

## Handbook for Students of Turkish

*Arapça isteyen Urban'a gitsin  
Acemce isteyen İran'a gitsin.  
Frenkler Frengistan'a gitsin.  
Ki biz Türküz, bize Türkçe gerektir.*

Bergamalı Kadri [16<sup>th</sup> century]

Let those who want Arabic, go to Urban.  
Let those who want Farsi, go to Iran.  
Let the Europeans go to Europe.  
We who are Turkish, we must have Turkish.

### Introduction

Welcome to the study of Turkish. This online handbook is meant to serve as an introduction to strategies and resources that can assist a student in his or her study of the Turkish language, and has been developed under the auspices of the National Middle East Language Resource Center ([NMELRC](#)).

This handbook is intended primarily for the beginning student, but intermediate and advanced students may also benefit from what is presented. This information is of course not comprehensive or exhaustive. Above all, we hope that you find this information practical and even the bits of “theory” applicable to your needs. This handbook helps fulfill the NMELRC's mission to be "a coordinated concentration of educational research and training resources for improving the capacity to teach and learn foreign languages."

The handbook is divided into three major sections:

- 1) A brief introduction to Turkish language and culture
- 2) Strategies and information particular to studying the Turkish language
- 3) Useful resources for students of Turkish

## **Section I: A Brief Introduction to Turkish Language and Culture**

### **1.1 What is Turkish?**

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### **1.1 What is Turkish?**

Turkish is one of many Turkic languages spoken in the world. All Turkic languages belong to the Altaic language family along with other languages such as Japanese, Korean and Mongolian. Turkish belongs more specifically to the subgroup of Southwestern Turkic languages thus distinguishing itself from some other Turkic languages spoken in Central Asia.

Turkish, the official language of the Republic of Turkey, is the primary language of more than 73 million people, and well over 100 million more people use various other Turkic languages, some of which are very closely related to Turkish.

In Turkey, since 1928, Turkish has been written with a modified Latin alphabet and thus its alphabet resembles other Latin-based alphabets such as German, English, French or Spanish. Before language reforms in the 1920s, the official form of Turkish was written in Arabic script and, the language in its grammar and vocabulary differed markedly from the spoken language. This older form of Turkish referred to as Ottoman Turkish was the administrative and literary language of the Ottoman Empire. Today's Turkish or Modern Turkish is a language used in all capacities, official, cultural and otherwise.

### **1.2 Why study Turkish?**

Many American students may wonder whether there would be any opportunities to put Turkish language skills to use. Knowledge of Turkish provides many benefits to students with a wide variety of interests and goals. While Turkish is the official language of one country, the Republic of Turkey, this country is strategically connected, geographically and culturally, to Eastern Europe, Central Asia, and the Middle East. Thus, Turkish and knowledge of Turkey would be advantageous to anyone interested in the international business or politics of those regions. Likewise, for students pursuing careers in business or government service, opportunities in Turkey will only continue to increase as Turkey continues to develop as a global economic power.

For students focusing on research and teaching, a wealth of opportunities are afforded with the knowledge of Turkish. Whether you're interested in archeology and ancient cultures, medieval history, Islamic studies, or any number of issues connected to the history, political science, and sociology of modern Turkey or its surroundings, Turkish language skills open up research areas that are not available to American scholar lacking in Turkish language skills. Knowledge of Turkish can act as a bridge for students interested in going on to study other Turkic languages. In addition Turkey is the successor State to an Empire that lasted for 700 years and span across three continents. Thus archives in Turkey house materials pertinent to research about much of the Middle East.

Aside from the advantages mentioned above, studying Turkish may also be personally rewarding for students who may not be planning to apply Turkish in their academic or professional careers. Learning Turkish opens up a rich and varied culture to you and allows you to interact with other Turkish speakers. For example, some students of Turkish heritage choose to learn Turkish in order to better understand the experiences and language of their parents or grandparents. For some students, a Turkish class will expose them to Turkish culture. Either way, whether you see Turkish as an intellectual challenge, a professional or academic tool or personal enrichment, it is invaluable as a key to intercultural communication and understanding.

