 1985. 202pp.

The Kazak articles in this reader are somewhat outdated but illustrate the journalistic style of the standard language. This reader incorporates the selections from the author's *Introduction to Kazakh* and includes a full glossary (146 pages).

Boris Shnitnikov. *Kazakh-English Dictionary. Uralic and Altaic Series 28.* Bloomington: Indiana University Publications, 1966. 301pp.

This dictionary is a poorly executed translation from the Russian of the small (15,000 words) but reliable *Казахско-русский словарь* edited by Kh. Makhmudov and Gainetdin Musabaev (see below), into which Shnitnikov stirred less than two thousand additional words from unidentified sources. Shnitnikov's knowledge of English was not sufficient for the task of translation. In converting Russian equivalents, he utilized A. Smirnitsky's standard Russian-English dictionary, usually adopting the first English equivalents of the Russian words without regard for the actual meanings of the Kazak words. Moreover, Shnitnikov omitted from his work most phrases and all sentences cited by Makhmudov and Musabaev. In numerous cases, he misunderstood the functions of suffixes or failed to analyze phrases into their basic components. Such methodological deficien-

cies make the published *Kazakh-English Dictionary* an unreliable translation tool.⁴

А.А. Есентемирова, Ж.К. Калиев. *Англо-русско-казахский разговорник. Phrasebook.. Разговорник. Тілшар.* Алматы: Главная редакция Казахской советской энциклопедии, 1991. 179 ст.

This phrasebook consists of the usual scripted conversations arranged according to themes, and an English-Russian-Kazak glossary.

С.Г. Ахметова, Ж.Б. Турсынбаева, Ж.Ы. Ысқақова, Й.Ф. Яровая. *English-Kazakh Dictionary / Ағылшын қазақ сөздігі.* Алматы: "Мектеп", 1974. 400 ст.

This school dictionary contains around 20,000 words of the standard language.

Russian

Н. Оралбаева, Х. Есенов, С.К. Хайруллина. *Қазақ тилин үйренеміз/Изучаем казахский язык. Учебник казахского языка для слушателей курсов.* Алма-Ата: "Мектеп", 1989. 334 ст.

This textbook contains materials for grammar (including drills), reading, speaking, and writing. It concludes with a Kazak-Russian glossary.

Хадиша Кожаметова. *40 уроков казахского языка.* Алма-Ата: "Жали", 1989. Рр 288.

⁴This posthumously published dictionary was bitterly, but justifiably criticized by Karl Menges, whose contributions to the dictionary had been ignored by the editors. Menges made all his corrections and additions on a duplicate copy of Shnitnikov's manuscript; after Shnitnikov's death, only Shnitnikov's copy of his manuscript was sent to the editors to prepare for publication, while the "Menges copy" disappeared; see: *Ural-Altische Jahrbücher* 39, 1967, 132-138; *Central Asiatic Journal* 11, 1966, 231-232; also cf. J.R. Krueger, "Problems of Kazakh-English Translation Or, What to Do When a Word is Not in the Dictionary," *Ural-Altische Jahrbücher* 57, 1985, 91-100.

The 40 lessons in this textbook focus on sounds and grammatical forms. They include dialogs built around social situations, reading texts and vocabularies. The work also contains sections with sample sentences and passages (171-190), texts with glossaries (191-218), phrases and lists of specialized vocabulary (218-230), and a Kazak-Russian glossary (231-286).

К. Сариева. *Мы говорим по-казахский.* Алма-Ата: "Казахстан", 1992. Рр 109.

This textbook of standard Kazak is arranged in 35 lessons, each with short texts, glossaries and grammatical notes. Pictures illustrate some vocabulary items.

Ж. Туймебаев. *Казахский язык. Грамматический справочник / Қазақ тили. Грамматикалық анықтағыш.* Алматы: "Мектеп", 1991. Рр 84.

This instructional aid contains tables of grammatical paradigms that might be useful for reference.

У.А. Асыллов, Л.И. Тулешева. *Русско-казахский словарь-разговорник / Орысша-қазақша сөйлесу сөздігі.* Алма-Ата: "Мектеп", 1986. Рр 143.

This phrasebook consists of scripted dialogs accompanied by lists of vocabulary items.

Современный казахский язык. Фонетика и морфология. Алма-Ата: Издательство Академии Наук Казахской ССР, 1962. Рр 452.

Specialists at the Kazak Institute of Linguistics compiled this normative "Academy grammar" of standard Kazak. It provides a full description of many aspects of the standard language, but is weak on its verbal system and omits its syntactic structure. Its lack of an index diminishes its utility as a reference grammar.

Х. Махмудов, Гаинетдин Мусабаев (Ред.). *Казахско-русский словарь.* Алма-Ата: Издательство Академии Наук Казахской ССР, 1954. Рр 574.

This is a small (15,000 words) and outdated dictionary

of the standard language. An English translation was made by Boris Shnitnikoff (see above), and a French translation by Indjoudjian (below).

Х.Қ. Қожахметова, Р.Е. Жайсақова, Ш.О. Қожахметова. Қазақша-орысша фразеологиялық сөздік / Казахско-русский фразеологический словарь. Алма-Ата: "Мектеп", 1988. Pp 224.

This reference work has Russian equivalents of Kazak phrases drawn from a variety of literary sources.

Kazak

А.И. Исқақов. Қазақ тилинің түсіндірме сөздігі / Толковый словарь казахского языка, 1-3. Алматы, 1974-1976-1980. 696, 695, Pp 695.

This self-defining dictionary of Kazak meets research needs as a compendium of the standard language.

И. Кенгесбаев. Қазақ тилинің фразеологиялық сөздігі / Фразеологический словарь казахского языка. Алма-Ата: Издательство "Наука" Казахского ССР, 1977. Pp 712.

This reference work clarifies numerous phrases in standard and colloquial Kazak.

French

Dominique Indjoudjian. Dictionnaire kazakh-français. Paris: Publications orientalistes de France, 1983. 34+192pp.

This dictionary contains less than 20,000 words cited in Cyrillic script with primary meanings in French, and adds a bare treatment of some aspects of standard Kazak grammar (34 pages). Although not stated in the preface, comparison shows that the bulk of this dictionary represents a translation from the Russian of Makhmudov and Musabaev's *Казахско-русский словарь* (see above).⁵

⁵ See: John R. Krueger, New Kazakh Dictionaries in French, *Ural-Altische Jahrbücher* 58, 1986, 155-157.

German

Я. Мырзабекова, Я. Әбдикәримова, С. Әбдигәлиев. Қазақша-немісше сөздік / Kasachisch-deutsches Wörterbuch. Алматы: "Рауан", 1992. Pp 381.

This reference dictionary contains 31,000 words.

KIRGIZ

The standard Kirgiz language was written in a reformed Arabic script from 1923 to 1929 when it was replaced by Latin which itself was switched to Cyrillic in 1940. According to the 1989 census, 2,528,946 Kirgiz lived in the USSR, with 2,229,663 in Kirgizistan, 174,907 in Uzbekistan, 63,832 in Tajikistan, and 14,112 in Kazakistan. Another source indicates the following approximate figures for the worldwide distribution of the Kirgiz: over 2 million in Kirgizistan and 300,000 in Central Asian and other republics, most of them in Uzbekistan (142,000) and Tajikistan (50,000); and more than 200,000 beyond these borders, mostly in Xinjiang (112,000), but also in Mongolia, Afghanistan, Near Eastern countries and elsewhere.⁶

English

Ise Cirtautus. Kirghiz. Language Competencies for Peace Corps Volunteers in Kirghizstan. Washington, D.C.: U.S. Peace Corps, 1993. 157pp.

This manual contains authentic materials intended for learners with instructors trained in communicative methods.

Hu Zhen-hua, Guy Imart. A Kirghiz Reader. Uralic and Altaic Series 154. Bloomington: Research Institute for Inner Asian Studies, 1989. XI+408pp.

This reader assembles texts of every style of written and

⁶ Н. Керимбекова и друг. Кыргызская диаспора за рубежом. Научно-популярный очерк. Бишкек: "Мектеп", 1992.

several styles of spoken Kirgiz, including the standard language in Latin (1926-1941) and Cyrillic (1941-) scripts, and the variety used by the Kirgiz in Xinjiang. Texts are presented in original scripts with English translations and commentaries that provide valuable cultural information.

Raymond J. Hebert. *Kirghiz Manual.* Uralic and Altaic Series 33. Bloomington: Indiana University Publications, 1963. 152pp.

This manual includes a grammatical outline of standard Kirgiz arranged in the form of 15 lessons (55 pages), texts (41 pages) and a glossary (55 pages) in Cyrillic script. The utility of this work is impaired by its spotty presentation of grammar, paucity of examples, and frequently incorrect English translations.⁷

Stefan Wurm. *The (Kara) Kirghiz Language.* *Bulletin of the School of Oriental and African Studies* 13, 1949, 97-120.

This description is based on the idiolect of a single speaker of the Issik-köl dialect of the northern group.

French

Guy Imart. *Le Kirghiz (Turk d'Asie Central Soviétique).* *Description d'une langue de littérature récente*, 1-2. Aix-en-Provence: Publications de l'Université de Provence, 1981. [2922 paragraphs plus unpaginated bibliography, indexes, and appendix.]

This is a doctoral dissertation of monumental proportions. Reliable and richly illustrated, Imart's work is an exhaustive treatment of every aspect of the standard Kirgiz language. Because the entire description is couched within the terminological and theoretical framework of the French structuralist school associated with André Martinet, only those familiar with this approach will find it convenient to

⁷ Without his consent, Nicholas Poppe's name was added as co-author of this book; see his reviews: *Central Asiatic Journal* 9, 1964, 151; 10, 1965, 319-320; also see the review of K. Menges, "Zur Erforschung der Kirgisischen Grammatik," *Orientalistische Literaturzeitung* 64, 1969, cc. 325-330.

consult this work as a source of reference.⁸ An appendix by Rémy Dor describes the language of the Kirgiz who formerly inhabited the Wakhan in Afghanistan.

Russian

Т.К. Ахматов, С.А. Давлетов, Ш.Ж. Жапаров, О.В. Захарова. *Киргизский язык. Учебник для русских групп вузов Киргизской ССР.* Фрунзе: "Мектеп", 1975. Pp 301.

This textbook of standard Kirgiz is intended for students of higher educational institutions, and contains a full description of the grammar with paradigms, examples, and exercise materials.

