American Association of Teachers of Turkic Languages

Newsletter June 2016

The Executive Secretary's Note

Ercan Balcı
Brown University

Happy summer wherever you are in the world!

We have completed another successful academic year, and finally reached our well-deserved summer break to recharge for the exciting new academic year. As you might remember, we announced the tentative idea for the 1st AATT Conference titled "Approaches to Teaching Turkic Languages and Literatures" in our December 2015 newsletter. Now that the deadline for abstract submission has passed, I am happy to share the news that we have more high quality submissions than we can accept. I would like to give my heart-felt thanks to those of you who volunteered to serve on the organizing and selection committees and those who submitted proposals.

Since I started this Executive Secretary's note talking about our conference, I would like to take the opportunity to reflect on the conferences we attend in our field. One might ask why we are organizing a separate conference while there are many conferences that we can attend and present our research or experience. As a matter of fact, as AATT members, we are

continuing to present at such conferences like NCOLCTL and MESA. However, we never had more than a handful people coming together at such conferences sharing the passion for teaching Turkic languages and literatures. Some might also wonder if they will hear anything original after having been to conferences where every submission has been accepted without considering relevance or originality. To be honest, it is quite normal for someone to feel cynical after sitting through many sessions without adding much to their existing knowledge, or paying high registration fees for a conference where many of the presenters on the program do not show up. Rather than getting frustrated and stop going to conferences, it is better to come up with a better organized conference that will bring the members of our community together. As someone who has attended many conferences and symposia, one might not be sure if it is worth the trip to a one-day conference. I strongly believe that one-day symposia/conferences can be more focused and informative with applicable ideas than a multi-day conference in which most of the presentations are not in one's area of interest. Personally, I learned a lot in the last couple of months at the two one-day symposia: one on Flipped Classroom in Foreign Language Classes at University of Illinois in Chicago in April and another one on Genre-based instruction at Brown University in May.

The last point I would like to make is that the unpredictability of level of the presentations at a conference especially those focusing on pedagogy can be frustrating for the participants. As language and literature teachers, we know that we need to consider the level of our students before creating our lesson plans, but some conferences can include very low-level presentations, or some conference presenters might dwell on the basics as if the attendees are not familiar the topic and rush through their study and findings in the rest of their presentation. Considering the quality of the submissions, I have no doubt that our conference will be very informative and at the right level for the audience, and it will definitely be worth traveling to one of the most beautiful cities in the US.

I am very excited about the prospect of seeing you all at the 1st AATT Conference on November 16th at Harvard University and at the AATT Graduate Pre-conference on November 17th at Boston University. While you are in the area, you should also consider attending the MESA Annual Meeting where we will hold an AATT roundtable and the ACTFL Annual Meeting in the very same city right after our conference and pre-conference.

With best wishes,

Ercan

Feride Hatiboğlu
University of Pennsylvania

As the treasurer of AATT I am glad to announce another successful year in 2016. Our balanced budget and continuing strong numbers will perfectly support our upcoming events and obligations.

As we are getting close to the end of our fiscal year, I am working on our financial report for 2015-2016 to be published and announced in MESA meeting in Boston 2016.

We are proud to cooperate and collaborate with our supporting institutions such as Institute of Turkish Studies, Princeton University, Georgetown University, Boston University, University of Pennsylvania both Near Eastern Languages and Civilizations and Middle East Center, Harvard University, University of Arizona and University of Texas at Austin and University of Chicago for their support. With their continuing support and encouragement AATT will continue to improve even more.

We also would like to thank all our individual members Dr Guliz Kuruoğlu and Dr. Peter Brampton Koelle for their generous donations to AATT.

We are creating necessary initiatives and programs, conferences. These are all happening with your unprecedented show of solidarity and support. Samiha Ayverdi award funded by Kubbealtı Foundation in the field of Ottoman studies, Redhouse Prizes funded by Ertegün Foundation in the field of Modern Turkish studies. Pre-conference event with the support of ITS and AATT's inaugural conference with the support of our ITS and our member institutions. With your continuing support I believe that we will turn 2016 into a new year of prosperity and growth for our Association. Membership and revenue are inextricably linked to our future as we solely depend on our member base for our revenue stream and would like to see our members' continued support to our organization.

This is a great opportunity for me to thank you all.

All my best,
Feride Hatiboglu

Remembering Etem Erol

"Etem Her Şeye Gücü Yeten"[1]
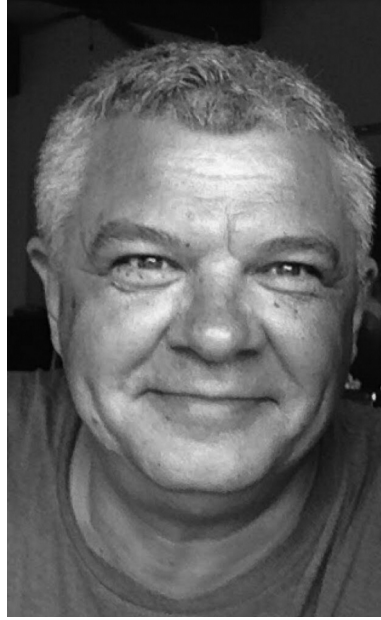
Etem Erol
1955-2016

Etem Erol, an excellent teacher of Turkish and Ottoman, an active member of the Turkish teaching community and a wonderful person left a gaping hole when he passed away suddenly early January.

Like many of us in this field Professor Erol came to Turkish language instruction through a series of coincidences. Due to social pressure he initially pursued an MBA and worked in finance but at age 40 switched directions and pursued a degree in history which led him to study Ottoman Turkish and then he expanded his teaching to include modern Turkish. His courses in Modern Turkish language as well Ottoman Turkish and Paleography were enriched by his research interests in modern Middle East history, Islam in Anatolia, and comparative economic history. He resisted teaching what he called "Turkish for tourists" and opted to teach Turkish within a cultural context. His great knowledge of the intersections between Turkish language and history, his love of his language and teaching as well as his wonderful sense of humor allowed his students to learn whatever it was he was teaching as they put it "without suffering," and in fact the students themselves expressed surprise at how much they had learned from him despite the fact that they had not suffered [2]. The very qualities that his students mentioned as the ones that inspired them to want to learn more Turkish and want to succeed: his enthusiasm, warmth and engagement with contemporary Turkish language and cultural studies were what we his colleagues in AATT admired and respected the most. We knew that if we needed a member for an award committee such as Red House or if we needed a master teacher of Turkish to demonstrate how to teach Turkish culture in a language class that we could count on Etem Erol, who tirelessly one year organized ten cultural events on his campus in order to make his campus aware of Turkish culture and language.