### **1.3 Turkish – Linguistically Speaking**

Many linguists consider the Turkish language to belong to the Uralic-Altaic family of languages with Turkish being grouped in the Altaic branch along with languages such as Japanese, Korean and Mongolian. Languages in the Uralic branch of this family include Finnish and Hungarian. All of the languages of the Ural-Altaic family are grouped together due to certain common characteristics; namely, syntax, morphology and phonology. For example, like Finnish and Hungarian, Turkish is an **agglutinative** language. Agglutination refers to the process of adding suffixes to a root-word thus transforming a single word which in some cases could result in a phrase or a complete sentence depending on the chain of suffixes attached.

As an example, the English sentence "They were not coming" is a single word in Turkish. In Turkish, "Come" is the root word, and morphemes meaning "not," "-ing (continuous verb tense)," "they (3rd person plural marker)," and "were (past tense marker)" are all added: '*Gelmiyorlardı.*'

Agglutination may represent an added challenge for beginning students since much of the information for a single sentence may be packed into a few words. However, the regularity and predictability in Turkish of how suffixes are added make agglutination easier to internalize than you might think.

Aside from agglutination Turkish syntax also sets it apart from a language such as English. English syntax generally follows the subject-verb-object pattern ("I [subject]

wrote [verb] a letter [object]"). In Turkish, even though the word order is more flexible than it is in English, the Turkish pattern is generally **subject-object-verb**. This syntax (for English speakers a "reversed-order") creates challenges for those trying to do simultaneous translation from English to Turkish. Once you are able to switch your thinking to more of a Turkish mode, the syntax is not a difficult adjustment to make.

As is true in many subject-object-verb languages, Turkish also employs **postpositions** rather than prepositions. For example, the word order for, "Ahmet talked about his class" in English would have the following word order in Turkish, "Ahmet his class about talked." While different from what you're used to in English, this new word order with practice will soon feel natural in Turkish.

Turkish also distinguishes itself from many other languages with its **vowel harmony**. For English-speakers, these vowel patterns may seem strange at first. In short, when suffixes are added to a root, they take the same form no matter what the root, except that some of the vowels in the suffixes change according to very simple rules. If the root contains a vowel that is pronounced in the back of the mouth, like the "ah" sound, the suffix will also contain vowels that are pronounced in the back of the mouth. If the root contains a vowel that is pronounced in the front of the mouth, like the "ee" sound, its suffix will contain the frontal counterparts to the first set of vowels. These vowel patterns are not difficult to learn especially since Turkish is a phonetic language. Unlike in English, the alphabetic letters and vowel sounds correspond one-to-one thus simplifying spelling. Once mastered, the rules of vowel harmony make spoken Turkish sound very pleasant and harmonious and simplify agglutination since your choice of suffix will also depend on a vowel harmony pattern.

#### **1.4 Ottoman Turkish**

Established in 1923, the Republic of Turkey instituted many reforms to modernize and define its new nation-state. Some of the most significant reforms of the late 1920s and early 1930s in Turkey involved the Turkish language. Aside from trying to purge the language of non-Turkish words, the alphabet was Latinized and twenty-nine letters came to replace the Arabic script in which Turkish was being written. Ottoman Turkish refers to the pre-1928 Turkish when the Arabic script as well as a large amount of Persian and Arabic vocabulary were in use. The style and vocabulary of Ottoman Turkish varies throughout the history of the Empire which spans over six hundred years. Thus, certain periods reflect a greater Persian influence while others may have a stronger Arabic influence. For those wishing to pursue academic research in Middle Eastern or East European history, knowledge of Ottoman Turkish will be an extremely valuable tool. A solid foundation in modern Turkish will make the more complicated **Ottoman Turkish** much more accessible.

#### **1.5 Other Turkic Languages**

Studying Turkish would also lay the foundation for learning other **modern Turkic languages, like Kazakh, Uzbek, or many others**. Turkic languages are closely related,

so much so, that some people consider many Turkic languages (of which Turkish is one) to be dialects of one another. Turkish along with Turkmen and Azerbaijani belongs to the Oghuz group of the Southwestern branch of Turkic languages. Kazakh, Kyrgyz, Tatar, Uzbek, and Uighur belong to other branches of Turkic languages. Turkish is also (remotely) related to Mongolian languages and Manchu-Tungus languages, which are also Altaic. Many of these languages are spoken in regions of vital strategic importance, like the Caucasus, the Balkans, China, and the former Soviet Union. While not all of the Turkic languages are mutually intelligible, their grammatical systems share many common features, and mastery of Turkish grammar makes learning other Turkic languages exponentially easier. Even for students primarily interested in a Turkic language other than Turkish, studying Turkish first can be a good investment, since much of what they learn will be applicable in learning the other language. Further, at the present many more good programs for Turkish study exist than do programs for other Turkic languages.