Б. Касымова, К. Токтоналиев, А. Карыбаев. *Изучаем киргизский язык / Кыргыз тилин үйрөнөбүз.* Фрунзе: "Мектеп", 1991. Pp 221.

The lessons in this textbook comprise pronunciation drills, lexical-grammatical notes, dialogs and brief texts, and remarks on grammatical constructions. The work concludes with grammatical paradigms, texts, and a Kirgiz-Russian glossary.

Д.И. Исаев, В.Н. Шчедман. *Краткий самоучитель киргизского языка.* Фрунзе: "Мектеп", 1984. Pp 43. [Second edition]

This grammar-based manual consists of 20 lessons, each with brief texts and exercises, a Russian-Kirgiz phrasebook, an exercise answer key, and glossaries.

Р.Б. Бекжанова, Б.О. Орузбаева, Р.П. Хван. *Разговорник русско-киргизский / Кыргызча-орусча сүйлөшмө.* Фрунзе: Главная редакция Киргизской Советской Энциклопедии, 1988. Pp 378.

Printed in pocket size, this phrasebook contains introductory matter on Kirgiz grammar, elaborated conversations mixed with formulaic sentences, vocabulary lists arranged according to parts of speech, grammatical paradigms

⁸ Reviewed by John Soper: *Ural-Altische Jahrbücher* 57, 1985, 171-175.

А.И. Васильев, С. Мусаев. Кыргызча-орусча сүйлөшмө / Русско-киргизский разговорник. Фрунзе: "Мектеп", 1989. Pp 193.

This work presents standard Kirgiz phrases and vocabulary lists translated into Russian, followed by Russian phrases and vocabulary lists (not always the same ones) translated into Kirgiz.

Грамматика киргизского литературного языка, I. Фонетика и морфология. Фрунзе: "Илим", 1987. Pp 402.

This "Academy grammar" of standard Kirgiz was published by the Kirgiz Institute of Language and Literature, and constitutes a detailed reference grammar for the sound structure and morphology.

Константин Юдахин. Киргизско-русский словарь. Москва: Издательство "Советская Энциклопедия", 1965. Pp 973. [Re-issued in two volumes: Главная редакция Киргизской Советской Энциклопедии, 1985. Pp 503, 476.]

Containing around 40,000 words, this acclaimed dictionary encompasses the lexicon of both the literary language and the Kirgiz oral literature. A Turkish translation of an early edition was made by A. Taymas (*Kirgiz Sözlüğü* 1945-1948, xxviii + 809pp.).

Б.О. Орузбаева, Р.П. Хван, Д.Ш. Шукуров, Ю.Я. Яншансин. Русско-киргизский словарь. Фрунзе: Главная редакция Киргизской Советской Энциклопедии, 1988. Pp 479. [Fourth edition]

This dictionary contains less than 14,000 words and is intended for Kirgiz studying Russian.

Larry Clark
Indiana University

*Part III will follow in the next AATT Newsletter
Please forward any additions to the author.*

4. Kazakh Program at Seattle

Editor's Note: We will periodically describe regular academic programs for Turkic languages which different universities offer as they are presented to AATT. In this issue, the Kazakh Program at the University of Washington is described, and the next issue will describe their Uzbek and Kirgiz Programs.

Kazakh Studies at the University of Washington

Kazakh has been taught at the University of Washington since 1970 as part of an undergraduate and graduate program in Comparative Turkic Studies. In addition to language instruction, courses covering Kazakh oral and written literature have been offered. Professor Ilse Cirtautas, who developed and has been teaching these courses, has been visiting Kazakhstan regularly since 1972. She frequently lectured at institutes of the Kazakh Academy of Sciences. Several of her articles on Kazakh language and literature have been published in Almaty, both in Kazakh and in Russian. Throughout the years, she has maintained close ties with her Kazakh colleagues, scholars and writers.

In December 1992, the Department of Near Eastern Languages and Civilization concluded an agreement of cooperation with the Institute of Foreign Languages (now University of Foreign Languages) in Almaty, followed by a similar agreement with Almaty State University. Two of our graduate students studied at Almaty State University, during 1993-1994 and currently one other graduate student is enrolled there. One faculty member from Almaty State University will be teaching Intensive Intermediate Kazakh during our Summer Program 1995.

In addition to the exchange agreements with institutes in Almaty, the Department also maintains an agreement of cooperation and exchanges with the Pedagogical Institute in Zhambyl.

Student and faculty interest in Kazakh Studies at the University of Washington has been considerable. The Student Association for Inner Asian Studies, founded in 1988, and the Kazakh & Kirghiz Studies Group, established in 1990, are evidence of a growing interest. Both groups meet regularly once a week for programs of lectures and presentations. The Kazakh & Kirghiz Study Group also publishes *Kazakh & Kirghiz Studies* which has been recognized nationally as well as internationally.

In September 1993, Professor Herbert Ellison of the Henry M. Jackson School of International Studies organized an international conference in Almaty on "The new Russia in Asia," which brought scholars from the University of Washington together with scholars from the Kazakh Academy of Sciences for ongoing discussions and cooperation.

Notable is also the close cooperation between the Constitutional and Supreme Courts of Kazakhstan and the Law School of the University of Washington. Faculty of the Law School and attorneys of the Supreme Court of the State of Washington, have been assisting Kazakhstan in establishing its Constitutional Court and are offering legal training for Kazakh lawyers here and in Kazakhstan.

As a result of the close ties between the University of Washington and institutions in Kazakhstan, the University has regularly been visited by many Kazakh dignitaries. Among them were Mirzatay Joldasbekov, Deputy Prime Minister (1992); J.M. Abdildin, Vice President, Kazakh Academy of Sciences, and Member of the Kazakh Parliament (1992); S. Ghayrat, Dean of the Law School, Almaty State University (1993); a delegation of educators (1993); Justices from the Supreme and Constitutional Courts (1994); M. Baymakhanov, President of the Constitutional Court, accompanied by justices from the Supreme Court; Kh. Abishev, Member of the Kazakh Parliament, and others (Dec. 1994). Other visitors include IREX and ACCELS scholars who chose the University of Washington for its reputation as a leading institution in Central Asian Studies. Among the visiting scholars were Dr. Karligas Kazhgalieva from Almaty (1993/1994), Dr. Svetlana Zhanabaeva from Zhambyl (1994), Dr. Zhanilzhan Zhunusova (1994) and

others. To be mentioned are also students from Almaty, Atyrau, Shimkent and other places, who are currently studying at the University under a special program initiated by President Nursultan Nazarbayev. For 1994-1995 seven students are enrolled in various disciplines. The number of Kazakh students at UW will increase in coming years. Their presence at the UW has been most beneficial for the Kazakh Studies Program.

Ilse Cirtautas
University of Washington

5. Summer Programs

Editor's Note: We will feature in each Newsletter one institution's language program in detail, making only mention of other existing programs. After the report on UCLA, this time we feature the program in Seattle. Further, we hope to have a regular column in each Fall issue on all of the summer language sessions held. There are now, in addition to the summer intensive Turkish courses at Boğaziçi University, and at the Eastern (U. of Michigan) and Western (U. of California at Berkeley) Consortium, several other locations where Turkish and Turkic languages are taught. Experiences of participants would be extremely helpful for the profession to make the summer learning—whether here or in-country—a fruitful and rewarding endeavor. AATT has prepared a questionnaire for returning students to be mailed with the next Newsletter in the fall. Teachers are urged to give them to those students returning from a summer program and return the questionnaires to the designated Committee member (to be announced).

NEW TURKISH COURSE Turkish at Beloit College

Beloit has had an exchange program with Marmara University in Istanbul since 1992. With the help of a grant from NSEP we have established a consortium of 6 liberal arts colleges that wish to create more international experi-

ences for their students. As a part of this grant, 2 students from each institution will study intensive first-year Turkish at Beloit in the summer and then study at Marmara University each spring semester (and 2 students from Marmara will study at each campus). Self-Instructional Language Programs will be established at all six campuses so that students can continue studying Turkish during the fall semester before they go to Turkey and then after they return.

Jennifer Bertsch
Center for Language Studies
Beloit College
Beloit, Wisconsin 53511
Telephone: (608) 363-2277
Email: bertschj@beloit.edu

BOĞAZIÇI SUMMER PROGRAM
in Turkish Language and Culture

June 26-August 18, 1995

Intensive elementary, intermediate, and advanced courses in Turkish Language and Culture will be offered at the Boğaziçi campus. For information contact:

Director,
Summer Program in Turkish, Boğaziçi University
80815 Bebek, İstanbul, Turkey
(90 212) 257-5039, fax: (90 212) 265-7131

EASTERN CONSORTIUM
Summer Programs in Turkish
The University of Michigan

June 28 to August 18, 1995

Intensive First- and Second-Year Turkish will again be offered at the Ann Arbor campus. The emphasis in all

courses will be on reading, writing, oral comprehension, and speaking. Intermediate level courses stress oral fluency, written expression, and reading. All classes are supplemented by language lab sessions.

For further information, contact:

Eastern Consortium Summer Program in
Persian and Turkish
CMENAS, University of Michigan
144 Lane Hall
Ann Arbor, MI 48109-1290
tel (313) 764-0350; fax (313) 764-8523

WESTERN CONSORTIUM
Summer Programs in Turkish
The University of California
Berkeley
June 19-August 11, 1995

Elementary Modern Turkish will be offered at the Berkeley Campus, sponsored by University Centers of Middle Eastern Studies.

Contact: John Hayes, Near Eastern Studies Dept.
250 Barrows Hall #1940
University of California
Berkeley, CA 94720-1940
email: jlhayes@uclink2.berkeley.edu

INDIANA UNIVERSITY
Summer Language Workshop
June 16-August 11, 1995

The summer program will offer again this year introductory Uzbek and Turkmen.

Contact: Director, SWSEEL
502 Ballantine Hall
Indiana University
Bloomington, IN 47405

**INTENSIVE LANGUAGE PROGRAMS
AT THE UNIVERSITY OF WASHINGTON**

June 19-August 18, 1995

For information contact: Prof. Ilse Cirtautas
Dept. of Near Eastern Languages and Civilizations
229 Denny Hall DH-20
University of Washington
Seattle, WA 98195
(206) 685-3800

KAZAKH

Course Objectives

During the *nine-week* summer period the classes, elementary and intermediate Kazakh will meet at least four hours daily, five days a week. Additional hours for conversation practice will be scheduled in the early afternoons. The emphasis will be on proficiency teaching and testing. Comprehension of Kazakh grammar, leading to appropriate levels of proficiency in reading, speaking, writing and listening will be stressed. The use of English in Elementary Kazakh is limited to the discussion of grammar. Intermediate Kazakh will be entirely taught in Kazakh. Students enrolling in this class will be tested on their entry level of oral and written proficiency.