Etem Erol will be missed by his colleagues and students.

Roberta Micallef

(1) Anonymous comment by a student following interview with Etem Erol. "Interview: Professor Etem Erol." Bwog Staff, Nov. 13, 2007.
(2) I was invited to evaluate the Turkish program at Columbia University while he was in charge of it and this is what I learned from the students that I interviewed.

Past Conferences

*Turkic Linguistics: The State of the Art
International Symposium on the Occasion of Lars
Johanson's 80th Birthday*

Uli Schamiloglu

Professor Lars Johanson at the reception at his home.

Turkologists and linguists gathered from around the world to participate in a symposium entitled: "Turkic Linguistics: The State of the Art International Symposium on the Occasion of Lars Johanson's 80th Birthday". Professor Éva Á. Csató Johanson served as the gracious hostess for a reception the evening of March 18, 2016 at their home. The official program took place on March 19, 2016 at Johannes Gutenberg University (Mainz, Germany), followed by a dinner hosted by the Johansons. The symposium was organized by Professor Dr. Hendrik Boeschoten and Juniorprofessor Dr. László Károly of the Institut für Slavistik, Turkologie und zirkumbaltische Studien, which has served since January 2016 as the new home for the Seminar für Orientkunde at Johannes Gutenberg University.

Following the opening address by Professor Dr. Stephan Jolie, Dean of the Faculty of Philosophy and Philology, papers were presented by:

- Irina Nevskaya (Goethe University of Frankfurt, Germany) and Saule Tazhibayeva (L. N. Gumilyov Eurasian National University, Astana, Kazakhstan): Diminutive and honorific language means in Kazakh and Siberian Turkic
- Marcel Erdal (Goethe University of Frankfurt, Germany): The dialectological status of the runiform sources
- Uli Schamiloglu (University of Wisconsin-Madison, USA): The rise of Runic Turkic as the first Turkic vernacular literary language

- Martine Robbeets (MPI for the Science of Human History, Jena, Germany): Core structures of Transeurasian
- Göran Hammarström (University of Melbourne, Australia): New linguistic fundamentals
- Sumru Özsoy (Boğaziçi University, Istanbul, Turkey): Comparatives in Turkish Sign Language
- Carol Pfaff (Free University of Berlin, Germany): Continuity and contact-induced-change in pronominal and demonstrative usage in Turkish in Germany: Some findings from empirical studies of three generations of children and adolescents in Berlin
- Fikret Turan (Istanbul University, Turkey): Methodological issues in the monographs of Turkish syntax used as textbooks in Turkey
- Delio V. Proverbio (Vatican Library, Rome, Italy): Old Turkic in Syriac script: toward a formal description (in MSO Language) of some licensing constraints in Old Turkic
- Gülschen Sahatova (Aristotle University of Thessaloniki, Greece): Koine im türkmenischen Destan
- Mustafa Uğurlu (Muğla University, Turkey): Türkiye'de Türk lehçeleriyle ilgili çalışmalar
- Ahmet Aydemir (Hacettepe University, Ankara, Turkey): Erste Ergebnisse einer neuen Feldforschung bei den Tuwinern des Cengel-sum (Westmongolei): Das Projekt "MOTUV-DER"
- Sema Demir Aslan (Hacettepe University, Ankara, Turkey): Some remarks on aspect morphemes in Turkmen

Professor Lars Johanson and Professor Éva Á. Csató Johanson

A full program and list of participants may be found at:

http://www.turkiclanguages.com/www/
LarsJohansonSymposium2016.html

Report from the 19th Annual National Council of Less Commonly Taught Languages Conference (NCOLCTL), April 22-24, Atlanta, GA

Esra Predolac
Saadet Ebru Ergül

The National Council of Less Commonly Taught Languages (NCOLCTL) is dedicated to strengthening the less commonly taught language profession in the US and aims to build a national architecture for the LCTL field and make the field's resources easily accessible to language programs and language learners throughout the US. This year's Annual NCOLCTL Conference was held on April 22-24, 2016 at the Holiday Inn & Suites in Atlanta, Georgia. As usual, this conference brought together professionals from academia, government, and private sector in the field of LCTLs. The theme of the 2016 NCOLCTL National Convention was "Positioning the LCTLs with Paradigm Shifts in U.S. Education."

A total of ten national language associations sent delegates to this year's NCOLCTL conference: American Association of Teachers of Turkic Languages (AATT), American Association of Teachers of Modern Greek (AATMG), National Association of Self-Instructional Language Programs-Critical Languages Program (NASILPCLP), American Organization of Teachers of Portuguese (AOTP), African Language Teachers Association (ALTA), American Association of Teachers of Persian (AATP), Human Assistance and Development International (HADI), Chinese Language Association (CLTA-US), and American Association of Japanese (AATJ). This year AATT was represented by Saadet Ebru Ergül, Lecturer in Turkish Language, Stanford University at the "Delegates Assembly" where issues related but not limited to operations and finances, projects, journal report, technology, grants, bulletin report and proposals were discussed.

The conference consisted of two pre-conference workshops, various concurrent session presentations, a poster presentation session, a special session, as well as five plenary sessions.

The topic of the special session, which was sponsored by the National Association of Self-Instructional Language Programs (NASILP), was "Intercultural Language Instruction: Teacher Training in LCTLs".

This year's plenary talks were very informative and focused on key issues in foreign language education. The first plenary talk was given by Mohamed Abdel-Kader, the Deputy Assistant Secretary in the International and Foreign Language Education (IFLE) Office at the U.S. Department of Education's Office of Postsecondary Education (OPE). In his talk, he emphasized the need for global competency and linguistic ability to understand the challenges of the 21st century and solve the world's most pressing issues. In the second plenary session, Christine M. Campbell, Associate Provost at the Defense Language Institute Foreign Language Center (DLIFLC), addressed a number of key collaborative efforts across academe, government, and the private sector to promote research and development in the areas of pedagogy and technology. Third plenary speaker, Richard Brecht, who has been one of the founders and leaders of more than a dozen national language organizations, including American Council of Teachers of Russian (ACTR), American Council of International Education (ACIE), National Foreign Language Center (NFLC), National Council of Less Commonly Taught Languages (NCOLCTL), Center for Advance Study of Language (CASL), and American Research Center (ARC), urged the language profession to take the lead in proactive implementation. Organizations, representing language professions, foundations, government and industry should work together cohesively, comprehensibly and collaboratively towards making language education in the US available to all, nurturing new generations of leaders. The fourth plenary speaker was Pete Swanson, Associate Professor of Foreign Language Education at Georgia State University, who talked about experiencing and identifying core practices for effective learning. The fifth and final plenary talk was delivered by Bryan Anderson, Director of Media Production at the National Foreign Language Center at the University of Maryland, who guided the audience through the E-Learning Portal of the National Foreign Language Center (NFLC).