Many students are under the misconception that due to Turkey's geographic location that linguistically, Turkish is similar to Arabic, Persian (Farsi) or Hebrew. These languages belong to different major language families and thus, aside from some common vocabulary due to cultural and regional ties, share very little with the Turkish language. However, for someone wishing to study the cultures and histories of the regions, Turkish may be the most approachable language and will provide a window onto the others.

## **1.6 Modern Turkish**

Today, the Turkish of the Republic of Turkey, like the country, is very dynamic. In modern Turkish, terms and vocabulary words are introduced and dropped from year to year often creating communication chasms between generations. While mutually intelligible, the language of grandparents, often differ from the language of their grandchildren. Such dynamism requires students studying Turkish to ensure that their materials are not dated. Also, if fluency is your goal, then periodic trips to the country and exposure to Turkish media, both print journalism as well as radio or television, is vital.

## **2. Navigating Turkish Culture – the Turkish language in context**

### **2.1 Cultural Expressions**

All languages have a set of expressions that uniquely reflect their cultures. Turkish is rich in such expressions. Many of these expressions do not have exact equivalents in English and yet these expressions are crucial for functioning in Turkish society. Correct usage of these expressions will make the users Turkish appear more natural and authentic.

A few examples are listed below. This list is in no way definitive and there are countless

other expressions and contexts for these expressions that do not appear in this section. However, in reading through these examples, you will have a better idea of the role of cultural expression in the daily Turkish conversation.

### 1. *Hoşgeldiniz - Hoşbulduk*

This expression is used in welcoming dialogues. Whether one is being welcomed to a home, country or simply to a group sitting at a table, this exchange may be heard. These expressions are only used with the first person singular and plural.

### 2. *Geçmiş olsun*

This expression may be used for situations where one has fallen ill or some misfortune has befallen someone. This expression never changes (i.e., it is never differently conjugated) and literally means "may it be passed or over."

### 3. *Kolay gelsin!*

There are many instances for using this expression which means "may it (the job, task, work) come easily." For example, while passing a person who is sweeping or washing window, you could simply use the expression the way one may use the expression "Good day." If someone is in the middle of a task, and you want to address them or ask them a question, you would greet them or open with this expression. The expression could also be used for an impending or future project. While conversing with a friend, the friend may mention a term paper or exam that is coming up and you would respond with this expression}.

### 4. *Maşallah*

This expression literally may be translated as "What wonders God has willed" but may be used to express "how marvelous", "how wonderful", and "great". This expression is used upon hearing of a birth, being introduced to someone's children, when learning of an achievement such as someone winning a scholarship, or together with praise and compliments. It is particularly important to use this word within a compliment so that the person or thing being complimented is protected against "*nazar*" (evil eye). *Maşallah* may also refer to the blue bead or a small gold charm with an inscription of *Maşallah* (in Arabic script) which are both used to ward off the "evil eye" or "*nazar*".

### 5. *Eline sağlık*

This expression is used to compliment someone who has prepared a meal or a particular dish. However, it can also be loosely applied to any situation where someone has made something by hand, or when someone has completed a task such as giving someone a ride and that person wants to show his/her appreciation. The expression may also be pluralized "*Ellerinize sağlık*," which literally means "health to your hand(s)".

### 6. *Afiyet olsun*

This expression is similar to the French "*bon appetit*." Any time during the meal one may use this expression either in sitting down to the meal, serving a meal, at the end of a meal, or in response to the a compliment concerning the food. This expression never changes (i.e. conjugated) and literally means "may there be good appetite."

### 7. *İnşallah*

One of the most frequently used expressions in Turkish, this word conveys a great deal about Turkish culture. Coming from the Kuran, this expression means "God willing" and emphasizes factors in life at work beyond an individual's control. Thus, when two people are parting and have agreed to meet at the same time and place the next day, they may still use "*İnşallah*" indicating they will meet again if all goes well and nothing unforeseen takes place to prevent the meeting. For someone unaccustomed to this expression, hearing it (even when something could be considered "a done deal") may be quite disconcerting. While Turkey is a secular society and by many standards may no longer be considered traditional, the expression and concept of "*İnşallah*" remains strong and conveys some uncertainty and the sentiment "as long as nothing else prevents it."

