

# American Association of Teachers of Turkic Languages

Newsletter June 2013



## Inside this issue:

1-2

Executive Secretary's Note

3

News of the Profession

8

Results for the Fall 2012  
Student Count for Turkic  
Language Courses

10

Google Analytics for the New  
AATT Website

## The Executive Secretary's Note

Roberta Micallef  
Boston University  
AATT Executive Secretary

### THE ACADEMIC YEAR IN REVIEW AND FORTHCOMING PLANS

As I look back upon the first year as AATT executive secretary, I am grateful to all my colleagues and friends who volunteer their scarce time and rich skills to make AATT a vibrant association. It is not possible to thank everyone who has helped individually here but without you there would not be an association, so many thanks! Dr. Uli Schamiloglu, AATT President, and Dr. Erika Gilson, former AATT Secretary-Treasurer, now AATT Honorary President, have provided valuable advice, insight and support. Dr. Jessica Tiregol Menteşoğlu, AATT webmistress, continues to do a tremendous job keeping our website current. Dr. Burcu Karahan and Dr. Züleyha Çolak have relentlessly pursued many of you for information fit to print. Thank you Burcu and Züleyha for helping us all stay in touch with this wonderful newsletter. Many thanks to everyone who contributed articles, essays, book reviews. Please keep it coming. We are already on our third issue! Dr. Züleyha Çolak also administers the AATT

Facebook page. Join it and keep up-to-date with the latest happenings in our fields. AATT Treasurer Dr. Feride Hatiboğlu has relentlessly pursued institutional members and those whose memberships have lapsed. Many academic institutions are suffering severe budget cuts. Your membership dues are very important. Thank you to all of you who have renewed your membership and to those institutions that have given us their support. Those who have yet to become members it is quite easy to do just [click on this](#) and follow the instructions. We have accomplished many of the goals we set out to accomplish in the 2012-2013 academic year. AATT hosted a very successful graduate student pre-conference in Denver Colorado in conjunction with the Annual Middle East Studies Association (MESA) conference and a fruitful round table discussion on Turkic Languages and Assessment. Both topics were covered extensively in the previous newsletters. With generous funding from the Institute of Turkish Studies (ITS) we established a task force to annotate the American Council for the Teaching of Foreign Languages proficiency guidelines for Turkish. Please [click here to read Dr. Pelin Basçı's article](#) published on the National Middle East Languages Resource Center website. The pre-conference subcommittee

Dr. Erika Gilson Dr. Sylvia Önder, and Dr. Uli Schamiloglu secured funds from ITS to host another graduate student pre-conference in conjunction with MESA to be held in New Orleans October 13, 2013. Please see the announcement about the pre-conference on p. 3 and urge all talented graduate students using Turkish or a Turkic language in their research to apply. We will again host a round-table discussion at MESA. The final program is not yet available but our topic is "Developing a Curriculum to Teach Turkish in the 21<sup>st</sup> Century." We aim to create a forum to identify and articulate with accuracy the objectives of Turkish as a second language courses and what kind of adjustments need to be made to existing Turkish curricula in light of changes in pedagogical approaches and new proficiency standards to foreign language education. We hope to see many of you at the AATT Business meeting and round-table. As every year we are looking for worthy candidates for the Red House award for best progress in learning Turkish in an academic year. See the information about the Red House Award on p. 5 for further information and nominate your good students by June 15<sup>th</sup>.

As I continue to look forward, I am encouraged by all the work done in Turkish and Turkic studies but discouraged by the lack of

stable, solid positions for instructors of Turkish. Dr. Kirk Belnap, director of the National Middle East Language Resource Center, articulated the fragile situation for all Middle East language instructors in his article, "MESA and Contingent Faculty: Are We Silently Assenting to the Exploitation of Colleagues We Should be Defending?" published online in *IMES*. The number of tenure track positions for Middle Eastern languages and thus Turkish are declining. The field cannot flourish if the language instructors are in adjunct and contingent faculty positions where they have little or no access to research funds, faculty development funds or time to come to grips with pedagogical advances. MESA is organizing a special panel around this issue. Let us all participate and see what, if any concrete steps can be taken to start dealing with this problem.