This year's Walton Award, an annual award presented to an individual whose career has been distinguished by noteworthy contributions to the field of less commonly taught languages, was given to Scott McGinnis, the Academic Advisor for the Washington Office of the Defense Language Institute (DLI) and Coordinator for the Interagency Language Roundtable (ILR) for the United States Government.

AATT Member Saadet Ebru Ergül (Lecturer in Turkish Language, Stanford University) together with her colleague Eva Prionas (Lecturer in Modern Greek, Stanford University) presented "Mapping and advancing proficiency with progress indicators and the use of iPads in LCTL classroom". The presentation focused on strategies that empower students to advance proficiency in LCTL classroom by relying on progress indicators and the use of iPads. Examples from Modern Greek and Turkish illustrated best practices.

Mihriye Ekren, Director-LOTE Turkish in Harmony Public Schools, together with her colleague Thomas Thibeault (Samford University) presented "The Harmony Public Schools FLAn Project: Anatomy of a Collaborative Effort". The presentation focused on a model project for collaboration used in both institutions aiming to develop Turkish language instructional materials using hypermedia editor, FLAn (Foreign Language Annotator).

There were also other presentations related to Turkic Languages at this year's NCOLCTLC. Kazakh Fulbright FLTA Saulet Alpysbayeva (Indiana University, Bloomington) presented her paper "Integrating Existing Language Teaching Materials with the Communicative Approach" and Uzbek Fulbright FLTA Dilnoza Kadirova (Indiana University, Bloomington) presented her work "Uzbek for Specific Purposes: Addressing Students' Learning Objectives".

Among the conference attendees was AATT member Esra Predolac, Turkish Lecturer and Coordinator of the Critical Languages Consortium at the University of Kansas.

There were also several Turkish Language professionals from various K-12 institutions in the U.S. in which Turkish is offered as foreign language. Hilal Zengin, Erdoğan Karakoyun, Zeynep Kılıç were among Turkish Language professionals from K-12 institutions attending NCOLCTL for professional development purposes.

For those who have doubts about attending next year's conference, we would like to urge you to submit an abstract and attend NCOLCTL since we are hopeful that next year's conference will provide more solid opportunities for AATT, professional development and networking among Turkish and Turkic Language professionals.

New AATT Conference

1st AATT Conference:
Approaches to Teaching
Turkic Languages and Literatures
November 16, 2016
Harvard University, Cambridge, MA

Abstract submission deadline: May 31, 2016
Abstract submission website: https://cmt3.research.microsoft.com/AATT2016

It is a pleasure to invite you to our first AATT Conference focusing on approaches to teaching Turkic languages and literatures. The conference is organized by the American Association of Teachers of Turkic, and it will take place on November 16, 2016 at Harvard University.

The objective of the American Association of Teachers of Turkic is to advance and improve the teaching of the Turkic languages; to promote study, criticism, and research in the field of the Turkic languages and literatures; and to further the common interests of teachers of these subjects.

Topics of interest
Challenges and opportunities in teaching Turkic languages and literatures
World-readiness for Turkic languages
Approaches to teaching Turkic culture through media
Use of technology in teaching Turkic languages
Curriculum development and textbook writing in Turkic Languages
Teaching Turkic languages through literature

Guide for authors
The deadline to submit abstracts is May 31, 2016. After you register to the CMT site(free), make sure to go back to the original link to access the submission page. The authors will be notified by June 30th, 2016.

We will have three categories: Individual presentations (30 mins), poster presentations (30 mins) and panel presentations (90 mins). Authors are invited to submit an abstract of between 250-300 words. For any inquiries about this conference, contact: Ercan_Balci@brown.edu

We look forward to seeing you at the 1st AATT Conference in November. Just a reminder that this conference will precede MESA and ACTFL Annual Meetings, both of which will take place in Boston.
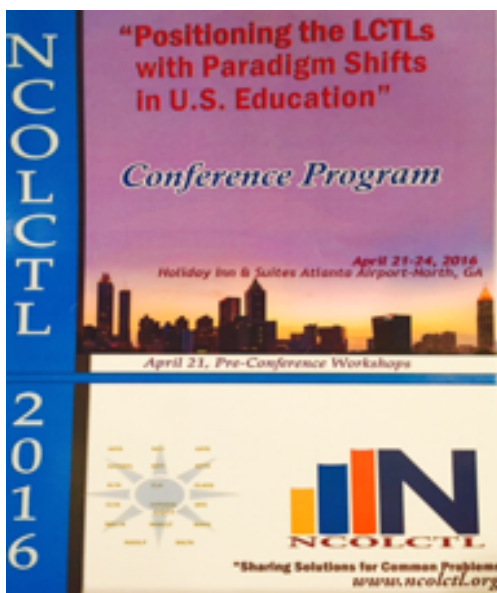
Call For Papers

AATT GRADUATE STUDENT PRE-CONFERENCE

The American Association of Teachers of Turkic Languages (AATT) is pleased to announce the twelfth annual "Graduate Student Pre-Conference" for graduate students in a range of disciplines enrolled at institutions in North America. This Pre-Conference was established to mark the 20th anniversary of the founding of AATT. The Pre-Conference is co-sponsored by the Institute for Turkish Studies and AATT.

The twelfth annual Pre-Conference will take place on Thursday, November 17, 2016, to be held in conjunction with the annual meeting of the Middle East Studies Association, taking place in Boston, November 17-29, 2016. Pre-Conference participants are strongly encouraged to take advantage of the opportunity to attend the MESA conference, too.

The Pre-Conference is designed to encourage research making significant use of sources in Turkish and Turkic languages by graduate students in a range of disciplines enrolled at institutions in North America. It will promote contact between students at various institutions and allow for feedback from faculty discussants participating in the Pre-Conference. Another goal is to help students progress towards more formal presentations at national conferences such as those of MESA, CESS, and organizations devoted to specific disciplines.

AATT will award a limited number of travel awards to help cover the cost of student participation. Students are also encouraged to seek funding from their home institutions.
Students should submit a 250-word proposal for a paper together with the following information:
1. Name
2. Current institutional affiliation (department/university)
3. Adviser's name
4. Educational background (undergraduate and graduate degree programs)
5. Current status (taking courses, preparing for exams, researching dissertation, writing dissertation, defended/deposited dissertation)
6. Title of dissertation (if applicable)
7. Contact information (email, telephone number, preferred mailing address)

The deadline for submission of proposals is October 1, 2016 for the twelfth annual pre-conference.
Graduate students already presenting a paper at the larger meeting are not eligible to participate concurrently in the Graduate Student Pre-Conference in Turkish and Turkic Studies. Unfortunately AATT cannot consider requests for travel support for graduate students enrolled at institutions outside North America.