## 2.2 Proverbs and Folktales

Turkish culture is rich with proverbs and folktales. The Turkish sly and subtle sense of humor is injected into daily conversations through a large repertoire of proverbs. While in English such statements as "those who live in glass houses should not throw stones" may be considered trite in our daily conversations, in Turkish, the use of proverbs demonstrates a colorful command of the language and is therefore enjoyed and commonly used by most Turks on a daily basis. An example, of a Turkish proverb is "A rooster that crows too early, gets his head cut off," which indicates that there is a proper time for everything. Learning and using Turkish proverbs will certainly make mastering Turkish entertaining.

Turkish folktales, anecdotes and fables play a large role in Turkish language and culture. These countless stories that have been passed down to us from an oral tradition even have a language of their own. Certain standard phrases akin to "Once upon a time..." and "... they lived happily ever after," begin and end the stories. The standard phrases in Turkish, however, are much more elaborate and fanciful. Talat Halman for the Ministry of Foreign Affairs provides a translation of one such phrase, *A long, long time ago, when the sieve was inside the straw, when the donkey was the town crier and the camel was the barber. . . Once there was; once there wasn't. God's creatures were as plentiful as grains and talking too much was a sin. . .* Countless anecdotes about one of the most popular folk heroes, Nasrettin Hoca, best illustrate popular Turkish humor. In a very brief example, the neighbors complain about the Hoca's wife frequenting everyone's house and they ask him to tell her to stop. The Hoca simply replies, "If she ever frequents my house, I will tell her."

In general, Turkish folktales and proverbs are positive and provide practical and common solutions to everyday dilemmas. Beginner students may want to acquaint themselves with some English translations of these tales before reading them in Turkish.

## 2.3 Gestures

Just as certain expressions are unique to each language and culture, so are bodily gestures. A gesture in one culture may be meaningless in another or worse may indicate a completely different sentiment in another culture. Here is a sampling of common Turkish gestures and their meaning. Students of Turkish or foreigners uncertain of the proper contexts should not use the gestures.

1. Patting ones chest with palm of right hand indicating that you have had enough or "no thank you."
2. Holding ones fingers (right hand) together, palm facing in, and moving hand up and down indicating how flavorful or delicious some food or drink tastes.
3. Tilting the head upwards while doing a "*jik*" sound with ones mouth and raising eyebrows indicating "no."
4. Greeting a respected elder by bowing, taking their hand kissing the top of the hand and then placing it on ones forehead.
6. Shaking ones head from side to side ("no" in the U.S.) means "I do not understand."

## 2.4 Culture and Etiquette 101

Many characteristics of a culture are reflected in its language. For example, for foreigners who come in contact with Turks or visit Turkey, the most immediately striking characteristic of Turkish culture is its high degree of hospitality. Guests are welcomed and treated very well but polite guests should not be quick to accept everything that is offered to them. A considerate guest in Turkey must understand that it is the "thought that counts" and that it can be polite to refuse certain gestures, especially if it seems that the host is offering something that would typically be beyond their means.

*Naz* and *ısrar* are terms that are very culturally specific and therefore cannot be directly translated into English. Typically in Turkish culture, a person must offer something many times and in many cases may be extremely insistent, while the other person or guest must refuse politely repeatedly until finally giving in to the insistent gestures. All of these offerings and refusals take place regardless of the "true" intentions, wishes or needs of either; i.e. whether someone is in reality hungry or thirsty is immaterial since it is the offering and the refusing is important in the language and culture.

Being humble and apologetic is also very prevalent in Turkish culture. Though you may feel and possibly know for a fact that someone has accomplished something great, your praise and appreciation will most likely be met with apologies for what was not accomplished or criticism of the accomplishment itself. While compliments and gratitude are expressed without reservation in Turkish culture, all such remarks are usually made while invoking a protection against "*nazar*" or the "evil eye."