I Intensive Elementary Kazakh

Teaching Materials

The course will be based on the following teaching materials:

a) *Kazakh Language Materials*, prepared by Professor Ilse Cirtautas with the assistance of Kazakh native speakers. These materials, originally prepared for the Peace Corps, have been revised and augmented. They contain a brief introduction to the Kazakh language, dialogues, cultural notes, and a glossary. Each dialogue is provided with grammatical explanations. The dialogues have proven to be excellent materials for oral practice. They present scenes of everyday life and contain the most essential words and phrases. The dialogue-scenes have also proven to be very useful for role-playing in class. (151 pages)

b.) *Kazakh Reader for Beginners*, compiled by Ilse D. Cirtautas, containing texts from Kazakh primers, stories, newspaper and other materials. Each text is provided with a glossary and notes.(50 pages)

c.) *Kazakh Workbook*, prepared by Ilse D. Cirtautas with the assistance of Ablahat Ibrahim. The *Workbook* has been designed to help the student in mastering the Kazakh grammar. It contains exercises for home and class work, grammatical charts, and an index of suffixes. (70 pages)

d) *Kazakh Materials for Listening I*, currently being prepared by Ilse D. Cirtautas and others. The material will contain short audio- and video texts for basic and mid-basic listening activities.

II Intensive Intermediate Kazakh

Teaching Materials

a) *Reader in Kazakh Current Affairs*, prepared by Ilse D. Cirtautas. The Reader gives selections from Kazakh newspapers. Starting with advertisements and announcements, it contains short news items, articles and editorials. Each text has a glossary and notes. A translation is also provided, enabling students to master the texts on their own, leaving more time in class for discussing the texts in the form of oral reports, questions and answers. (170 pages)

b) *Reader in Kazakh Oral Literature*, compiled by Ilse D. Cirtautas. The Reader offers a selection of various genres of Kazakh oral literature, such as proverbs, anecdotes, folk tales and excerpts from epic songs (*Alpamıs*). Each text is provided with a glossary and notes. The Reader is intended to provide the student with genuine Kazakh language materials. Unlike the texts in the *Reader in Kazakh Current Affairs*, Russian influence is non-existent. As Kazakh proceeds to rid itself of Russian influence, the language and stylistic features of the oral literature are again becoming an essential part of everyday communication. (120 pages)

c) *Kazakh Dialogues*, prepared by Raxmanqui Berdibayev and Ilse D. Cirtautas. This material assists the student in speaking practices by reviewing grammatical structures and acquiring vocabulary and common phrases. The dialogues discuss subjects such as "Kazakh Hospitality," "Kazakh Food," etc. (30 pages)

d) *Kazakh Materials for Listening II*, currently being prepared by Ilse D. Cirtautas. These materials are designed for listening exercises and contain excerpts from authentic tapes from Kazakh radio and television. The already prepared materials consist of tapes, transcribed texts with glossary, notes and translations. (ca. 70 pages)

Extracurricular Activities

An extensive extracurricular program will give the students information on the history, culture and current situation of the Kazakhs. Lectures will cover topics such as "Revival of Traditional Kazakh Customs" (with video films) and "Profiles of Political and Cultural Leaders of Today's Kazakhstan."

UZBEK

Course Objectives

During the *nine-week* summer period the Intensive Elementary and Intermediate Uzbek courses will meet at least four hours, five days a week. The emphasis in all courses will be on proficiency teaching and testing. Comprehension of the grammar, leading to appropriate levels of reading, writing, speaking and listening will be stressed. Additional hours for conversation will be available at noon time and in the early afternoon.

Students enrolling in the Intermediate Uzbek will be tested on their proficiency level during the first days of classes. In the Intermediate course oral command will be practiced extensively. The course will be conducted entirely in Uzbek. The course will stress composition writing styles and translation skills from Uzbek into English and vice versa.

I Intensive Elementary Uzbek

Teaching Materials

The course will be based:

a) *Introduction to Modern Literary Uzbek*, a revised book-manuscript of Uzbek grammar with exercises authored by Ilse Cirtautas. (130 pages)

b) *Elementary Uzbek Workbook*. Dialogues, Exercises, Readings, Assignments. The *Workbook* has been prepared by Hamit Zakir as a complement to the *Introduction to Modern Literary Uzbek*. (78 pages)

c) *Scenes of Uzbek Life in Dialogues*, by Muhammad Ali (Axmedov). The dialogues relating to everyday life situations contain important information on Uzbek culture and customs. Each dialogue written in authentic Uzbek is provided with a glossary and notes. (62 pages)

d) *Uzbek Materials for listening I*. These materials are currently being prepared by Ilse D. Cirtautas with the assistance of technicians of the Language Learning Center at the University of Washington. The *Listening Materials* will be based on short audio and video texts for basic and mid-basic listening activities. Each text will be given a transcription and provided with a glossary and translation for self study and control. (about 70 pages)

II Intensive Intermediate Uzbek

Teaching Materials

The course will use:

a) *Chrestomathy of Modern Literary Uzbek*, by Ilse Laude-Cirtautas, Wiesbaden, 1980. The texts of this book are divided into the following chapters: "The Country and Its People;" "Uzbek Writers Tell About Their Childhood;" "Examples From Uzbek Oral Literature;" and "Contemporary Uzbek Short Stories". An extensive glossary concludes the book. (249 pages)

b) *Reader in Current Uzbek Affairs*, prepared by Ilse (Laude-) Cirtautas. The *Reader* is based on selections from Uzbek newspapers and journals. It is designed for self-study, providing each text with a glossary and a translation. Students will use this material for independent readings and presentation of oral reports in class. (210 pages)

c) *Uzbek Materials for Listening II*, currently being prepared by Ilse (Laude-) Cirtautas. The listening materials consist of selections from authentic Uzbek radio programs and video taped interviews. All text segments will be transcribed and provided with vocabulary and translations to facilitate self-study. (150 pages)

Extracurricular Activities

A rich cultural program will be organized. It will include viewing of Uzbek films and documentaries, as well as lectures and discussions. A highlight of the Uzbek program as well as the other language programs (Kirghiz, Kazakh, and Tajik) will again be the Summer School Party, scheduled during the eighth week of classes, when students perform sketches, recite poetry or sing songs in the languages they studied.

KIRGIZ

Course Objectives

During the *nine-week* summer period the Intensive Elementary Kirghiz course will meet at least four hours every morning, five days a week. Additional hours for conversation practices will be available in the early afternoons. The emphasis will be on proficiency teaching and testing. Comprehension of the grammar, leading to appropriate levels of reading, writing, speaking and listening will be stressed. The use of English in Elementary Kirghiz will be limited to the discussion of grammar.

Intensive Elementary Kirghiz

Teaching Materials

The course will use the following texts:

a) *Kirghiz Language Materials*, (180 pages), prepared by Ilse D. Cirtautas with the assistance of native speakers of Kirghiz. The *Kirghiz Language Materials* were originally prepared in 1993 for Peace Corps Volunteers. The current version contains more dialogues than the Peace Corps version. More grammatical charts and an index of suffixes have also been added. The *Kirghiz Language Materials* meet three immediate needs: 1) It serves as short reference grammar (in addition to a "Brief Introduction to the Kirghiz Language" each dialogue is provided with grammatical explanations). 2) It provides useful dialogues relating to everyday life situations in Kirghizstan. The dialogues present the most necessary words and phrases and have been very much appreciated by the students as tools for role-playing in class. 3) It gives information on Kirghiz history, culture and the current situation in Kirghizstan in the "Cultural Notes". All dialogues have been recorded on tapes and students can obtain copies from the Language Learning Center.

b) *Kirghiz Reader for Beginners* (72 pages), compiled by Ilse D. Cirtautas. Starting with simple texts from Kirghiz primers, the manuscript contains folk tales, excerpts from the epic *Manas*, selected readings from the works of Chinghiz Aitmatov, and short newspaper items. Each text is provided with a vocabulary list.

c) *Kirghiz Materials for Listening I*, currently being prepared by Ilse D. Cirtautas and others. The material will contain short audio and video texts for basic and mid-basic listening activities.

Extracurricular Activities

An extensive extracurricular activities program will be organized. Lectures will highlight contemporary issues of Kirghizstan, e.g. "Kirghizstan and China," and "Profile of President Akayev." Much attention will be given to the discussion of the culture and the tradition of the Kirghiz which have been perpetuated in their epic poems. The program will present lectures on *Manas* and the singers of *Manas*, the "manasçı."

**Joint Illinois-Texas Program
ISTANBUL
A Summer Program at Boğaziçi University**

This summer's program of 1995 will take place from June 23 to August 4. The program which is in its second year, is designed as an introductory experience overseas for American students. It is organized jointly by The University of Illinois at Urbana-Champaign and the University of Texas at Austin.

Participants in this program select three courses for nine hours of undergraduate or graduate credit. For those who had not completed at least one year of Turkish, enrollment in "Introduction to Turkish Culture and Language" is required. Students in this class, taught by Yıldırım Erdener (University of Texas) acquire survival language skills and learn to function sensitively and effectively in Turkish culture. Three other courses are offered by Boğaziçi faculty: "The History of Istanbul", "Turkey and Her Neighbors," and "International Business Profile of Turkey." Except for "Turkish Culture and Language" all courses are taught in English.

For additional information and application forms, students from institutions east of the Mississippi and "Big Ten" consortium institutions (CIC) should contact:

Dr. Joan D. Solaun
Study Abroad Office
The University of Illinois at Urbana-Champaign
Champaign, IL 61820
(217) 333-6322

Students from institutions west of the Mississippi should contact:

Dr. Ivy McQuiddy
Study Abroad Office
The University of Texas at Austin
Drawer A
Austin, TX 78713-7206; or call (512) 471-6490

**TATAR
at the State University of Arizona**

At the 1995 Summer Critical Languages Institute in Tempe, Arizona, Intensive Elementary Tatar will be offered. The course runs from May 30 to August 4. The offering is tuition free and will provide ten semester hours of fully transferable language credit. The primary instructor will be Agnès Kefeli (Ecole des Hautes Etudes) who will be assisted by Göljihan Biktimirova, a native speaker from Orenburg.