Proposals should be submitted by email to either or both:
Professor Uli Schamiloglu, Department of Languages and Cultures of Asia, University of Wisconsin-Madison, uschamil@wisc.edu
Professor Erika H. Gilson, Department of Near Eastern Studies, Princeton University, ehgilson@princeton.edu

IX. ULUSLARARASI TÜRKÇENİN EĞİTİMİ-ÖĞRETİMİ KURULTAYI

IX. Uluslararası Türkçenin Eğitimi-Öğretimi Kurultayı, 06-08 Ekim 2016 tarihleri arasında, Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Türkçe Eğitimi Bölümü'nün ev sahipliğinde gerçekleştirilecektir.
Bu bağlamda Türkçenin gerek anadili gerekse yabancı dil olarak öğretimi çerçevesinde temel dil becerilerinin eğitimi-öğretimi, dilbilgisi öğretimi, öğretmen ve akademisyen yetiştirme, edebiyat öğretimi, genel dilbilim, uygulamalı dilbilim ve toplumdilbilim alanlarıyla ilişkili çalışmalarınızı ve deneyimlerimizi akademik bir ortamda paylaşmak ve tartışmak için sizleri Burdur'a davet ediyoruz.

Kurultaya ilişkin her türlü gelişme http://uteok2016.mehmetakif.edu.tr adresinden sizlerle paylaşılacaktır. Ayrıca soru, görüş ve önerinizi uteok2016@mehmetakif.edu.tr adr esine yazarak bizimle paylaşabilirsiniz. Siz değerli Türkçe dostlarını Mehmet Akif Ersoy Üniversitesinde ağırlamak bizler için büyük bir onur olacaktır.
Katkı ve katılımlarınızla Kurultayımızda görüşmek dileğiyle.

NOT: Özet gönderebilmek için ana sayfada bulunan "hesap" menüsünden girerek sisteme kendinizi "yazar" olarak eklemeniz gerekmektedir.

*To announce
conferences and workshops related
to Turkic languages
to the AATT community
please contact
AATT Newsletter Editor
Burcu Karahan at
bkarahan@stanford.edu*

Prize

THE JAMES W. REDHOUSE STUDENT PRIZE
for best Progress in Turkish
Deadline: June 30 of each year

The Redhouse Prize for Best Progress in Turkish was established by the Turkish Studies Association in 1991, and four such prizes continue to be available annually, two for each of two regions in North America, designated as East and West. Although the monetary value is not large ($100), outstanding students deserve the public recognition that being a winner brings.
The procedures are as follows:
Administration: A two-person Language Awards Committee (one a member of the current AATT Board) oversees the annual awards in consultation with the two Area Coordinators.

Student Eligibility: Any student (graduate or undergraduate) who, in the designated academic year, completes a full-year course at any level in Modern Turkish at a university offering such courses in its regular program is eligible for nomination. However, student eligibility is limited to a "once-in-a-lifetime" award.
Eligible Institutions: Any institution that offers regularly scheduled Turkish language instruction in the US or Canada.

Nomination Procedure: Each institution may select ONE nominee annually, judged at faculty discretion to be the student who made the most progress in Modern Turkish in the designated academic year. The nominee's name must be submitted, with supporting material **no later than June 30** to the appropriate Area Coordinator who—with whatever consultation is necessary—will make the final choice of two recipients for the area. The Area Coordinators will inform the Language Awards Committee no later than September 15 of their choice, and the Committee will forward the information to the President of OTSA.

Area Coordinators:
Institution in the East: David Sayers, dsayers@sfsu.edu
Institution in the West: Nilay Sevinç, nsevinc@umich.edu

AATT will arrange for the recipients to be informed of their selection and to receive their prizes by mail or (preferably) at the OTSA Annual Meeting.
The President of OTSA informs institutions of their students' awards.

Nomination Package: Although no official nomination form has been devised, the faculty nomination package must include the following:
A brief letter explaining why you nominated this student
A cover sheet with the students name, institutional affiliation and area of study, name of course instructor[s] and department chair, and student's academic dean
writing samples and oral samples – video clips/interviews etc. where the student is demonstrating his/her Turkish language skill

Introducing New Turkish Lecturer

Beyza Lorenz
UCLA

Beyza Lorenz joined the Near Eastern Languages and Cultures faculty at UCLA in fall 2015. She holds a PhD from Penn State University in Comparative Literature, an MA from Koç University and a BA from Boğaziçi University. Before teaching at UCLA, she taught Turkish and comparative literature courses at Penn State and Koç University. At UCLA, she teaches a variety of courses ranging from Modern Turkish, Ottoman Reading and Translation, and Ottoman Diplomatics.

Her current research focuses on the interplay of space and modernity in modern Turkish literature. She particularly examines the relationship between modernization and the changing perceptions of space in novels and travel books written during the Tanzimat era. She is also interested in comparative literary studies on the Ottoman Tanzimat and the Arabic nahda.

At UCLA, in addition to teaching, she is working with the G. E. von Grunebaum Center for Near Eastern Studies, where she serves as the Middle East and North Africa (MENA) Studies lab coordinator. As the MENA lab coordinator, she organizes teaching workshops for graduate students who work on subjects related to the Middle East. Most recently, in collaboration with the Center for Near Eastern Studies at UCLA, she also started to work on a Mellon-funded research project, which aims to gauge the needs of Turkish teachers in the U.S. and to create an online resource for Turkish teachers.

To learn more about

AATT awards and fundings

for students

pleaese visit AATT website at

aatturkic.org

Report for the Fall 2015 Enrollments Survey for Turkic Language Courses at Post-Secondary Institutions in the U.S.

Saadet Ebru Ergül
Suzan Özel

We would like to thank all AATT members, instructors, and administrators who contributed to the Fall 2015 enrollment count by responding to AATT's online survey. The survey was conducted by Saadet Ebru Ergül (Stanford University) and Suzan Özel (Independent Scholar).

Please note:

The enrollment figures presented here reflect data collected between November 2015 and May 2016. These numbers indicate enrollment during the fall term 2015.

We strive for completion, yet, assume that the results do not reflect the full sum we seek to report. The results presented here are, therefore, based on the data we have been able to gather.

The 2015 survey covered only institutions in the U.S. (unlike previous surveys that also included Canada).

We were able to contact 53 higher education institution:

Among 53 institutions, Modern Turkish was taught at 34 U.S. institutions in Fall 2015.