I look forward to another busy and productive year.

Roberta Micallef  
AATT Executive Secretary



## Past Conferences

### *Report from the AATT delegate for NCOLCTL*

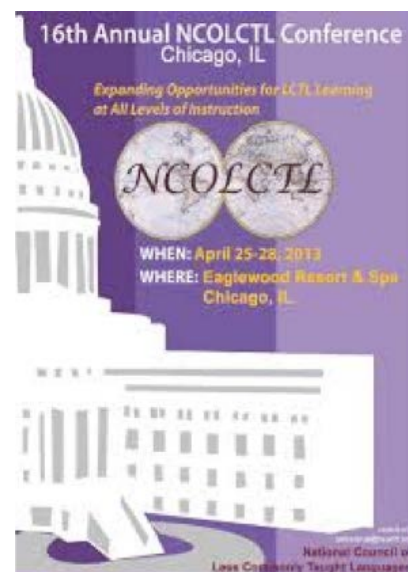
Roberta Micallef

Roberta Micallef and Erika Gilson were the delegates for the American Association of Turkic Languages (AATT) at the 16<sup>th</sup> Annual Conference of the National Consortium of the Less Commonly Taught Languages (NCOLCTL). NCOLCTL comprises 18 member language teaching associations that represent individual languages or geographically defined language groups. All 18 member language associations as well as NCOLCTL officers were present at the meeting. We were introduced to the new President Dr. Alwiya Omar. You can find information about the journal published by NCOLCTL if you follow this link: <http://www.ncolctl.org/resources-links/jncolctl-links> and members also have access to the NCOLCTL bulletin. The former President Antonia Schleicher reported on the move from Madison, Wisconsin to Bloomington,

Indiana. The new address for the secretariat of NCOLCTL is: NCOLCTL Secretariat

Eigenmann Hall,  
Room 708  
1900 East 10th Street  
Bloomington, IN  
47406  
Ph. (812) 856-4185  
Fax. (812) 856-4189

The well-attended conference included many colleagues teaching less commonly taught languages, representatives of academic associations for language teachers, representatives of national resource centers and language resource centers and flagship institutions. There were many excellent panels addressing concrete issues as well as research and theoretical issues in foreign language education. Therefore both in terms of networking, identifying and addressing issues in the field the annual NCOLCTL conference provided many wonderful opportunities for teachers of less commonly taught languages.



## Upcoming Conferences

### *AATT Graduate Student Pre-Conferences*

Erika H Gilson

Funding for the 2013 AATT Graduate Student Pre-Conference has been secured, and a pre-conference will again take place before the MESA Annual Meeting, this year in New Orleans, on October 10, 2013. This is about one month earlier than usual, and the organizers would like colleagues to begin alerting graduate students

to this opportunity.

Calls for participation have been sent out via the AATT-List and AATT's Facebook. Information is also available on the AATT website [aatturkic.org], under 'Conferences' [http://aatturkic.org/default.asp?parentID=129285]

These have proven to be very useful to the participants who usually work in a solitary setting, that is, without the input through interaction with other graduate students at their campuses on very specialized subjects.

These pre-conferences have been taking place since 2005; the small grant partially covers each accepted students' travel expenses.

This year will be the ninth graduate student pre-conference. Previous meetings are as follows:

MESA at Georgetown University, Washington, D.C. November 18-19, 2005

MESA at Boston University, Boston, MA November 17-18, 2006

CESS at the University of Washington, Seattle, WA October 19-20, 2007

MESA at Georgetown University, Washington, D.C. November 21-22, 2008

MESA at Boston University, Boston, MA November 20-21, 2009

MESA at San Diego, CA November 17-18, 2010

MESA at Georgetown University, Washington, D.C. November 30-December 1, 2011

MESA at Denver, CO, November 17, 2012

We hope to have another successful Pre-Conference in New Orleans this year. For further information, please contact Uli Schamiloglu [uschamil@wisc.edu](mailto:uschamil@wisc.edu)

or Erika H Gilson [ehgilson@princeton.edu](mailto:ehgilson@princeton.edu)

### Announcements

*James W. Redhouse  
Student Prize For Best  
Progress In Turkish Language  
2013*

#### ELIGIBILITY:

In recognition of the students who have made the best progress in Turkish in the academic year, prizes are awarded annually to two students in each of two geographic regions of the United States and Canada as determined by area coordinators and a committee composed of one member each of the American Association of Teachers Of Turkic Languages and the Turkish Studies Association. Any student (graduate or undergraduate) who has completed a full one--year course at any level of modern Turkish or Ottoman at a university offering such

courses in its regular program can be nominated.