For further information, please contact:

Pat Nay, Russian and East European Studies Consortium,
Arizona State University
Tempe, AZ 85287-2601
email: ibupgn@asuvm.inre.asu.edu

**STUDY ABROAD
KAZAKH
at
Kazakh State National University
Alma Ata**

The University of Wisconsin-Madison and Kazakh State National University (KNU) recently approved a reciprocal exchange program to allow UW-Madison students to study in Alma Ata, Kazakhstan, for a semester or academic year beginning in 1995-1996. The program includes:

- Access to high quality instruction in Kazakh language and Russian; access to regular KNU courses
- Lodging in a KNU residence hall for international students
- A modest student stipend from KNU to defray meal costs
- The opportunity to live and study in Alma Ata
- Continuing in-residence status at UW-Madison, courses and grades; continued eligibility for campus financial aid.

The program is open to UW-Madison students in any discipline. Non-UW-Madison students should contact this

office for information about eligibility. The program is for both undergraduate and graduate studies. Contact:
Prof. Uli Schamiloglu, or:
Assistant Dean Paul Gabriel
261 Bascom Hall
University of Wisconsin-Madison
500 Lincoln Drive
Madison, WI 53706
(608) 262-9944
email: pgabriel@macc.wisc.edu

6. Announcements

POSITIONS TURKISH AT BERKELEY

The University of California, Berkeley has announced a position in Turkish Language and Literature. Pending budgetary approval, the Department of Near Eastern Studies is seeking a lecturer in Turkish language and literature for a .67 position for the academic year 1995-96. The successful applicant will have responsibility for teaching one course in Ottoman Turkish literature and another in Advanced Modern Turkish each semester.

Applicants must possess native or near-native fluency in Turkish, hold a Ph.D. in Turkish language and literature, be experienced in the teaching of Turkish at institutions of higher learning, and have published work in the field.

Please send inquiries to:

Professor David Stronach, Chair,
Dept. of NES,
250 Barrows Hall,
University of California, Berkeley, CA 94720-1940 by May 15, 1995.

UNIVERSITY OF CHICAGO History and Culture

The University of Chicago, Department of Near Eastern Languages and Civilizations, seeks applications and nomina-

tions for a junior position (tenure track) in Turkish History and Culture, 18th-20th Centuries, appointment to begin Fall 1996.

The ideal applicant will have demonstrated ability for significant scholarship in the late Ottoman and Republican periods.

Application deadline is October 16, 1995.

For further information, contact

Turkish History and Culture Search Committee, Center for Middle Eastern Studies,
The University of Chicago,
5828 S University Avenue,
Chicago, IL 60637
email: c-fleischer@uchicago.edu

GRANTS

FULBRIGHT SCHOLAR AWARDS FOR U.S. FACULTY AND PROFESSIONALS 1996-97 COMPETITION

Since 1946, the Fulbright Program has offered faculty, professionals, teachers, and students the opportunity to conduct research, teach, or study abroad and to make a major contribution to the growth of mutual understanding among countries and individuals. The 1996-97 program year marks the 50th anniversary of the Fulbright Program. Over 31,000 U.S. scholars have travelled the globe as Fulbright lecturers and researchers since the beginning of the program.

The competition for 1996-97 awards includes grants to nearly 140 countries. Awards range from two months to a full academic year, and many assignments are flexible to the needs of the grantee. Virtually all disciplines participate: openings exist in almost every area of the arts and humanities, social sciences, natural and applied sciences, and professional fields such as business, journalism, and law. Multicountry research is offered in many world areas.

The basic eligibility requirements for a Fulbright Scholar award are U.S. citizenship and the Ph.D. or compa-

rable professional qualifications (for certain fields such as the fine arts or TESOL, the terminal degree in the field may be sufficient). For lecturing awards, university or college teaching experience is expected. Language skills are needed for some countries, but most lecturing assignments are in English.

Applications are encouraged from professionals outside academe, as well as from faculty at all types of institutions. Every academic rank—from instructor to professor emeritus—is represented. Academic administrators regularly receive Fulbrights, as do independent scholars, artists, and professionals from the private and public sectors.

The deadline for lecturing or research grants for 1996-97 is **AUGUST 1, 1995**. Other deadlines are in place for special programs such as distinguished Fulbright chairs in Western Europe (May 1) and Fulbright seminars and academic administrator awards (November 1).

Funding for the Fulbright Program is provided by the United States Information Agency, on behalf of the U.S. government, and cooperating governments and host institutions abroad.

For further information and application materials, contact:

Council for International Exchange of Scholars,
3007 Tilden Street, N.W., Suite 5M, Box GNEWS,
Washington, DC 20008-3009.

Telephone: 202/686-7877 . E-Mail (application requests only): CIESI@CIESNET.CIES.ORG

1996-97 FULBRIGHT VISITING SCHOLAR-IN-RESIDENCE PROGRAM

U.S. colleges and universities are invited to submit proposals for a Fulbright grant to host a visiting lecturer from abroad. The purpose of the program is to initiate or develop international programs at colleges and universities by using a scholar-in-residence to internationalize the curriculum, set up global studies or area-specific programs, or otherwise expand contacts of students and faculty with other cultures.

Grants are for one semester or the full academic year.

Preference is given to proposals in the humanities or social sciences, although other fields focusing on international issues will be considered. Liberal arts colleges, community and junior colleges, and institutions devoted primarily to undergraduate education are strongly encouraged to apply, as are institutions serving minority populations.

Deadlines: November 1, 1995. Application materials and proposal guidelines may be obtained by contacting:

Council for International Exchange of Scholars,
3007 Tilden St., NW, Suite 5M, Box VSNEWS,
Washington, DC 20008-3009 (202/686-8664). Internet:
ciesvs@ciesnet.cies.org

ITS GRANTS 1995-1996

THE INSTITUTE OF TURKISH STUDIES, INC. announces its 1995-96 grant program in Ottoman and Modern Turkish Studies for individual scholars and institutions in the United States. The following grant categories will be offered to **INDIVIDUALS**:

"Summer Travel-Research in Turkey" for post-doctoral scholars;

"Subventions for Journals and Books" in the field of Turkish studies;

"Dissertation Writing" for PhD candidates in the US in the field of Turkish studies;

"Teaching Aids" for the development of materials relating to Turkish studies;

["Graduate Fellowships" will not be offered under the 1995-96 program"]

The following grant categories will be offered to **INSTITUTIONS**:

"Library Support" for procurement and cataloging costs of publications in Turkish studies;

"Matching Seed-Money" for the establishment of new university positions in the field of Turkish studies;

"Matching University Sponsored Conference and

Lecture Series"; and,

"Workshops" organized by universities or other educational institutions.

**FOR GUIDELINES AND APPLICATION MATERIALS
PLEASE CONTACT:**

Prof. Sabri Sayari, Executive Director or Ayşegül Acar,
Administrative Assistant:

Institute of Turkish Studies, Inc.

Intercultural Center - Georgetown University

Washington, DC 20057-1052

Tel: (202) 687-0295 Fax: (202) 687-3780

Application deadline: OCTOBER 1, 1995

Awards will be announced in December 1995.

ANNUAL MEETING

**AATT Annual Meeting
December 6, 1995**

Washington, D.C.

The tenth annual meeting will be held in conjunction with the MESA conference at the Washington Hilton & Towers. Exact time and place to be announced.

CONFERENCES

**ATA CONFERENCE
November 8-12, 1995
Nashville, TN**

The American Translators Association's 36th Annual Conference will take place at the Stouffer Renaissance Hotel in Nashville, Tennessee.

The American Translators Association, founded in

1959, is the largest professional association of translators and interpreters in the United States with over 5,500 members. ATA's primary goals include the fostering and support of the training of translators and interpreters and the promotion of the translation and interpreting professions.

For further information, contact

ATA

1800 Diagonal Road, Suite 220,

Alexandria, VA 22314

(703) 683-6100.

**CALICO '95
June 21-23, 1995
Middlebury College**

The general topic of the year's symposium of the Computer Assisted Languages Instruction Consortium is: **Computers and Collaborative Learning**. CALICO provides a forum for exchanging ideas and information about technology and languages. The annual symposium will bring together educators, administrators, materials developers, researchers, government representatives, vendors of hardware and software, and many others who are interested in the field of computer assisted language learning.

For further information, contact:

CALICO, Duke University

014 Language Center, Box 90267

Durham, NC 27708-0267

(919) 660-3180 fax (919) 660-3183

calico@acpub.duke.edu

**ACTFL '95
November 18-20, 1995
Anaheim, CA**

The title of this year's annual meeting of the American Council on the Teaching of Foreign Languages is: "Standards and Assessment: Implementing the Vision"

For information and registration forms, contact:

ACTFL, 6 Executive Plaza
Yonkers, NY 10701-6801
(914) 963-8830 fax (914) 963-1275

RP-ALLA 95
November 10-11, 1995
Columbus, OH

The title of this years symposium of the Research Perspectives in Adult Language Learning and Acquisition group is "Study Abroad: Research on Learning Language and Culture in Context". The symposium is devoted to quantitative, qualitative, and evaluative research on aspects of study abroad programs in commonly and less commonly taught language programs.

For information:

RP-ALLA 95
National Foreign Language Resource Center
The Ohio State University
276 Cunz Hall
1841 Milliken Road
Columbus, OH 43210-1229
email: osunflrc@magnus.acs.ohio-state.edu

**INTERNATIONAL CONFERENCE
ON TURKISH LINGUISTICS
August 7-9, 1996
Ankara University**

Call for Papers

The VIIIth International Conference on Turkish Linguistics will be held on August 7-9, 1996 as part of a series of events hosted by Ankara University on the occasion of the 50th anniversary of its foundation.

As with previous meetings, the forthcoming conference will mainly focus on topics and issues related to Turkish. Also, if there is adequate time and interest, the conference will be open to papers and discussions on other Turkic languages and dialects. To facilitate a common medi-

um of communication, the organizing committee has decided upon Turkish and English as the conference languages.

If you would like to submit a paper, or would like to be kept informed about the conference, please contact

Prof. Dr. Kâmile İmer,
Ankara University, Dil ve Tarih-Coğrafya Fakültesi,
Dilbilim Bölümü
06100 Sıhhiye Ankara, Turkey.