14 institutions didn't participate the survey.

5 institutions did not offered Modern Turkish in Fall 2015.

Table 1:
Enrollments recorded for 2009-2016

	Turkish* enrollments	Other Turkic enrollments	Number of reporting institutions
2009:	747	not reported	43
2010:	709	not collected	39
2011:	955	42	50
2012:	927	35	37
2013:	811	32	42
2014:	686	36	38
2015:	560	29	34

*Includes Ottoman Turkish

Table 2:
General summary for Fall 2015

Turkish	526
Ottoman	24
Azerbaijani, Kazakh, Kyrgyz, Uyghur, and Uzbek	29
Total	**571**

Table 3:
Summary of enrollments for Fall 2015 by language

TURKISH	STUDENT TOTAL
	526

OTTOMAN	STUDENT TOTAL
	24

AZERBAIJAN	STUDENT TOTAL
	-

KAZAKH	STUDENT TOTAL
	7

KYRGYZ	STUDENT TOTAL
	-

UYGHUR	STUDENT TOTAL
	-

UZBEK	STUDENT TOTAL
	5

OLD TURKIC (ORHKON)	STUDENT TOTAL
	1

Table 4:
Breakdown of enrollments for Turkish by course and class level. The <u>first</u> number indicates enrollments for 2015 and the number in parentheses those for 2014.

Turkish	Undergraduate	Graduate	Other*	Student total
1st year	228 (224)	62 (82)	8 (15)	293 (321)
2nd year	99 (118)	37 (56)	5 (3)	138 (177)
3rd year	62 (73)	31 (42)	1 (12)	94 (127)
4th year	4 (19)	3 (3)	2 (2)	9 (27)
Total	393 (434)	133 (186)	16 (32)	534 (652)

* The students counted in the category "Other" are post-doc researchers and visiting or regular faculty members.

Table 5:
Class size for Turkish courses

TURKISH	Average undergraduate enrollment	Average graduate enrollment
1st year	7	2
2nd year	4	2
3rd year	3	2
4th year	1	1

Tables 6a and 6b:
Number of post-secondary institutions in the U.S. that reported teaching Turkic languages during the fall term

	1st year	2nd year	3rd year	4th year
TURKISH				
2015	34	24	20	2
2014	38	32	20	7
2013	42	35	24	3
2011	50	43	25	7

	2015	2014	2013	2012	2011
OTTOMAN	5	6	9	12	8
AZERBAIJANI	-	1	1	3	1
KAZAKH	3	3	1	6	5
KYRGYZ	-	1	-	2	2
TATAR	1	1*	-	2	-
TURKMEN	-	-	-	1	-
UYGHUR	1	1	2	2	4
UZBEK	3	4	4	9	8

*Taught on a volunteer basis

Table 7:
Additional Courses

	Number of institutions reporting additional courses	Total number of courses	Total enrollment
Academic Turkish reading, writing, speaking and translation courses	4	4	7
Content courses taught in Turkish	3	3	7
Literature, culture or film in translation courses	6	6	36

Table 8:
Thirty-three institutions reporting Turkic language instruction in Fall 2015

Arizona State University	Binghamton University
Boston University	Brigham Young University
Columbia University	Duke University
Cornell University	Brown University
George Mason University	George Washington University
Georgetown University	University of Florida
University of Maryland	Stanford University
New York University	Northwestern University
Yale University	Portland State University
Indiana University	Princeton University
University of Utah	University of Arizona
University of California, Los Angeles	University of Chicago
University of California, Berkeley	University of Wisconsin
University of California, Santa Barbara	University of Pennsylvania
University of Florida	University of Texas at Austin
University of Kansas	University of Pittsburgh
University of Michigan	Five College Center for the Study of World Languages (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst)

Turkish Language Studies at University of Pennsylvania

Feride Hatiboğlu

Dear Friends,

I would like to share with you some news about Turkish courses at Penn that was published in our school paper Daily Pennsylvanian recently in Spring Semester 2016. Turkish has found a good place based on a study run on ratings of courses at Penn covering the period of last 10 years. You can find the links to the article at the end of this note.

There are many contributors to this rating such as FLTAs and other friends who have given classes, lectures, prepared materials for courses and taught our culture in short all who we have crossed paths at Penn and worked for Turkish courses.

Also many thanks to all those who came to visit Penn from different universities in Turkey and devoted time to Turkish classes on the side of their main studies by giving lectures, making presentations, being our guests at Turkish speaking hours and those other Penn professors who have supported us.

And to our students, and friends special thanks to you. Many thanks for your continuing support, interest, and constructive criticism.

Penn's Top 30 Best Professors:
http://projects.thedp.com/2016/04/PCR/article/penns-top-30-best-professors.html

What Penn's top professors want to tell you about teaching:
http://projects.thedp.com/2016/04/PCR/article/penns-top-professors-want-to-tell-you-about-teaching.html

Why do students love language classes?:
http://projects.thedp.com/2016/04/PCR/article/why-do-students-love-language-classes.html

For this issue we solicited reviews of Turkish language learning apps, podcasts, and software from Turkish language students and Fulbright Foreign Language Teaching Assistants under the guidance of Roberta Micallef. You will be reading reviews of two language apps Mondly's *Learn Turkish. Speak Turkish.* and Bravolol's *Learn Turkish* by Alex Williams (Boston University); one podcast *The Turkish Tea Time podcast* by Nathaniel Griffith (Boston University); and *Learn Turkish: Rosetta Stone Software* by Fulbright FLTA Tuğba Yıldırım (Brown University).

Mondly: Learn Turkish. Speak Turkish.
Bravolol's *Learn Turkish*

Alex Williams

My name is Alex Williams and I will be reviewing two apps available for studying the Turkish language. I am a graduate of Boston University (c/o 2014), a Fulbright scholar, and a learner of Turkish for 6 years at a Pre-advance/Advanced level. I am very interested in language pedagogy, intercultural communication, and the roll of technology in the learning or languages.

The first app I will be reviewing is Mondly: Learn Turkish. Speak Turkish. This app, developed by ATi Studios, is available on Android, Apple, BlackBerry, and Windows Phone and has a rating of 4.7/5. The first lesson of this app along with one daily lesson is free, but you will have to deal with a lot of heavy advertisement requesting you to pay for a premium membership. There is an array of "packs" (each providing between 4 lessons) costing $4.99 each and a premium membership for $14.99 that unlocks all 21 lessons.