DEADLINE: JUNE 15, 2013

AWARD: \$100 EACH FOR UP TO FOUR WINNERS

PROCESS: Nominate your worthy students by preparing a package including

a. a brief letter explaining why you nominated this student

b. 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.

c. writing samples, and oral samples – video clips /interviews etc. where the student is demonstrating his/her Turkish language skills.

East Coast region nominations should be sent to:  
Güliz Kuruoğlu,  
PhD (UCLA)  
2727 Morava Place  
San Diego, CA 619 275-2555

West Coast region nominations should be sent to:  
Etem Erol (Yale University)  
320 York Street Hall of  
Graduate Studies,  
NELC, Room #314  
New Haven, CT 06520  
This prize is organized and adjudicated by the AATT, with funds generously



supplied by the Ertegun Foundation at Princeton. AATT together with TSA submits the announcements to the MESA NEWSLETTER and relies on the President of AATT to inform the TSA Board of winners. AATT handles announcements of winners at the AATT and TSA Annual meetings during MESA.

## News from the Programs

### *The Turkish Flagship Program at Indiana University*

Katie Harvey

Indiana University's Turkish Language Flagship currently has nine students in its program and the number will continue to grow in the fall with incoming freshmen who have expressed interest in learning Turkish. Students come from a wide variety of academic disciplines and interests, including international affairs, biochemistry, and linguistics, to name a few.

In the domestic program at Indiana University, Turkish Flagship students had access to a variety of content courses beyond Turkish language instruction during the 2012-2013 academic year. Courses included "Media Turkish," instructed by the Turkish Flagship's Director, Dr. Kemal Silay, and "Introduction to Turkish Culture" taught by our lecturer of Turkish, Dr. Sibel Ariogul. These courses covered a wide range of

topics from political and economic situations of the modern Republic of Turkey, to values and attitudes in society, to culinary influence, and cultural heritage deeply rooted in history from a critical perspective. Flagship students also had the opportunity to connect with a large population of native speakers. Every week, students spent two hours with a private conversation partner.

In 2013-2014, two new classes will be offered, including "Modern Turkish: Listening" and "Modern Turkish: Reading." These courses aim to engage students in higher-level conversations through class debates and discussions to increase their ability to listen to Turkish news, programs, political debates, and television shows, and to expand students' Turkish vocabulary and awareness of different styles of reading and genres.

Over the past year, Turkish Flagship students, faculty, and staff participated in a wide range of events and social gatherings, including a Turkish breakfast where two students made *simit* for the first time.

Flagship students also helped promote the Turkish language and culture at the Lotus Blossoms World Bazaar, a free multicultural arts-and-education event for kids and parents in the Bloomington community.

A number of exciting events are coming up in the Turkish Flagship during the summer of 2013 and the following academic year, including the first round of Indiana University students who will do a summer and/or capstone year of study abroad at Ankara University. During the capstone year of study, students will spend nine months in Turkey where they will take intensive language courses designed to bring them to superior-level proficiency. They will directly enroll in classes at Ankara University where they will work and learn alongside Turkish students, studying the academic subjects of choice. Students will also have the opportunity to do an internship relevant to their career goals. Capstone students will also stay with native host families to reinforce their communication skills and learn more about the culture and practices of the Turkish people.