7. Status of NSEP

**NATIONAL SECURITY EDUCATION
PROGRAM (NSEP)
ANNOUNCES AWARDS OF 1995**

**Undergraduate Scholarships and Graduate
Fellowships**

The National Security Education Program is pleased to announce the selection of the 1995 NSEP Undergraduate Scholars and Graduate Fellows.

The 1995-96 Undergraduate Scholarship competition, administered by the Institute of International Education (IIE), resulted in the selection of 300 awardees from more than 1,100 students competing from 339 institutions in 47 states.

NSEP seeks to expand opportunities for study abroad to a diverse group of institutions and individuals, and to broaden the base of Americans with experience overseas. The 1995 competition resulted in an increase in participation among minorities with almost 30% of the awards going to members of minority groups. Central to the NSEP mission is the mandate to increase our national capacity for effective performance in the global arena by equipping Americans with knowledge of the lesser known and studied languages and cultures of the world. This year, NSEP undergraduate award recipients will study 36 languages in 49 countries.

Represented among these are countries from all parts of Africa, Asia, Latin America and the Caribbean, Eastern Europe, and the Newly Independent States. Languages as diverse as Serbo-Croatian, Arabic, Vietnamese, Hindi, Japanese, Chinese, Swahili, and Russian are the focus of study. Another goal of the NSEP is to expand opportunities for students in critical disciplines that tend to be underrepresented in study abroad. This year 30% of the awards went to students who are majoring in agriculture, business & economics, engineering, health services, math/computer sciences, and the physical and life sciences.

The 1995 Graduate Fellowship Competition, administered by the Academy for Educational Development (AED), resulted in the selection of 100 awards for Graduate Enhancement Fellowships and 19 for Doctoral Fellowships. The NSEP Graduate Fellowship Competition consists of two very important components. Graduate Enhancement Fellowships are designed to support U.S. graduate students who wish to strengthen or deepen the international component of their graduate study; Area and Language Studies Doctoral Fellowships are designed for a small group of outstanding area specialists. All fellowship programs include study of a language and culture in a region of the world beyond those most commonly studied by U.S. students. About 800 applicants from 50 states, enrolled in 190 universities, submitted proposals requesting support for their study of 95 languages in 100 countries. Among the 1995 Fellows, the top ten languages studied are Chinese, Russian, Japanese, Spanish, Portuguese, Arabic, Czech, Thai, Swahili and Polish. Leading countries of study are Russia, Japan, China, Brazil, Mexico, Czech Republic, Thailand, Ukraine, India and Poland. Fellows represent 33 different academic disciplines, including political science, history, anthropology, international affairs, area studies, education, business, and environmental sciences.

All NSEP awards are based on a rigorous and independent merit review process administered by IIE and AED. All awardees are U.S. citizens. The undergraduate scholarship and graduate fellowship awards account for approximately \$5 million in commitments made by NSEP during this competition cycle.

For further information on the 1995 awards or opportunities for 1996 please contact:

Undergraduate Scholarships
Institute of International Education
1400 K Street NW, Suite 650
Washington, D.C. 20005-2403
(202) 326-7697
internet: jschnoll@iie.org

Graduate Fellowships
Academy for Educational Development
1875 Connecticut Avenue NW, Suite
900
Washington, D.C. 20009-1202
(202) 884-8285
internet: nsep@aed.org

8. Teaching and Learning Aids

Editor's Note: The following was presented at the teacher's workshop during the Summer Language Session of the Western Consortium in Salt Lake City, Utah, in May 1994. It is included here as the resources discussed are made available through the presenter's institution, the University of Texas at Austin.

Using Audio-Visual Materials in Teaching Turkish

This presentation had two major purposes. First, discussing the ways audio-visual materials can be developed and used in the classroom for the teaching of Turkish. Second, sharing some of the audio-visual teaching material developed and resources available for the use of Turkish teachers at the University of Texas-Austin. The presentation made the point that the use of audio-visual materials greatly aids the learning process in the acquisition of Turkish as a foreign language. Students come from diverse backgrounds, with a variety of needs, to the language learning classroom. Their comprehension and use of this language increase with the imple-

mentation of teaching materials that address a wide range of their faculties. Furthermore, there is an increasing demand on the part of the students of Turkish for listening comprehension materials, audio and visual input. Diversity of medium used in the classroom helps to address both the eye and ear oriented students. It helps to create a student centered environment for learning as the students interact with media. Yet, no single tool or medium on its own, without the necessary input from the teacher, can drastically alter the learning process of the students, changing them from passive receptors to active learners. The second part of this presentation consisted of demonstrations of strategies for the use of audio-visual materials; and of the following materials readily available and in progress at the University of Texas at Austin:

1. The use of transparency projector in classroom discussion of written texts. The teacher can prepare multiple choice questions and students can orally discuss the options for each question. This is being implemented in the second year Turkish classroom at UT for exercises in reading comprehension. An example would be "Adamın Serti", a short story by Aziz Nesin. Use of transparencies focuses students attention. Reference to questions and to the text becomes easier.

2. *Kayıp Çanta (Lost Bag)*: Audio tapes for listening comprehension. This is a series of episodes that develop around a mystery concerning a lost bag. Mystery stories with suspense require the active use of student skills since students get involved in the solving of the mystery. This material can be used in the classroom in the following ways:

- Students orally summarize the previous episode
- They receive a transcription of the audio text, in which certain words are missing
- They listen to the tape many times and try to fill in the blanks.
- They receive the full transcription of the episode and correct themselves
- Teacher and students discuss what went on in the episode

and what are the clues to the solving of the mystery
—Students can also be asked to answer written questions and/or write a summary of what they heard as a post-listening activity.

The text of *Kayıp Çanta* was written by Eser Taylan and Didar Akar of the Bosphorus University, Turkey. The dialogues have been recorded at the language laboratory facilities of UT-Austin with contributions of faculty and staff of Turkish native speakers. It has been prepared for classroom use by Gönül Erhan and has been used at UT-Austin.

3. *Türkçe Konuşalım (Let's Speak Turkish)*: Video program in thirteen lessons available for the teachers of Turkish at UT-Austin. This program offers graded introduction of conversation strategies, grammar and exercises applicable both to first and second year Turkish classrooms. Each lesson is introduced through dramatization of sketches. It covers topics ranging from introducing oneself; getting to know others; colors and clothing; at the library; getting ready for *Bayram* (widely celebrated traditional holidays); to Turkey's geography. New grammar concepts and speech strategies are introduced in a culturally specific context. *E.g.* students learn and practice comparatives and superlatives (such as larger and the largest/*büyük*, *daha büyük*, *en büyük*) by studying the Turkish map and deciding if Istanbul is larger than Ankara. Research has proven that introducing language in a cultural context is the most meaningful way to teach language and *Let's Speak Turkish* makes efficient use of this principle. Dramatized episodes are played by native speakers of Turkish. Subtitles of each text are for students to repeat aloud. They can also see the translation of each line while they repeat the dialogues in Turkish. As they move on from one theme to another students are also introduced with new vocabulary and the pronunciation of new words. At the end of each section there are exercises. *E.g.*, in substitution exercises students not only learn how to say "Istanbul is larger than Ankara" (*İstanbul Ankara'dan daha büyük*), but they also learn to use this phrase for other concepts such as "Classroom A is larger than classroom B" (*sınıf A sınıf B'den daha büyük*) while they get to practice vowel harmony, as well. One of the best ways to use this material in

the classroom is to:

- Have the students watch an episode, listen and repeat the lines
- Do the exercises
- Role play on their own, whenever possible, what they have seen on the video tape.

Executive producer and supervisor of this project was Professor Güliz Kuruoğlu. The production manager and assistant producer is Gönül Erhan. This video program of thirteen lessons is developed and available at language laboratory facilities of UT-Austin

4. *Turkish Through Folk Songs* by Professor Yıldırım Erdener of UT-Austin is currently used substantially in first year Turkish classroom. This program has both an audio and written components. Professor Erdener's book is available through contact with the Turkish Program at UT-Austin. A tape of authentic Turkish songs accompany Professor Erdener's book. The use of music in language classroom brings students in touch with authentic material in cultural and historical context. Students learn new grammar vocabulary not as separate entities or in a vacuum but through a cultural, literary and entertaining context. This material leads to active and meaningful use of the skills students acquire in the language classroom. Students do learn easily with association and in a context. Songs provide such associative framework. Teachers do not have to be professional musicians in order to implement this technique. Anybody and everybody can sing, especially when aided by the recorded songs on the tape.

- Teachers can use the audio tape and play a song,
- Then introduce the song to students and sing along.
- Meanwhile they underscore a certain grammar use that is repeated again and again in the song.
- The book provides the students not only with relevant pictures, lyrics, and notes but also with new vocabulary and the translation of the lyrics of the song they sang.
- The emphasis is on the introduction of a new grammar concept in the context of an authentic songs
- Exercises in the book provide the students with post-study

activities.

However, the best part of this material is that it does not introduce new concepts in isolation. On the contrary, just as they learn a new concept students also learn how, why and where, in what possible ways, such a concept can be utilized as exemplified by the song. While they learn to sing a song they also learn to use the concept. In the post-study activities the book offers exercises in which students practice a new grammar pattern, a new suffix, a case ending in other, variety of ways, through translation, substitution, etc. Through songs such as "Ali Baba'nın çiftliği," which is a song students easily associate with "Old McDonald had a Farm," they can learn genitive-possessive; VAR-YOK (Ali Baba'nın bir Çiftliği var.); and the singing of various animals in Turkish.

In the demonstration, two songs "Çanakkale" and "Kara Basma" were played. Written text of "Çanakkale" focuses on the use of -meden/-madan and -meden önce/-madan önce. These are phrases frequently used in the original song. (without/before) The use of this song introduces "without/before" in Turkish in a specific cultural context such as the place of Çanakkale on the Turkish map and the battle that took place there in the First World War. The song, in fact relates the story of this battle, which is quite significant in Turkish history. "Kara Basma" relates the story of a love affair and a wedding preparation and it focuses on the use 'imperative you informal' and 'you all/you formal.' These are repeated throughout the song from the title "Kara Basma" which means "Do not Step on the Snow" to the very last line. Students tend to associate such new grammar with the song. Rhyme and repetition also makes the new grammar linger in their minds. Moreover, not only their building skills (listening and reading) but their production skills (singing, speaking and writing) are put to use, as well. These tunes also help to open a new, larger window into the other language and culture they study.