In short, the "blue bead" or "*nazar boncuk*" is an "eye" that should serve to face down the "*nazar*," the envious or those with negative or malicious intent (conscious or unconscious). If for some reason (whether a rational cause exists or not) something goes wrong, something is damaged or one becomes ill or injured, many in Turkey may blame the "evil eye" or "*nazar*." This folk tradition or superstition is quite prevalent in Turkey



and the Middle East and Mediterranean in general.

## **Section II: Studying Turkish - “From one student to another”**

This section includes responses to typical questions or comments about studying Turkish and languages in general. Here, as elsewhere in the handbook, the answers are intended to provide a general idea and do not attempt to be exhaustive or definitive.

### **1. Getting started with Turkish**

- 1.1 How and where should I begin to study Turkish?**
- 1.2 Should I get a native speaker as a tutor?**
- 1.3 I’m interested in learning some Turkish, but I don’t plan to reach an advanced level. Is it worth my time to take a course or two?**
- 1.4 What are some resources for learning Turkish outside the classroom?**

### **2. Studying Turkish in the classroom**

- 2.1 Is language learning like other classroom learning?**
- 2.2 What strategies do good language learners employ?**
- 2.3 My teacher’s instruction style doesn’t match my learning style. What should I do?**
- 2.4 Why are other students progressing more quickly than I am?**
- 2.5 What are reasonable expectations for proficiency and progress?**

### **3. Goals and strategies for studying Turkish**

- 3.1 Reading Comprehension Skills vs. Listening and Speaking Skills**
- 3.2 Trouble learning vocabulary? What are some effective strategies?**
- 3.3 How much should I study a day?**
- 3.4 What are common pitfalls for students of Turkish?**

### **4. Turkish language in context**

- 4.1 How important is knowledge about Turkish culture for me in learning Turkish?**
- 4.2 I want to get to know native speakers of Turkish. Any suggestions?**
- 4.3 I want to read more about Middle Eastern history, literature, or politics. Where should I start?**
- 4.4 How important is it for me to study in Turkey?**
- 4.5 How can I make the most of study in Turkey?**

## **1. Getting started with Turkish**

### **1.1 How and where should I begin to study Turkish?**

**There is no "best" way or place to study Turkish.** Your goals will determine what is best for you. For example, you should have some idea about how you want to use Turkish. Are you hoping to become proficient in conversation, so you'll be able to chat with Turkish friends or family members? Do you want to quickly learn how to read scholarly articles in Turkish? Are you laying the groundwork for several years of Turkish study, leading to all-around fluency? You'll want to choose a program that matches your goals.

The most common way to study Turkish is in a classroom setting, and the greatest progress in language learning is generally made under the guidance of an experienced teacher. If you are not currently enrolled in a college or university and would like to pursue the study of Turkish, ask at local institutions about the possibility of taking classes. There are also some self-instruction materials available for Turkish.

Students who aim to achieve a high level of proficiency in Turkish generally plan to travel or study in Turkey. We encourage those who have the opportunity to take advantage of travel or study abroad programs. In most cases, the ability to "soak up" the language by living in Turkey is increased with the help of a structured program.

### **1.2 Should I get a native speaker as a tutor?**

As the saying goes, having teeth doesn't make you a dentist. As is generally true of native speakers of English, most native speakers of Turkish aren't great at explaining their language. Even native speakers who have a good, explicit understanding of grammar may have a hard time presenting that knowledge in a way that's helpful or interesting to students. Teaching well is difficult, and good tutors are few and far between. Shop around, and try different tutors out if you can. Find a tutor who strikes you as someone with a flexible personality with whom you feel comfortable working. It helps if you like them, and if they can be something of a role model for functioning in Turkish. Find someone whose pronunciation is clear and easily understood. A well-educated person will generally be a better bet, however, only to a certain degree. Find someone who will create opportunities for you to speak and steer clear from someone who does most of the speaking. You want someone down to earth who will work with you and create opportunities for you to practice and learn the language.

### **1.3 I'm interested in learning some Turkish, but I don't plan to reach an advanced level. Is it worth my time just to take a course or two?**

The answer is an emphatic "yes!" Even if you have an hour or less a day to devote to Turkish you can still learn a great deal in only a few months. Basic conversational skills can be learned very quickly. Obviously, the more time you put in to learning Turkish,

the more you will get out of it. And if you are taking a class that meets regularly, you should try your best to attend every lesson--it will be harder and harder to absorb information from class if everyone else is building on things they learned while you were absent.