## New Positions

### Building Turkish Studies at San Francisco State University

Lucia Volk  
Co-Chair of Middle East  
and Islamic Studies  
SFSU

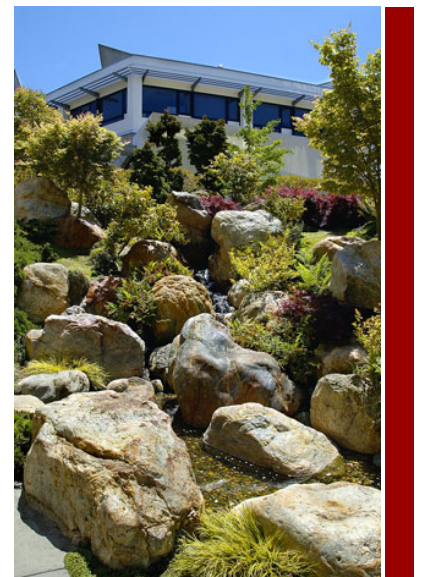
San Francisco State University is excited to offer its first classes in Turkish Studies in the fall of 2013, as part of its larger efforts to build a dynamic, interdisciplinary program in Middle East and Islamic Studies (MEIS). The courses that have so far been approved by SF State's various curricular committees are both classes in Turkish language at the beginning and intermediary levels and Turkish content classes (Turkish Identity and Culture; Turkish Literature in Translation; etc.). Turkish Studies is expected to follow the examples of Arabic and Persian Studies at SF State, where students initially counted courses towards Middle East and Islamic Studies, and eventually towards a free-standing minor.

As part of the university's ongoing efforts to internationalize its overall curriculum, Middle East and Islamic Studies was approved in 2007. Arabic and Persian classes were added or expanded upon,

thanks to an Undergraduate International Studies and Foreign Languages (UISFL) grant from the Department of Education. Hebrew classes had already been established at SF State as part of Jewish Studies, now its own department. Turkish was next. We are extremely grateful to the Institute of Turkish Studies (ITS) to provide us with a seed grant to develop Turkish classes over the next three years. We plan to develop a curriculum that is both current and historical, covering languages, humanities and social sciences. We hope to recruit students who are interested in the so-called less commonly taught languages, in the Middle East more broadly, as well as students across all disciplines who seek an international perspective. SF State students have a new option of choosing Koç University in Istanbul for a semester or year of Study Abroad, thanks to a bilateral exchange agreement. Other Turkish universities will hopefully sign memoranda of understanding with SF State in the future, broadening opportunities of exchange for American and Turkish students alike.

Without external grant support, the MEIS faculty initiative to solidify our Middle East related course offerings would have been much more difficult, or impossible, to realize.

Financially challenging times prevent new course development, especially if enrollment figures promise to be modest. Few doubt that we need more students who obtain fluency in languages such as Arabic, Persian, and Turkish, but public universities struggle to keep existing programs afloat due to budget cuts at the state level. Institution-building grants in the domain of Middle East Studies are fortunately available, but most of them only provide the chance to start a program, not run it for the long term. It means that initiatives such as Turkish Studies at SF State remain precarious, no matter what their academic merit. For those of us who devote our lives to enhancing knowledge of the "less commonly known," it is a sadly familiar reality. Regardless, we keep building programs and hope that they stand.



## *Turkish Lecturer Position at the University of Kansas*

Department: Center for Russian, East European & Eurasian Studies

Type of Appointment: 9-month, three-quarter time (30 hours/week), non-tenure track position (with possibility of renewal)

Salary: \$30,000 & benefits

Start Date: August 18, 2013

Duties: Teach undergraduate courses in first and second-year Turkish and Turkish culture and/or literature. Offer independent reading courses, as necessary.

Prepare for and attend all class meetings. In case of absence, the lecturer must make arrangements for a substitute.

Develop assignments, administer tests, evaluate student work, provide feedback to students, and assign grades.

Assist in providing outreach activities such as Turkish film nights and a Turkish language table.

Hold regular office hours for students involved in classes taught. A minimum of three posted office hours each week is required. These office hours should be divided over at least two and preferably three different days. The lecturer should be available for

reasonable appointments if a student cannot meet during scheduled office hours.

Assess student language proficiency as required.

Adhere to departmental, College and University policies and attend departmental meetings.

Required Qualifications:

Native or near-native fluency in Turkish, at least at the ACTFL superior level.

MA in Turkish language and literature, Turkish studies or a field related to foreign language pedagogy.

Near-native fluency in English.

Ability to teach Turkish effectively at the undergraduate level, as demonstrated by previous professional experience and/or professional training.

Appropriate work authorization for employment in the United States.