5. *Türkler Amerika'yı Anlatıyor (Turks Speak of America)*: This project which is in progress at UT-Austin is based on the same principles that students learn new things

as they relate the new knowledge to their world, they learn in a context, and that they demand new and diverse listening comprehension input. Project supervisor is Yıldırım Erdener, and oral and written material for this project is developed by Pelin Başçı. This project has an audio component and booklets to go along with the taped, edited interviews. Its purpose is to provide listening comprehension material for intermediate (second-year) students of Turkish. The first booklet and its tape in this series are available at this time through UT-Austin Turkish Program. Other edited tapes and transcriptions are in the process of being developed. This material is prepared for the individual use of students.

—Students will listen to short, authentic (non-simplified) speeches about language and culture by native speakers on tape.

—In the booklet they will find that these speeches are transcribed.

—Transcription pays attention to differences between spoken Turkish and the written word. Even though Turkish is a highly phonetic language, such differences still occur in everyday language and the language differs slightly from one speaker to another. One speaker may choose to say 'so(n)ra,' another 'son(r)a'. Transcriptions inform students of such differences. For example, a speaker may choose to say "bi" for "one." In this case he/she does not pronounce the final "r" and swallows it. This is indicated as "bi(r)" in the transcription.

—In the transcriptions of oral texts students will find blank spaces and will have to fill them in by listening to conversations on the tape.

—Students will also find the new vocabulary and multiple choice comprehension questions.

—The text provides them also with answers. So, after filling in the blanks they can check themselves by looking at the full transcription. They can also check their answers to multiple-choice questions by looking at the answers at the back of the booklet.

—After each conversation students are also asked to summarize the story told on the tape.

The first booklet in the series of *Turks Speak of America* is an edited transcription of a set of interviews con-

ducted with students from Turkey. It explores the possibility of approaching the language learning process with humor. Students from Turkey relate their stories of laughter in Turkish. In these stories they reveal the funny mistakes they made and the misunderstandings they caused as they tried to speak another language. Basically, this series investigates the cultural and linguistic differences between Turkey and the United States. As Turks speak of their experiences they reconstruct the Turkish linguistic and cultural identity against that of the American identity. The underlying pedagogical concern is to demonstrate the rewards and difficulties of learning a foreign language and learning to operate in a foreign culture are principally universal.

6. *Computer Interactive Turkish*: This computer interactive Turkish program is developed at the language laboratory facilities of UT-Austin for second and third semester students by Pelin Başçı and Eric Eubank. Executive producer of the project was Dr. Güliz Kuruoğlu. This is a brand new program that incorporates multi-media. On the computer screen students can see a video film, hear the sound, answer questions and receive immediate feedback in the form of graphics, answers and explanations.

The video film is based on authentic material from TV commercials from Turkish TV. Activities progress on a linear scale. Before answering one question students cannot get to the next section. On the same screen they can open up the vocabulary mini window and search for an unknown word. They can also hear the pronunciation of the word as they find it. Activities are based on pre-viewing, viewing and post-viewing formats. All computer interactive questions are multiple choice. Students answer the questions by clicking on the right answer. And then clicking on the feedback mini-window, in which case they will get an appropriate feedback in the form of graphics or explanations for that individual question.

—In the previewing part there are no right or wrong answers. This section prepares students for the topics that follow and helps them develop ideas related to that topic.

—In the silent-viewing part students see a commercial on the computer screen without voice and are asked to answer

questions related to the people, places and actions in that commercial.

—In the viewing part they watch the commercial on the computer screen with sound and are introduced to a second kind of activity. They are given a fill-in-the-blanks part taken from the commercial. In order to fill in the blanks they choose the appropriate word from the pool of options and drag it to the blanks by using their mouse. When they answer correctly they get to hear that part of the commercial again.

—When students come to post-viewing activities they are asked to use their productive skills in Turkish to give the right command to the computer to create a graphic of their own. [E.g., Students can visually construct a graphic of a person with or without height with or without weight, with or without 'mind' (akıllı/akılsız), with short or long hair, with blue or brown eyes, provided that they know how to use -li and -siz endings in Turkish. In another exercise they can find the right sentence structure to say "Please taste this delicious baklava!" if they click on the right option. In the case of a right answer they will see that the computer eats up the baklava graphic on the screen. In the case of a wrong answer they will be given explanations as to why their answer was wrong and they will be asked to try again.]

Computer commands are simple and easy to operate for the students. Feedback is an essential part of interactive use of the computer by the students. In this project the computer program is not used as a testing device. Nor is it mainly a teaching device on its own. It provides the students with additional activities to master the new grammar structures and vocabulary. Each section focuses only on the use of one type of new ending, structure, or vocabulary. This project requires minimum teacher presence. Teacher can answer occasional questions concerning the use of the computer program. Every icon, window, symbol and activity is explained at the beginning of the program for easy reference to the students. In that sense the program is user friendly.

This program is at UT-Austin language laboratory for use on Macintosh, color 8 bit (256 colors); 8 Mb. memory

(Ram); preferably Quadra or better; and a Syquest removable cartridge player (Hard disk drive 45 mb. cartridge).

Pelin Başçı
University of Texas at Austin

Azerbaijani—English Dictionary

Dunwoody Press announces the publication of a Azerbaijani-English Dictionary, with 22,000 entries by Volozov & O'Sullivan. See also AATT NL 13-14 for other pertinent titles. Dunwoody Press is interested in publishing resource materials for the LCTLs and encourages submission of manuscripts. A catalog of existing titles may be obtained from the publisher,
Dunwoody Press, P.O. Box 400
Kensington, MD 20895-0400.

Azerbaijani

CONCISE DICTIONARY English-Azerbaijani / Azerbaijani-English

This dictionary by Seville Mamedov was published by Hippocrene Books in their *Hippocrene Concise Dictionary* series. It is in the new Latin alphabet and has 'over' 8,000 entries.

The dictionary can be ordered from:
Customer Service-Dept. AI
Hippocrene Books
171 Madison Avenue
New York, NY 10016

Азәрбајҹанча-инкилисчә лүғәт

This pocket dictionary was published in Baku in 1990 by the Azerbaijan State Publishing House. Compiled under the editorship of Ismihan Rehimov, it contains 7,000 'words and expressions'.

TEACHING FOR COMMUNICATIVE COMPETENCE?

Pro Lingua Associates in Brattleboro, Vermont produce several props suitable for use in communicative language teaching. Although mostly meant for ESL and the other commonly taught languages, some of the props are 'generic' and can be used for Turkish as is, such as the card game 'Families', others could be used as a model. One of the story card sets for improving reading and speaking skills in English involves the "Tales of Nasreddin Hodja".

To ask for a catalog, contact Pro Lingua Associates, 15 Elm Street, Brattleboro, VT 05301, or call 800 366-4775.

A GUIDE TO CENTRAL ASIA

Guide to Scholars of the History and Culture of Central Asia by John Schoeberlein-Engel. Research Publications of the Harvard Central Asia Forum, vol.1, 313 pp.

This guide provides information on nearly 1,000 scholars from countries throughout the world, covering the great majority of scholars in the field. Information for each scholar includes:

- brief biographical data and scholarly background, including knowledge of languages;
- addresses, institutional affiliations and other contact information;
- scholarly interests, including areas of possible collabora-

tion; and

—bibliography of representative publications.

Disciplinary coverage includes fields related to history and culture, anthropology, archaeology, architecture, art history, cultural and social geography, history, philology, religion, sociology, and other related fields, such as economics, linguistics, and political science.

Regional coverage includes the former Soviet Central Asian republics of Uzbekistan, Kazakhstan, Kirghizstan, Tajikistan, and Turkmenistan, as well as the adjacent regions of Xinjiang (Eastern Turkistan), Mongolia, Tibet, the Inner Asian Steppes, the Caucasus, Southern Russia, and Northern Iran and Afghanistan.

For further information contact:

Harvard Central Asia Forum,
1737 Cambridge Street,
Cambridge, MA 02138
email: centralasia@fas.harvard.edu

Turkish

Redhouse Dictionaries

Dictionaries and books published by the Redhouse Press are distributed throughout North America by its newly appointed agent, Hülya Sowerwine.

The current price list for the dictionaries is as follows:

| | |
|--|---------|
| The New Redhouse Turkish-English Dictionary | \$55.00 |
| The Redhouse English-Turkish Dictionary | \$50.00 |
| Çağdaş Turkish-English Dictionary | \$45.00 |
| The Redhouse Portable English-Turkish/ Turkish-English Dictionary | \$16.00 |
| The Redhouse Mini English-Turkish/ Turkish-English Dictionary | \$12.00 |

For further information, contact

Redhouse Press Publications
77 Court Street
Machias, ME 04654
(207) 255-4526

NEW STUDENT BULLETIN

Kazakh & Kirghiz Studies Bulletin, the Newsletter of the Kazakh & Kirghiz Studies Group at the University of Washington in Seattle, has published two volumes so far. To subscribe to this very informative newsletter, please contact:

Kazakh & Kirghiz Studies Group
Dept. of NES,
Box 353120,
University of Washington,
Seattle, WA 98195-3120

Book Review⁹

Margaret Bainbridge, ed. *The Turkic Peoples of the World*. Kegan Paul International, London and New York, 1993, 403 pp.

Turkic Studies must be one of the most difficult subjects to be an expert in. Turkic peoples go back a long time and have moved about extensively—unfortunately in geographical areas where data are hard to obtain. Hence, their always very important role in world history and politics is not obvious from the meager information and few publications available on Turkic peoples.

In 1987 Margaret Bainbridge, who has devoted her career to Turkish-Turkic studies, set up the Turkish Area Study Group in SOAS and together they have produced the present book. They apparently began before 1980, with the aim of collecting and presenting basic information to increase “general awareness of a people neglected in the literature”. It is a collection of articles of varying lengths about the Turkic peoples: their past and present “from middle Eurasia to North Western China” and about Turkish immigrants in

⁹ Reprinted with permission from the author and TASG News where the review first appeared.

Australia and Western Europe. The articles were written at a time (between 1980 and 1990) when neither the Balkans nor the Caucasus nor Central Asia were very significant as far as “immediate world politics” was concerned and finding data was more difficult then today.

The book is in three sections preceded by a general “Historical Introduction” by Jean-Paul Roux. He summarized the history of the Turkic peoples between 300 BC and the twentieth century. It is a truly difficult task executed very nicely.