Even the most casual study of a language can be beneficial. Without a certain, basic level of commitment, it's true that you won't be able to use the language in any kind of real-life situation, even for a halting discussion of the weather. However, even if you're not ready to dedicate yourself to Turkish, whatever familiarity you gain from spending any amount of time on the language will still make it easier to learn more if you decide to pursue it more seriously in the future.

Most importantly, studying Turkish exposes the learner to cultural issues that have great relevance to life in Turkey and therefore, the time spent studying a language is a valuable investment of your time and effort.

#### **1.4 What are some other resources for learning Turkish outside the classroom?**

Not all learning takes place in a classroom. Some students are very disciplined and independent and thus prefer studying on their own. Here we have listed a sampling of materials that students have found useful. A brief description of the material will give you an idea of how you might choose to incorporate it in your studies of Turkish. Many of the materials listed may also be part of required classroom work even though they have been prepared for independent study.

## **2. Turkish in the language classroom**

### **2.1 Is learning a language just like other classroom learning?**

Language learning is quite different from most classroom experiences. Language learning tends to diverge from other disciplines both in the way a typical classroom operates and in the behaviors students should adopt to attain their goals. Unlike a traditional classroom setting where professors lecture and students listen or take notes, a language-learning environment should be dynamic and student-centered. The teacher should help foster this kind of environment, but the student is also responsible for participating actively and contributing positively to the classroom dynamic. The degree of success achieved in a language class will depend very much on the active participation and involvement of each individual student in the class. Frequent absence and lack of preparation will negatively impact the overall progress of the class.

Language learning involves some apparently contradictory tendencies. For example, there is a great deal that is purely formulaic: vocabulary lists, verb conjugations, noun declensions, and grammar rules. But there is also that which is creative and unique: poetry, jokes, and culture-specific references and nuances. Ambiguities, idioms, and

exceptions to the rule are as much a part of languages as are charts for verb conjugation. Competence in a language also subsumes cultural know-how and sensitivity, as well as the ability to take risks and feel comfortable with a new language "persona."

Few other learning experiences provide such a combination of logic, rigor, and an outlet for creativity. In short, learning a foreign language can be one of life's most challenging, stimulating, and satisfying experiences.

## 2.2 What strategies do good language learners employ?

Some otherwise excellent students inevitably find that they aren't on top when it comes to learning a foreign language. Just as some will claim that they aren't cut out for learning math, a few students believe that learning a foreign language is beyond their capacities. Such assumptions are counterproductive. Certainly, varying levels of talent, inclination, and discipline affect the rate of progress in language learning—as in any field—but there are both general attitudes and specific steps that students can take to improve their ability to learn a foreign language. Here, we have included typical strategies and characteristics of good language learners.

- **Be an active learner in the classroom and maximize your exposure to the language in general.** Even if your teacher does not have a "target language only" policy in class, it is still a good idea to use the language as much as possible. Ask questions, chat with your classmates, and participate whenever possible *in Turkish*. You may not feel like you know much, but by using what you do know, you will add to that knowledge much more quickly. Try to encounter Turkish whenever possible. Put up vocabulary cards around your house or apartment. Listen to a Turkish news update once a day on the Internet. When you study vocabulary words, listen to them on tape (preferably in context) and repeat them out loud, then use them in sentences and write them down. Make it a goal to get to know Turkish speakers and try speaking the language with them as much as possible.

You can also work on keeping a running patter in your head of Turkish while you're doing everyday activities. In the shower, brushing your teeth, as you're about to fall asleep--these are good times to fill your mind with what you could say the next time you chat with a classmate in Turkish, even if it's just very simple things that would translate into English as, "I ate breakfast. It wasn't very good. I don't like eggs." You may never use the things you come up with in your head in actual conversation, which is fine. It's still a very good way to keep your mind engaged with Turkish.

From time to time, when you are thinking to yourself in English (as native English-speakers do), take a moment to wonder, "And how might that be said in Turkish?" It's all right if you don't know the answer. Just spend a few moments considering various approaches you might take based on the Turkish you already know, then let yourself move on to other English thoughts. The more you think

about how you can actually put Turkish to use, the more you will be able to do so when you need to. And, if you find that you really are curious about how to express a particular thought in Turkish, you'll have a good topic to bring up in class.