Preferred Qualifications:

Ph.D. or A.B.D. in a field related to language instruction (i.e., Turkish language and literature, linguistics, etc.)

Experience teaching Turkish or other languages to non-native speakers in a US college or university.

Evidence or testimony regarding excellent teaching ability at the university level.

Interest and ability to develop 3<sup>rd</sup>-year Turkish language course.

Interest and ability to develop a study abroad course in Turkey.

Interest and experience in on-line language instruction.

**Deadline:** We will start reviewing applications **July 8, 2013**, but will accept applications until the position is filled.

For more information and to apply go to <http://employment.ku.edu/jobs/2904>

A complete application consists of completion of the on-line form at the website, cover letter, cv, list of references, teaching statement and sample course syllabi. Please note that these materials should be uploaded directly to the KU job site.

For your announcements and news, please contact Burcu Karahan at [bkarahan@stanford.edu](mailto:bkarahan@stanford.edu)





## Summary of the Results for the Fall 2012 Student Count for Turkic Language Courses at Post-secondary Institutions in the U.S.

Suzan Özel & Pelin Başçı

### Summary of results for the Fall 2012 Student Count for Turkic Language Courses at post-secondary institutions in the U.S.

We would like to thank all AATT members, instructors, and administrators from 37 U.S. institutions, who helped us to collect the data for the 2012 student count. This survey was conducted by Pelin Başçı (Portland State University) with additional help from Erika Gilson (Princeton University). Suzan Özel prepared the summary of results.

#### Please note:

- The enrollment figures presented farther below reflect data collected between December 2012 and May 2013. The numbers represent enrollment during the fall term 2012. A total of 37 institutions responded.
- The “Student Total” is, for some languages, larger than the sum of its parts, as several institutions provided general enrollment numbers without separating undergraduates from graduates, etc.
- The students counted in the category “Other” are post-doc researchers and visiting or regular faculty members.

#### Overview: Languages and Enrollment

Languages surveyed	Azerbaijani, Kazakh, Kirghiz, Tatar, Turkish, Ottoman, Turkmen, Uyghur, and Uzbek
Total enrollment	943
Modern Turkish and Ottoman Turkish	908
Turkic languages other than Turkish and Ottoman	35



The number of institutions offering Turkic language courses.  
 (Not all languages are offered regularly. This may explain the reporting  
 of zero enrollments for several languages, as shown in tables farther below.)

Azerbaijani	3
Kazakh	6
Kirghiz	2
Tatar	2
Turkish	35
Ottoman	12
Turkmen	1
Yghur	2
Uzbek	9

### Enrollments by Language

<b>TURKISH</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
1 <sup>st</sup> year	310	90	12	<b>432</b>
2 <sup>nd</sup> year	186	60	8	<b>262</b>
3 <sup>rd</sup> year	89	38	7	<b>147</b>
4 <sup>th</sup> year	14	3	1	<b>18</b>
total	<b>599</b>	<b>191</b>	<b>28</b>	<b>859</b>

<b>OTTOMAN</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	17	20	3	<b>49</b>
<b>AZERBAIJANI</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	0	0	0	<b>0</b>
<b>KAZAKH</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	0	0	0	<b>0</b>
<b>KIRGHIZ</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	0	0	0	<b>0</b>
<b>TATAR</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	1	2	0	<b>3</b>
<b>TURKMEN</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	0	0	0	<b>0</b>
<b>UYGHUR</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	0	0	0	<b>0</b>
<b>UZBEK</b>	UNDERGRADUATE	GRADUATE	OTHER	STUDENT TOTAL
total	20	8	2	<b>32</b>

### Additional Courses

Number of institutions teaching Turkish and/or Turkic reading and translation courses	<b>25</b>
Number of institutions teaching literature, culture or film courses in English translation	<b>22</b>



## Google Analytics for The New AATT Website

Jessica Tiregol Menteşoğlu

In late 2011, a Google Analytics account was created for The American Association for Teachers of Turkic Languages ([www.aatturkic.org](http://www.aatturkic.org)) web site. Google Analytics allows web site developers and content managers to track web site usage and enhance services and content accordingly. The following statistics describe site usage for 2012<sup>1</sup>.