The articles in the next three sections are accompanied by maps of the area they are concerned with and each article has subsections on Historical Background, Numbers and Distribution, Civil and Economic Status, Language, Education and the Media, Religion and Culture. Most of the bibliographies given at the end of the articles carry brief synopses of the chief works.

Section one is a series of articles on the Turkic peoples of Afghanistan, Bulgaria, Cyprus, Finland, Greece, Iran, Iraq, Mongolia, Rumania, Syria, (ex-)USSR and (ex-)Yugoslavia. Section two, by Andrew Mango, is about “outside Turks”, i.e., refugees of Turkic or presumed Turkish origin and their descendants settled inside the borders of the Republic of Turkey. The final section consists of two articles on Turkish immigrants in Australia and in Western Europe.

The book is a valuable contribution to Turkic studies. It covers the great majority of the Turkic groups in the world today (a correction note 1 on page xi: there still are Karaim in Poland). One sincerely hopes that it will be updated periodically and used as a reference.

Çiğdem Balım
University of Manchester

9. Reports from the Field

Editor's Note: Didar Akar was sent to represent AATT at the Annual ACTFL Meeting held in Atlanta November 18-20, 1994. The following are her observations:

ACTFL '94 28th Meeting of the American Council on the Teaching of Foreign Languages

"Languages: Key to the Past and Passport to the Future" was the title of the 28th meeting of ACTFL, held in Atlanta November 18-20, 1994. Approximately 4000 people participated in the sessions, exhibits and workshops. Prior to the conference ACTFL Oral Proficiency Interview Workshops were held for those who want to administer and rate the Oral Proficiency Interview. Several other pre-conference workshops were also held on topics like learner variables, and specific methods and techniques. The sessions during the conference were grouped under keywords like assessment, culture, curriculum, literature, materials, methods/techniques, policy/issues, teacher preparation, etc. As for the business aspect, in the delegate assembly meeting, the issues on the agenda included reports on ACTFL '94, financial status, membership, nominating procedures for officers and awards. Finally the proposal to establish dues for organizational membership in the amount of \$100 was discussed.

The Proficiency Guidelines that ACTFL developed seem to be well-established. Instead of generating further discussion, they were mentioned as reference points in the presentations. On the other hand, national content standards for foreign language education for students in grades K-12 (referred to as national standards) were the focus of much discussion as the first draft is now available for public comment.

The most relevant session from the perspective of teaching Turkish as a foreign language, was entitled "Commonly/ Less Commonly Taught Languages: what can we learn from each other?" which was to have been presented by Nina Garret and Eduardo C. Cascallar from the Center for the Advancement of Language Learning (CALL) in Arlington, VA. However, the session was canceled without any further information.

Below I will briefly discuss some of the presentations that I attended and found interesting and relevant:

- C. Schmidt from Glencoe/McGraw Hill Company discussed the latest trends in language teaching from the perspective of a publisher. Some issues which he claimed to be on the agenda of foreign language teaching in the last few years of this century are as follows: among the four skills, reading, especially extensive reading (as opposed to intensive reading of one particular text) will come into the foreground. This involves to a great extent the notion of the 'language across curriculum', another recurrent theme of the conference. Higher skills rather than basic skills are going to get more attention. As for the methods and techniques, a distinction was drawn between the exercises and cooperative learning activities; in the former, the students learn a new item and the teacher's correction is necessary. In the latter, however, peer teaching is prevalent and the correction by the teacher is absent. The presenter predicted that the latter will have its place in the textbooks. Another major trend concerns the increasing role of technology. In addition to videotapes which are widely used nowadays especially for initial presentations of material, interactive multimedia, e.g. CD-ROMs, will be used not only for passive visual presentations, but also for actual teaching. The technology fair during the convention supports the speaker's predictions, at the same time painfully reminding the scarcity, if not the lack, of multimedia teaching materials in the field of Turkish.
- C. Kasper of the University of Hawai'i presented their research on speech act realization differences across languages. They emphasize that negative transfer from one's own native language pragmatics does not always result in failure as exemplified by the Japanese native speakers' positive reaction to non-natives' unsuccessful attempts of speech acts such as apologizing. They suggest that further research in miscommunication studies, contrastive pragmatics, and interlanguage pragmatics is necessary in order to teach the pragmatics of the target language.
- One of the recurrent themes of the convention was the teaching of culture both as the content and the context. In one of the numerous presentations on this topic G. Robinson-Stuart described the National Language Resource Center's (NLRC) model at San Diego State University. In

their Spanish course they used as an integral part of the curriculum the technique called the 'ethnographic interview' in which the students speakers/members of the target culture and interview them. The main features of this technique are to get the insider's perspective, interactive listening, and self-awareness. Classroom research includes background reading, practice, the actual ethnographic interview with the native speakers, examination questions, oral summary, and written report. They have also developed multimedia projects for various commonly taught languages as well as some LCTLs such as Russian and Arabic. They also offer teacher training for those who would like to implement these methods/techniques in their language programs. Their model seems appealing when one considers how rarely Turkish culture is incorporated into the teaching materials beyond the Turkish cuisine, hospitality, and the 'cradle of civilizations' cliches.

- On the subject of content-based instruction, D. Musumeci addressed the problem of the gap between the basic language instruction and advanced courses, especially in literature. She suggests that this gap is maintained by false assumptions such as language can be taught and learned in the first two years of study. She discussed content-based instructions as an alternative to bridge this gap. Students work with authentic texts, written or oral, designed for native speakers in order to understand, interpret and evaluate their content. Students respond orally or in writing to the content of the readings and lectures, and thus they are required to synthesize information from multiple sources. Although the activities are specific to the content area, they are designed to make the students think and learn through the second language. She discussed the experiment in content language learning in Italian at the University of Illinois at Urbana-Champaign where the students study the human and physical geography of Italy. She argued that linguistics might have an enhancing role in this endeavor, especially through socio-linguistics, lexicon-semantics, or morpho-syntax. She warned, However, that there was no evidence to suggest that it would improve the students' linguistic performance.

- H. Jarausch and C.J. Tufts provided an overview of the research on teaching literary texts. In their approach, the role of the reader changes from a passive receiver to the creator of text and meaning. The teacher's task is limited to ensure that the students have the necessary linguistic, cultural, and historical information, and to familiarize them with the traditions and conventions of literary genres. Along these lines some techniques and activities have been demonstrated in the three genres (poetry, narrative, and play). Pre-reading activities include brainstorming (e.g., on the title), and framing the text geographically, and temporally. While reading activities include predicting topic development, reading for certain themes and patterns, discovering the significance of the presence or absence of the various characters is encouraged. Additionally students can analyze the use of formal vs. informal language and keep a reading journal in which they write their reactions to the reading, summaries, or answers to the questions which are provided either by the teacher or the students about the text. Post-reading activities include first person account of the plot from one of the characters in the text, the class can interview the main character; they can infer a scene which is not in the text, interpretive role playing, etc.

As a final remark, the ACTFL convention has much to offer to various interest groups. Although LCTLs are typically underrepresented (with the possible exceptions of Chinese and Italian) both in the presentations and in the audience, it is possible to benefit substantially from the discussions on common topics like curriculum, literature, teaching materials, methods and techniques. In my opinion, the ACTFL conference would be the most appropriate place to have our annual meeting, considering that AATT is, in the first place, the organization of language teachers rather than Turkologists or linguists. (A word of caution is necessary here: I have never attended a MESA conference before, and the information I have is based on what I have seen on the MESA program and what I heard from friends and colleagues who had attended MESA conferences.)

Didar Akar
University of Michigan

Editor's Note: At government language schools, learners are fulltime students of a language. Typically, five days a week, they will meet with language instructors for six contact hours, with additional daily work at the language lab and home assignments. It is expected that, for Turkish, after 32 weeks of instruction the students will reach a '2' on the ILR scale (Advanced for ACTFL), and after 44 weeks a '3' (Superior for ACTFL). The following observations come from an experienced teacher in this system who reports that reaching these goals has been elusive because of 'special challenges' to native speakers of English who want to learn Turkish. It is sobering to read that after 11 months of intensive, fulltime language study, certain linguistic features—with which we all are familiar—have still not been mastered.

The Special Challenges of Turkish

The following comments are based on observation and student feedback about the Turkish language over the past ten years. The feedback simply confirms that it is almost impossible to achieve the objective of a 3 FSI scale rating within the allotted time frame of eleven months. In many cases this feedback came from students who have had exposure to other languages, including languages reputedly more difficult than Turkish, such as Arabic and Chinese, and who, therefore, have a good comparative basis for their judgment.

Agglutination

Agglutination is inflection by suffix, or adding meaning to words, phrases and sentences by the addition of suffixes. The omission of a required suffix in Turkish can change the meaning of a passage or render it meaningless. Example: In the word *okuyorum* (I am reading) the literal meaning of the respective elements is *oku*(read)+*yor*(ing)+*um*(I). Omission of the last suffix would change the meaning to 'he is reading'. Inserting a "d" before the last suffix would change the meaning to 'I was reading.' Omission of the "yor" would result in a meaningless word. Such inflections are very common in Turkish and much more complex than these examples show.

Vowel Harmony

This is a characteristic of Turkish which has no impact on the meaning but which has its own strict rules which must be followed for true Turkish competency. In general, initial vowels in a word govern the selection of vowels in following syllables. But the rules are not reducible to a single set and there are a few exceptions. The general rule: Turkish has eight vowels, generally harmonizing in groups of four (a, ı, o, u—the back vowels, and e, i, ö, ü—the front vowels). Examples: *Kalın* (a dotted "i" cannot follow a back vowel like a). *Kesin* (a dotted "i" must follow a front vowel like e). There are, however, anomalies, generally in words derived from other languages (*saatler, sıhhati, enginar, istakoz*).

Pronunciation

Turkish has a host of pronunciation problems. Like German, it has *ü* and *ö* and, unlike German, an undotted *ı*. It has single letters (*ç* and *ş*) representing the *ch* and *sh* sounds. It has a soft *ğ* which is usually unpronounced. The letters *l* and *r* (especially the terminal *r*) are pronounced differently in Turkish. There is a circumflex *a* (in words loaned from Arabic and Persian) which almost has the effect of putting a *y* before the vowel.