Talking to yourself, in your own head, during these moments when you don't have to think about much else, can also be a very good way to practice vocabulary. Particularly at the beginning stages of language-learning, you'll be confronted with big categories of words--the names of months and days of the week, numerals, etc.--and the more you can repeat them to yourself while consciously fixing them to their meaning, the better you'll be able to remember them. It may feel like a pretty inane inner monologue to look at the clothes of each person you pass on the street and think to yourself, "That shirt is *kırmızı*; that one is *mavi*; there's a *yeşil*; oh, another *kırmızı* over there; hmmm, not seeing anyone wearing *sarı*." However, you'll be giving yourself lots of chances to review the names of colors. Even just doing push-ups or walking up stairs, you can count each one to yourself in Turkish, practicing numbers.

- **Look for patterns.** When you're learning a new language, it's easy just to focus on individual grammar points as they're doled out in class, figuring out how to use each construction in a simple sentence before moving on to the next construction. However, languages aren't really meant to be divided up that way--the better you can see precisely how one particular construction is like (or isn't like) another, the more likely you will be able to use it correctly. While you're learning something new, think back over the things you've already learned and see how it compares.

Similarly, it may be helpful to think about how the grammar you're learning compares to languages you already know. In this case, you don't want to take this practice too far--Turkish is quite different from a lot of other languages. You don't want to end up misrepresenting it to yourself just for the sake of shoehorning it into a paradigm you already understand. However, it *can* help to compare it to what's already more familiar, especially if you keep an eye open to where Turkish differs. You can simply let yourself associate a particular construction loosely to another language, without trying to analyze it too closely, simply noting to yourself, "This kind of participle reminds me of Russian" or "Using the verb this way reminds me of German." This type of association may not seem to add much in the way of understanding, but the more connections you can create between new information and things you already know, the more likely you will be to retain the new.

- **Be persistent.** Persistence pays: One student worked towards fluency in Turkish by painstakingly working through each exercise so that he could feel confident he understood it. It can be possible to zip through some exercises very quickly, just copying down patterns and plugging words into blanks. However, you will also quickly forget what the exercises are meant to help you practice if you take this approach. Thinking each exercise through will be much more fruitful. Take each

assigned text or exercise as a challenge, a puzzle to solve. Language learning involves hard work, but that doesn't mean one has to perceive it as a burden. Viewing some aspects of language learning with a playful attitude can also be beneficial. For example, use rhymes or songs to learn new words or expressions. Play games to conjugate verbs or to memorize vocabulary lists.

- Have a **positive work ethic**. Even the most naturally gifted language learners don't achieve advanced levels of proficiency without hard work and significant amounts of "time on task." You will be surprised how much improvement you can make when you concentrate and patiently keep trying. Expect to put in the time, and try to make it effective time. Willingness to work hard is important, but so too is the willingness to analyze your efforts to determine where they are well spent.

Part of analyzing your efforts is recognizing how much you can realistically expect of yourself. Definitely set the bar high for yourself, and don't let yourself make excuses about avoiding the work. However, if you find that you are consistently avoiding a particular kind of task, figure out another way to accomplish that task. Some students, even when they know they *should* be using a technique because, theoretically, they understand how helpful it would be, simply don't like using it and therefore put off tasks that require it. They then go on to avoid doing any work because they're busy pretending they're about to work on that technique, and then time runs out and they haven't gotten anything done.

Don't let this happen to you. Make it as easy as possible on yourself to work hard. If you find that you're always neglecting assigned readings, think about the reasons why. Then take steps to compensate for them. If you can concentrate better on reading through a text when you and a friend are reading it aloud to each other (and thereby monitoring each other to make sure your attention doesn't keep wandering off to gaze out the window or check your e-mail), set up a consistent time to meet with your friend and go over texts. If, on the other hand, you know that you need to read without other people around, otherwise you'll just start chatting, schedule a time where you may be secluded to read on your own.