The app has a very sleek and professional look to it on the outside, which I find to be lacking in some other apps on the market, and it is extremely easy to operate. It also has recordings from native speakers and gives you the opportunity to record yourself to compare your pronunciation to the native one. There are occasional glitches where the audio does not match up with the written text, which can be a major cause of confusion. All instruction in is English, but there is consistent Turkish audio throughout the course; however, this app does give you the opportunity to listen to recordings of conversations and insert your own audio into them. Unfortunately, it provides no feedback on audial input, and there is very little flexibility in terms of reading and writing.

Ultimately, this app is great to get your foot in the door for learning Turkish phrases, but it is not extremely useful for learning concrete conversational or grammatical skills. The lack of input or a language community makes further progress feel less attainable. It is most certainly best for beginners or elementary learners looking to create a foundation in the language. It would be best supplemented

with interactions with a native speaker to some degree to activate what you have learned on the app.

The second app I will be reviewing is Learn Turkish by Bravolol. It is only available for Android and has a rating of 4.5 in the app store. This app is fully free but does contain advertisements. In it are 24 lessons that contain various phrases and vocab words to learn.

The primary feature of this app is recording and repetition. Bravolol has developed a sort of useful phrasebook that allows you to record yourself to compare your pronunciation with that of a relatively good robotic voice. There is no feedback regarding the accuracy of your recording and you self-assess to determine when you have learned the target phrase. There is no opportunity for writing as it is primarily a tool for listening and reading.

The Bravolol app definitely makes for a useful phrase book that I would recommend to anyone travelling to Turkey without planning on learning the language. It is, however, not the most useful tool for those who would go to Turkey with hopes of mastering the language. It could be of use to learning as a way to review, but there is little flexibility in terms of the layout. They do appear to be expanding, which will make it of further use for travelers.

Screenshots of Mondy app

Turkish Tea Time Podcast

Nathaniel Griffith

The Turkish tea time podcast series comprises 136 episodes, each lasting between 15 and 25 minutes. Hosts Justin and Büşra guide the listener through a myriad of grammar and culture topics in convenient, bite-sized pieces. Each episode is rated a difficulty, either "Noob", "Beginner", "Intermediate", or "Advanced".

The "Noob" difficulty rating is akin to a crash course for travelers or those without any former Turkish language experience. This category explains concepts like the unique Turkish alphabet, or pronunciation of simple, common Turkish phrases such as "nasılsın" or "teşekkürler". "Noob" level recordings would be suitable for a traveler to study whilst on the plane to Istanbul, for example, or as preparation prior to any Turkish classroom time. All the topics covered in the "noob" series are covered within the first week or two of a Turkish 101 course. Instruction is conducted entirely in English at this level.

The "Beginner" and "Intermediate" level courses follow a very similar format. Both start with a dialogue in Turkish, usually only a few sentences, although intermediate dialogues can last an entire conversation. Following this, the hosts, Justin and Büşra walk through each sentence in English word by word and exhaustively explain the grammatical and cultural reasons behind the way the dialogue is constructed. I particularly enjoyed that Justin and Büşra often included slang in their dialogues and explained the way such a dialogue is actually spoken on the street rather than purely textbook Turkish. For an agglutinative language like Turkish, this is an excellent way to perform a listening exercise. I never felt as though a beginner or intermediate lesson moved too fast or failed to explain an introduced concept. The main difference between the two categories is the length of the text and the complexity of the grammar used. I had taken through Turkish 202 and the Intermediate courses felt like a listening exercise that would have been conducted in Turkish 201. Likewise, Beginner lessons felt like Turkish 102 level content.

The "Advanced" level courses followed a different formula entirely. Usually conducted by a guest lecturer or by Büşra alone when Justin is away; these were entirely in Turkish with very few English phrases used. I'll be brief on this topic, as this level was beyond my own personal fluency. Generally the advanced courses coincided with a Turkish holiday or covered a historical topic. For instance, there was an episode released on Bayram discussing the holiday, and another released talking about Atatürk and a bit of modern Turkish history.

As I mentioned earlier, I have had Turkish academic instruction through the 202 level and spent some months in Izmir in an immersion program at Dokuz Eylül Üniversitesi. Unfortunately, I felt that I was not the target audience for the Turkish Tea Time podcast series. There seemed to be a wide gap between the intermediate and advanced levels. If I could change one thing about the series, I would add a fifth level between intermediate and advanced.

That being said, the podcast is extremely well made. It is of higher quality than the audio lessons included in any Turkish language textbook I have used. Its short 15-25 minute format is perfect to use in parts. I found myself listening to episodes over dinner or on the way to the grocery store. The podcast format is versatile and useful at times when an app or textbook is impractical. However, podcasts do have their own limitations. The audio format cannot give feedback the way a tutor or even an app can. I would really only recommend this series as a supplemental means to improve Turkish listening skills. Reading, writing, and speaking should come from other sources. One such source is the Turkish Tea Time website, which offers interactive lessons on their website at a cost of 10$/month. In general, these are mostly beginner exercises and are no replacement for an actual textbook or academic session. Unfortunately the website does not work on mobile devices, as it requires google chrome. I would highly recommend the subscription to "beginner" and "intermediate" users, as the package includes invaluable transcripts of all the dialogue as well as in-depth grammar explanations and vocabulary.

In summary, the Turkish Tea Time podcast is extremely well made. It fills a niche as supplemental listening practice adeptly. Many other listening resources either require a textbook or are not as exhaustive in their instruction. Turkish Tea Time is an excellent resource for beginner or intermediate Turkish students looking to flesh out their study materials. It is presently rated 5 stars on the iTunes store; as a supplement, I wholeheartedly agree.

Teaching Turkish: Using Rosetta Stone As Supplementary Material

Tuğba Yıldırım

Why learn a new language?

On most occasions, knowing a foreign language is thought of as a boost to our CVs or handy for travelling around the world. In this age of accountability in education, we can find out a wide range of studies showing the benefits of language learning. To give an example, the Swedish MRI study addresses the cognitive benefits of language learning by discovering the fact that learning a foreign language can increase the size of our brain. In addition to this, Morgan's and Ingram's (2005) piece examines the benefits of language learning from a different perspective and provides comprehensible review on language learning experience and its correlation with attitudinal change towards the targeted culture and the speakers of that language. In Anne Merritt's words, learning a foreign language makes you smarter, more decisive, and even better at your native language. Whatever advantage you intend to benefit from, your learning experience will offer more benefits than you expect and, in the end, leave you equipped with developed attributes.

How learn/ teach a new language?

Language and communication are at the heart of human experience. For the global world in which we live today, it is vital to learn other languages and understand other cultures.

In other words, 21st century people do not learn language only for career or college readiness, but to gain new perspectives on viewing the world. To address this, how we teach/learn should use the mindset 'learning/teaching for life' as base.