Lack of Gender

Turkish has no gender and this requires substantial linguistic acculturation on the part of the student. The simple letter *o*, for example, means he, she or it, as well as that, depending on the context. With the exception of *bir* ("one") used occasionally (and in ways not parallel with English usage) as "a" or "an", there are no articles in Turkish: there is no equivalent for German *der, die* and *das*, French *le* and *la* and so forth. While this may appear to be a simplifying factor, in reality it again presents acculturation problems for English speakers (because they have a, an and the), and this is particularly true for students who have studied other languages with articles. Also, Turkish has an "embedded" article in the form of another suffix, such that when an object of a verb is definite it receives a suffix which it otherwise would not have. The lack of gender for personal pronouns

presents particular problems. requiring for example, memorization of male and female names to determine from the context whether *o* means 'he' or 'she'. Unfortunately, males and females in Turkey have a few common names (my own, 'Ender', being one example).

Cases

English has three cases (subjective, objective, possessive). Turkish has six (nominative, genitive, dative, accusative, locative and ablative). The nominative, like English, does not inflect, but the others do with particular endings or suffixes (except in the non-specific accusative, e.g., "Pasta verdim" means "I gave cake" whereas "Pastayı verdim" means "I gave the cake.").

The Plural

Turkish has an odd plural construction (to American ears). We say *iki kitap* (*two book, not 'two books'). To a Turk, the English construction, of course, seems odd, even redundant: since you already have a numerical indicator before the noun, why go to the trouble of adding the plural indicator? It takes repeated reminders to get American students to make the shift to the Turkish plural mode.

The Interrogative

If not introduced by an interrogative word (what, why, etc.), the Turkish interrogative is indicated by a suffix, *mi* (*mu*, *mü*, depending on vowel harmony). Also, the tonal inflection of the Turkish interrogative does not rise as it does in English. Although there is a detectable difference in tonality, the inflections of *Kitabı aldın* and *Kitabı aldın mı?* both fall. Many hours have to be spent to drill rising inflection out of Turkish questions by American students. Then, after the *MI* is mastered, additional efforts have to be made to unlearn the *MI*, because it drops when the question is introduced by one of the interrogative words. Many students are tempted to say, **Kitabı ne zaman aldın mı?* when the correct form is *Kitabı ne zaman aldın?* (When did you get the book?).

Word Order

Word order is approximately the reverse of English and

much looser, with variable ordering permissible for purposes of emphasis or contrast. Thus, 'I am going to school' is *Okula gidiyorum*. But a student might say to someone trying to keep him from going to school, *Gidiyorum okula!* All in all, word order in Turkish is more like Latin than English. And the longer the sentence, the more this is a problem for native speakers of English.

Tenses

Turkish has approximately the same tenses as European languages, except that it doubles their number by distinguishing between observed and unobserved actions, whether completed or projected. Thus, *gitti* and *gitmiş* both mean 'he went', but the second one implies that the speaker didn't see him going. *Gidecek* and *gidecekmış* both mean 'he will go', but the first is presented as a certainty (because, for example, he himself told me he was going), whereas the second has an element of doubt in it (because I heard from others that he was going?). Further complicating things, the *-miş* ending sometimes loses this connotation, as, for example, when it is embedded in the pluperfect. Also, this suffix occasionally follows itself, as in *Gitmişmiş*, 'he had (supposedly) gone'.

Proverbs

Turkish is a very proverb-rich language, and extensive use is made of them in everyday speech. Frequently, speakers will speak volumes by uttering only the first two or three words of a well-known proverb and everybody understands—except for the hapless non-native speaker who is left clueless when others are laughing or otherwise reacting to the magic words.

Old, New and Ultraneu Turkish

Ottoman Turkish absorbed vast quantities of linguistic goods from Arabic and Persian, not only vocabulary items but even constructions. With Atatürk's revolution, a systematic effort to expunge the alienisms and restore "original" Turkish (*Öz Türkçe*) began, and continues today. From the 1940s through the 1980s, moreover, political ideologies of the left and right fastened themselves to the desire to accelerate or resist this linguistic change, and this ideological split

showed up very clearly in the daily press. A student reading *Tercüman* and then *Cumhuriyet* would think that he had traveled to a different country. The schools generally upheld the transformation to *Öz Türkçe*, so that there is also a clear linguistic division between young Turks and old Turks. Finally, since the 1970s, there is a strong trend toward importing words from English and French. In sum, the beginning student of Turkish must master a language that at times can seem like three parallel but distinct languages.

Participles and Gerunds

These are the biggest challenge of them all for the typical student of Turkish. Because Turkish has no relative pronouns or adverbs, the language relies very heavily on adjectives and nouns formed from verbs. The heaviest usage occurs in indirect speech (*Kendisine gideceğimi söyledim* 'I told him that I would go') and adverbial phrases (*Gittiğim zaman söylerim* 'I'll tell him when I get there'). The shift to a mindset without relative pronouns is almost always difficult for American students, and mastery of correct usages requires time and practice.

Summary.

The foregoing difficulties and peculiarities of learning Turkish are among those I have observed after ten years of teaching the language. I think it would be useful if I could get together with some of my fellow Turkish teachers in other agencies and institutions and draw on their experience and observations. I am fairly certain they would be able to add to the above summary. By comparing notes and preparing a more comprehensive listing of difficulties peculiar to Turkish, we will have a basic document for an ongoing roundtable in which we could discuss these difficulties and perhaps develop methods and techniques for making these problems less discouraging for our students. We might even reach a point at which it would be reasonable to expect talented students to achieve a level of 3 in an eleven-month course.

Ender Creel
ILR, Washington, D.C.

10. Ve Saire

These are difficult times for programs which rely to heavily on federal support, yet at the same time for our field, because of geopolitics, it is an exciting time full of challenging possibilities.

The yearly student survey is incomplete, with only 12 institutions responding to date. The total thus far stands at 229 for the 1994-1995 academic year which would appear to suggest a modest increase at best over the last several years' data.

There have been disappointments in the field, lack of encouragement and support for efforts to develop Turkish programs by area studies colleagues at the University of Virginia, inability to sustain existing programs, and the determination to replace retiring colleagues with part-time or full-time lecturers.

On the other hand, within the profession substantial growth and development has taken place and a new level of cooperation is in the offing as can be seen in the Wisconsin Workshop report (2 above) and was experienced recently during the June Berkeley Workshop (a report of which will follow in the next Newsletter).

Please read the draft Language Learning Framework and send Güliz your comments. Come to MESA and participate in the two workshops which AATT is sponsoring, one on the Framework with emphasis on the place of grammar, and the other on the difficulties encountered while teaching the languages of the Turks. There is still time to nominate a candidate for the Redhouse Prize in Best Progress for Turkish.

Last—again—if you have not paid your dues as yet, please do so.

Erika H. Gilson
Princeton University

AATT

American Association of Teachers of Turkic Languages

DIRECTORY OF MEMBERSHIP INFORMATION

MEMBERSHIP CATEGORY:

Regular _____ Student _____ Institutional _____

NAME _____

TITLE _____

DEGREE(S) _____

ADDRESSES: Preferred mailing address: office _____ home _____

Office _____ (Institution)

_____ (Street)

_____ (City, State)

_____ (Country)

_____ (zip, postal code)

Home _____ (Street)

_____ (City, State)

_____ (Country)

_____ (zip, postal code)

TELEPHONES: Office _____ Home _____

FAX _____ EMAIL _____

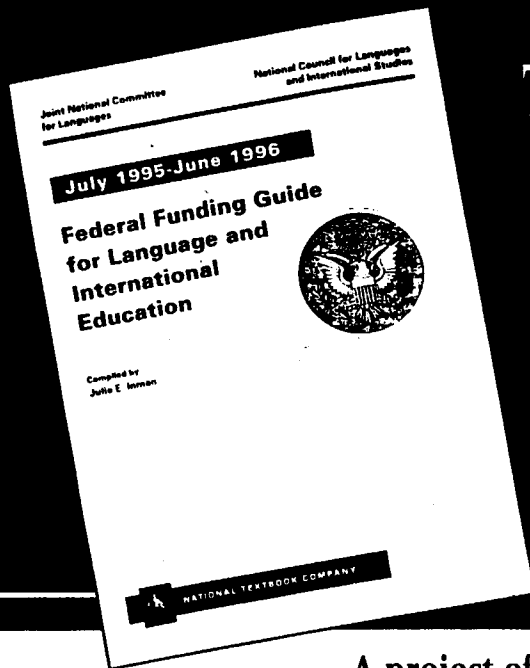
LANGUAGES TAUGHT: _____

RESEARCH INTERESTS: _____

CURRENT RESEARCH FOCUS: _____

RETURN TO: Erika Gilson, Treasurer, Dept. of Near Eastern Studies, 110 Jones Hall,
Princeton University, Princeton, NJ 08544-1008, USA
fax: (609)--258-1242; email: ehgilson@princeton.edu

REVISED AND UPDATED FOR 1995-1996



This Book Shows You the How and Where of Federal Funding!


A project of JNCL (Joint National Committee on Languages) and NCLIS (the National Council for Languages and International Studies) published by NTC.

Every year millions of federal dollars for foreign language education go unused. Now, in one convenient guide, educators have at their fingertips a compilation of the 1995-1996 programs established to find funding for:

- Foreign languages
- International/area studies
- English as a second language
- Bilingual education
- Literacy programs
- Intl' business education

Essential for everyone responsible for writing proposals and grants. Here in one volume are the funds available for each program, how to qualify and who to contact.


Softbound, 8-1/2" x 11", 48 pages.
#EL9489-6.....\$12.95

 **National Textbook Company**
a division of NTC Publishing Group
4255 West Touhy Avenue • Lincolnwood, IL 60466-1975
1-800-323-4980 or 1-708-679-5500 • FAX: 1-708-679-2494

**LIMITED PRINTING!
MAIL OR FAX YOUR ORDER TODAY!**

Name _____ Phone (____) _____
 School _____
 Address _____
 City/State/Zip _____
 Payment enclosed Purchase Order Attached
 VISA MasterCard American Express Discover Card
 Acct. No. _____ Exp. Date _____
 Signature _____

| Qty. | Code No. | Title | Price | Ext. |
|--|-----------|-------------------------------|------------------|------|
| | #EL9489-6 | 1995-96 Federal Funding Guide | \$12.95 | |
| FREE shipping on all prepaid orders | | | Subtotal | |
| Single copy purchases require prepayment | | | Tax (CA, IL, WA) | |
| | | | Grand Total | |

 **National Textbook Company**
a division of NTC Publishing Group
4255 West Touhy Avenue • Lincolnwood, IL 60466-1975
1-800-323-4980 or 1-708-679-5500 • FAX: 1-708-679-2494

AD0760