There were a total of 4,415 site visits and on each visit on an average of 3 web pages on the site were viewed. During the year, there were a total of 15,515 page views.

A little more than 50% of the visits came through Google as the result of a search. Only 25% of the visits were from those directly accessing the web address [www.aatturkic.org](http://www.aatturkic.org) while another 25% of the visits were from referral web sites such as other institutions and universities listing the AATT URL. The largest number of referral web site visits were from the AATT link on <http://www.princeton.edu/~ehgilson/>.

Web traffic numbers in the report indicate that the number of visits to the site peaked in May and October, while the number of visits was lowest in the months of January and December.

The majority of those visiting the web site spent no more than 10 seconds, however, these visits only accounted for 30% of the total pages viewed. The majority of the total page views were viewed by only 25% of the site visitors.

For the year, there were 3,121 unique visits of the 4,415 total visits to the web site. 75% of the web site visits were from "new" visitors indicating those who were accessing the site for the first time while 25% were return-visitors to the web site.

It is interesting to note that while 72% of the web site visits originated from English web usage in the U.S., there were 57 other unique sources for web traffic. The top 10 in this category included web traffic originating from Turkish sites (tr), Russian (ru), Chinese (zh-cn) sites as well as from countries like the United Kingdom (gb), Argentina (ar) and Poland (pl) sites.

29% of visits to the web site were using the browser, Chrome. The statistics for other browsers are as follows: 25% Firefox, 24% Internet Explorer, and 20% Safari. The rest of the site visits were using systems on mobile phone and other independent browsers.

A basic Google Analytics Report can also include statistics about which individual pages on the web site were viewed. Naturally the majority of pages views (50%) were of the AATT homepage or landing page for the web site. The next most viewed page was the page listing open positions in the field of Turkic languages entitled "Open Positions." The other top 10 pages viewed on the site in order from

greatest to least views are the following: "About AATT," "Tatar," "Membership," "Turkish Learning and Teaching Resources on the Internet," "Executive Board," "Uzbek," "Turkish Language Instruction at Academic Institutions in the U.S. and Canada," and "News."

Using the information gained from Google Analytics, the AATT board will be able to work to develop content for web site visitor retention and address the interests of the audience.



### 3,121 people visited this site

Visits: 4,144

Unique Visitors: 3,121

Pageviews: 15,505

Pages / Visit: 3.74

Avg. Visit Duration: 00:01:58

Bounce Rate: 21.79%

% New Visits: 75.31%



75.36% New Visitor  
3,123 Visits

24.64% Returning Visitor  
1,021 Visits

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



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Uli Schamiloğlu  
Department of Languages and  
Cultures of Asia  
University of Wisconsin-Madison, WI  
uschamil@wisc.edu

### EXECUTIVE SECRETARY

Roberta Micallef  
Department of Modern Languages  
and Comparative Literature  
Boston University, MA  
micallef@bu.edu

### TREASURER

Feride Hatiboğlu  
Near Eastern Languages and Civilizations  
University of Pennsylvania, PA  
feride@sas.upenn.edu

### MEMBERS

Pelin Başçı [2010-2013]  
Foreign Languages and Literatures  
Portland State University, OR  
bnpb@pdx.edu

Ercan Balcı [2010-2013]  
Department of Linguistics  
University of Illinois, Urbana-Campaign, IL  
ebalci@illinois.edu

Burcu Karahan  
Department of Comparative Literature  
Stanford University, CA  
bkarahan@stanford.edu

Suzan Özel [2011-2014]  
Independent Scholar  
Indiana University, IN  
soezel@indiana.edu

### AATT BULLETIN EDITOR

Erdağ Göknar  
Slavic and Eurasian Studies  
Duke University, NC  
goknar@duke.edu

### AATT NEWSLETTER EDITORS

Züleyha Çolak  
Middle Eastern, South Asian, and African Studies  
Columbia University, NY  
zc2208@columbia.edu

Burcu Karahan  
Department of Comparative Literature  
Stanford University, CA  
bkarahan@stanford.edu

### WEBMISTRESS

Jessica Tiregol Menteşoğlu  
University of California, Los Angeles, CA  
jmentesoglu@library.ucla.edu