Learning a new language takes considerable time and effort. It is not accomplished through following a recipe, but through variety. In the nineteenth century, the Coleman Report (1923-1929) concluded that no single method could guarantee successful results for foreign language teaching. This is why none of the second language teaching methods of the last half-century has guaranteed best practices and success when they are applied on their own. The recent promising approach is eclecticism, which is the use of techniques and activities from a range of language teaching approaches and methodologies that depends on the aims of the lesson and learners. The application of this approach is interrelated with teachers' pedagogical skills. Therefore, we should examine every component of the teaching process with equal resolve. Including a wide range of techniques to develop both receptive and productive skills in an integrated way, our instruction should demonstrate variety, with a selection of appropriate and engaging materials including web-based materials, Paredes' study (2015) shows that the use of supplementary materials does in fact increase the motivation, understanding, and participation of the students in their language classes.

I personally believe that authentic materials outweigh materials written specifically for the purpose of language learning, by providing an enjoyable, stimulating, and memorable language learning experience. They also provide rich input in the target language, help total immersion, and integrate culture. On the other hand, instructional materials in many cases work well without the need for much adaptation, and they are helpful for students to study at their own pace. For instructional materials, language-learning software has seen a dramatic rise in popularity. As a result of it, we language teachers all must have been asked the question. "What language software should I use to learn a language?" from time to time. From my point of view, no language software can completely help one learn a language, but can complement language learning to a certain extent. Of all the language-learning software on the market, undoubtedly Rosetta Stone stands out as being the best known around the world and this software is one of the most given answers to this question.

In this paper, my aim is to contribute to the ongoing debate on Rosetta Stone by providing a review based on my experience using it as a supplementary material for teaching/ learning Turkish.

Approaches and Methods in Rosetta Stone

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in attitudes towards the nature of language and of language learning. Kelly (1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new. Today's controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching (Richards & Rodgers, 1986).

Throughout the language teaching history, there have been many attempts to make second language learning more like first language learning. For instance, one of the first of the nineteenth-century reformers, L. Sauveur, opened a language school in Boston in the late 1980s and applied the Direct Method, which later became widely known in the United States through its use by Maximilian Berlitz. Similar to this approach, Rosetta Stone today attempts to apply total immersion by presenting the language through pictures, audio, and texts. The language is taught without translation. Meaning is conveyed through demonstrations. However, the focus on accuracy through drills and practice in the basic structures and sentence patterns of the target language

cannot develop language skills beyond the fundamental proficiency.

As for language progress, Rosetta Stone has three levels for Turkish. It moves from one or two word building blocks to grammatically complex sentences in the higher levels. Having a dominant lexical approach, the focus is on the use of vocabulary with particular meanings in particular contexts for particular purposes. Even if the language skills are categorized such as by vocabulary, reading, listening, and so on, each category is based mainly on vocabulary learning and pronunciation practice. It has a deductive approach with repetitive content, and the primary learning mechanism is flashcards. Almost the whole process is based on repeating the word, finding the best match between a given speech sound and its corresponding word string, then generating the correct and appropriate response. For this reason, Rosetta Stone should be perceived as a supplementary material for learning basics and phrases. Its potential should be maximized through adaptation for its particular learners.

Rosetta Stone as a Supplementary Material

Making the best use of a language learning software depends on a number of factors such as learning styles, learners' needs, and objectives. Learning styles are the ways that particular learners prefer to learn. Some language learners have a preference for hearing the language (auditory learners), some for seeing it written down (visual learners), some for learning it in discrete bits (analytic learners), some for experiencing it in large chunks (global, holistic, or experiential learners), and many prefer to do something physical whilst experiencing the language (kinesthetic learners). Learning styles are variable and people often have different preferences in different learning contexts (Tomlinson, 2011). If your dominant learning style is auditory and/or visual, there is a high possibility that Rosetta Stone will work well for you.

Drawing on my experience, the three levels of Turkish in Rosetta Stone will best support your language learning experience until you gain proficiency in 'Intermediate Low' (ACTFL Proficiency Levels), because this program lacks purposeful and contextualized examples of language use. However, an amount of adaptation along with teacher pedagogy will contribute to these exercises to make them more task-based. In this way, learners will not only have the knowledge of the language, but also develop the ability to actually use it for communicative purposes.

As languages educators, we consider not only the need to develop accuracy (through a focus on form) and fluency (through active use of the target language in tasks) but also, and importantly, the need to develop complexity in interpreting and using language and in reflecting upon language and culture in the context of use (Skehan, 1998). For instance, Turkish Level 3, Unit 1, Lesson 2 (Listening &

Reading, Vocabulary, Grammar) can be assigned to work on before class.
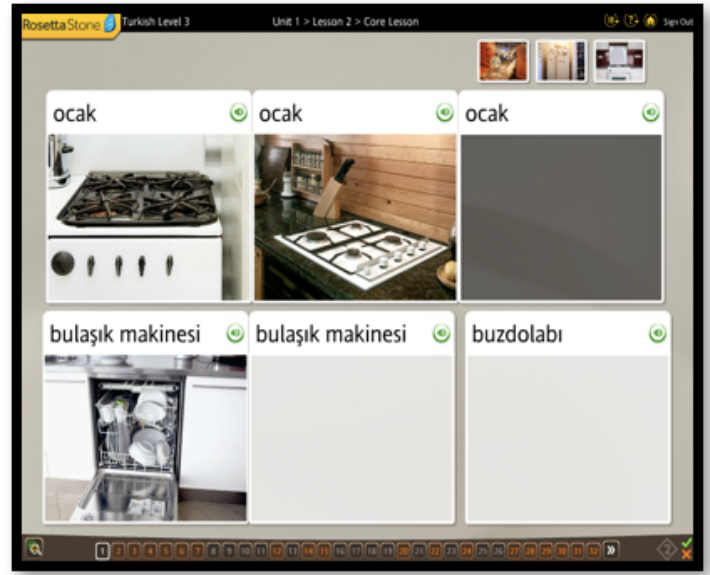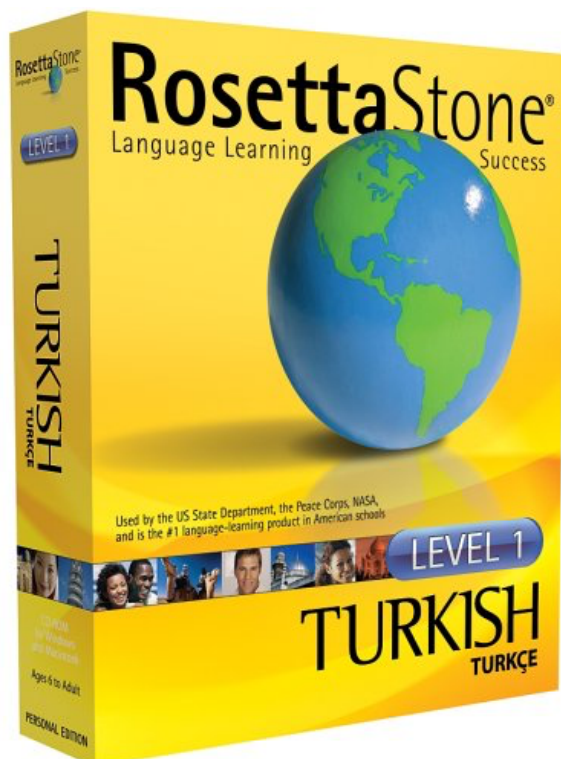

Students will have learned the required vocabulary and grammar with this pre-task activity. Class time can be spent on working on a written text or video that demonstrate authentic use of the target language as a rich input. For example, a part from an episode of a Turkish TV series exemplifies authentic usage of the language we aim to teach, related to the vocabulary exercises assigned from Rosetta Stone. If we use this short video—they open up a business and gather to arrange the furniture in the coffee shop by dividing into groups for chores—along with a handout (it should include tasks accommodated to the language level of the audience and aids for comprehension) this can improve language skills in an integrated way.

As a follow up activity or homework assignment, students can be given choices of situations to produce language collaboratively or individually. A 2008 meta-analysis of 41 studies found a strong link between giving students choices and their intrinsic motivation for doing a task, their overall performance on the task, and their willingness to accept challenging tasks (Patall, Cooper, & Robinson, 2008). However, the researchers also found diminishing returns when students had too many choices. Giving more than five options produced less benefit than offering just three to five. The researchers concluded that with student choice, "Too much of a good thing may not be very good at all" (p. 298). All students are asked to use the language learned/practiced during the class and given a situation, such as that they are opening up their café. They are supposed to produce a conversation as in the video. One of the choices we can provide is that they can write a dialogue in small groups—using Google Doc which is convenient to work collaboratively—then videotape their role-play and post it on the class blog for further discussion. For the second choice, they can work individually to produce a comic strip on the same theme, by using comic creator programs such as Pixton or Toondoo , and publish it on the class blog for further discussion. As for the last choice of assignment, they can organize a work plan for the team as a set of instructions to arrange the café, then record his/her voice on Voki, the speaking avatar, and publish it on the class blog for further discussion.

Conclusion

As a language learner, if you keep your enthusiasm to learn Turkish language and you have nothing else than a textbook or grammar book, take Rosetta Stone as an option. Hearing native speakers and having visual aids but no translations will provide an effective way of exposure to the target language. 'The more you learn, use and practice the language, the more accurate and fluent you become. Repetition and practice are essential to many skills, and this is especially true when learning a language.' (Hardwick, 2015). If you already take a class, Rosetta Stone will consolidate classroom learning. It is good to repeat and revisit grammar, but mostly practice pronunciation.

If you are a language teacher looking for a way to maximize the advantage of having an organized set of language input in Rosetta Stone, what you can do is have an open mind and be creative with your pedagogy. Because 'Language teaching is one of those very open and flexible areas where creative activities can be easily embedded in both the teaching activities as well as in the language curriculum. It is like having different ingredients to cook and being able to combine them differently each time in order to create as succulent a dish as one can manage to. Thus creativity lies in the ability to construct meaningful language from the building-blocks available and to express ideas using the resources available; but also, recognizing that the resources can be adapted and that the language learner can often be in control of resources, rather than subject to their limits and restrictions.' (Clarke, 2008).

Zavier Wingham

"Tam Türk oldun ya!", my roommate says as I leave to begin my day. I follow the usual path: pick up two *peynirli poğaça*, chat with the *kırtasiye* worker and his friend, and catch a bus towards Karaköy. After making my way through familiar winding streets - a left, another left, straight ahead, then right - I reach my destination, ask for a latte, and unload my tell-tale backpack of its various burdens: three pens, personal journal, daily journal, a spiraled notebook, a Turkish book, and finally, my laptop. I sit for about four to six hours reading and note taking, while doing the occasional millennial check of my various social media websites and RSS newsfeed. Eventually, I notice the time and make my way to the yoga studio to relax my mind (read: challenge, as the class is entirely in Turkish) and stare at something that isn't a computer screen or my smartphone. A few downward facing dogs later, I'm homebound and my thoughts return back to my research, food, and the next day.

A generous part of my time in Turkey as a Fulbright research scholar could be typified in this manner, one of regularity, one of mundanity. Yet, in its simplicity, this routine is partly the reason why my roommate considers that I have become "completely Turkish." My life in Istanbul has become one that's lived in ~~technicolor~~ *Türknicolor*: I have my favorite coffee spots in Cihangir, hang out and drink tea in Karaköy, breakfast in Emirgan or Beşiktaş, choose the sides streets of Istiklal *Caddesi* over its more familiar road filled with shops, and travel to cities that aren't on the usual foreigner's bucket-list. This regularity has generated close friendships with the coffeeshop workers, owners, yogis, and fellow patrons who I see everyday. These people are not just ones who served coffee or corrected my foot positions - they were my colleagues over the year. I do not mean this in the traditional sense of someone you work with in a professional setting. Instead, I found them as colleagues for the countless times they have indulged in the development of my research, found a moment to translate a sentence or idiom between coffee orders, or listen to my frustrations with research. For allowing these distractions to their life and work, I will forever be indebted to them.

Distractions - that might be quite the word to describe the process for someone who is fairly new to "research." Typically, distractions might be assumed to have a negative connotation, especially as most of lives we are required to focus on a duty at hand. However, it is only through those things that might be called "distractions", that I found my research topic - the history of black slave trade in the Ottoman Empire and AfroTurks. Actively pursuing this new route eventually brought me to Izmir and in the presence of Mustafa Olpak, the head of the AfroTurk Association and main reason why Dana Bayramı (the Calf Festival) will take place once more in Izmir.

More than likely, most of us began this journey with quite the list of goals and desired accomplishments. Mine was quite ambitious - read over a hundred books, begin and finish my thesis, master Turkish, find the perfect PhD program or career path, and come back with a killer physique! Now, as my time as a Fulbright researcher quickly draws to a close, I realize that that list was never quite attainable over the course of a year. My research leaves me with more questions than I have answers. And that's okay, because Fulbright is not just a research experience, but a path that eventually revolutionizes your life. It has certainly left many distractions in mine.

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