- In the classroom, **be a team player** and learn by doing and "teaching" as well as by listening. Many language teachers assign small-group work both in and out of the classroom, not only to add variety to the class but also to give students the chance to learn by doing. Studies have shown that even speaking practice with students at beginning levels of proficiency can have great benefit. You don't have to be speaking Turkish with a native speaker to learn something. Also, you'll need to recognize that students have different learning styles. For example, some students can't wait to jump in, while others prefer to watch from the bank or wade in the shallows until they feel comfortable before they try "swimming" in the language. If you are too loud and outspoken, you may have a negative impact on the ability of others to learn. Develop a balance between patience with the teacher, your classmates, and yourself, and an anxious desire to master material and move forward. Be considerate of others, but whatever you do stay mentally

engaged, focus, and push yourself.

- **Don't always play to your strengths.** Your language study will be much more effective if you are able to overcome the natural tendency to gravitate to things that come easily and avoid things that seem threatening. In other words, you don't want to neglect your weaknesses. For example, a student who had studied Turkish at institutions that emphasized reading comprehension in class found himself challenged in a study abroad program. In spite of the fact that he was able to converse easily in Russian as well as English, he concluded that he simply did not have the facility for speaking in a foreign language. He sat in on lessons in which other students spoke, but he would never try to say more than a sentence himself. Instead of challenging himself to speak in various situations, he devoted himself to even greater mastery of those areas in which he excelled, such as reading newspaper articles and stories were it not for the intervention of a teacher who recognized what he was doing and coaxed him into acknowledging his anxiety and dealing with it, he may never have developed speaking skills, and more importantly, never have learned to deal with the debilitating anxiety that seized him whenever he needed to speak in Turkish.

It's true that it can be difficult to want to follow through on this advice; it can feel demoralizing to do something you know you're not good at. But with a little thought, you'll be able to figure out some ways to employ your stronger skills to help you hone your weaker ones. For example, the student above might have chosen to use his reading skills to read skits and plays to himself, something he was already comfortable doing. He could then work on reading a scene aloud, getting used to hearing himself talk in Turkish. Then, with another student or a native Turkish speaker, he could work on performing the scene in front of others. From doing this, simply translating his reading skills into oral performance, he would be able to see that he could successfully speak Turkish in front of others. After this experience, it would become much less intimidating for him to practice speaking in less structured skits, where he and a partner improvise what to say given a particular situation (if one were a waiter and one were a customer, say). From there, it is just a short step to actual conversations. Students with other strengths and weaknesses can use a similar strategy of easing their way into greater usage of the weaker skills.

- **Don't be afraid to make mistakes.** It's inevitable that new language learners will make a lot of mistakes and will often feel awkward because they're not capable of expressing what they really want to say. The important thing is not to let yourself feel foolish over this, or, when you do, not to be discouraged by it. The only students who don't experience this awkwardness are the ones who don't get the chance to because they don't take enough risks in class, and thus aren't participating fully and giving themselves the chance to learn the language well. The students who push themselves through feeling foolish to keep on trying to speak up will find it gets easier and easier. The students who don't will not get the practice they need and will progress much more slowly.

You can make a lot of progress in language class when you're willing to try, and appreciate correction from a teacher or others instead of resent it. An enthusiastic attitude in a language class can have a tremendous impact on your own progress as well as on that of others.

- **Learn from mistakes**, both yours and your classmates'. While they are not afraid of making mistakes, effective language learners focus on how to avoid repeating previous mistakes. You can learn from the mistakes other students make in class and correct them silently while listening. (By the way, don't let yourself feel too smug while you do this--remember that it is much easier to catch mistakes when all you have to do is listen rather than worry about generating sentences yourself. It's almost certain that, when it's your turn to speak, you will also make mistakes that you don't notice but your classmates will. While you're listening, simply think of the correction without mentally judging the language competency of the person making the mistake.)
- **Be comfortable with a little ambiguity**. It's okay not to understand everything you hear or read in Turkish for the first time. In fact, it's inevitable. If you try to learn the exact meaning of everything at once, you'll overload and won't be able to recognize the patterns that are more important to understanding the language in the long run. You'll be much better off focusing the overall meaning rather than getting hung up on one word or another.

There is another skill besides ones like acquiring a large vocabulary or having good pronunciation that is very important in being able to use a language: the ability to make educated guesses. When you're in real-life situations with Turkish, rather than in a controlled setting like the classroom, you will encounter a tremendous number of things you won't understand. However, some students are still able to function well in such situations, because they are able to make good educated guesses. There is a skill in making these guesses, in figuring out which parts of what someone says or writes are essential to understanding the main point and really need to be figured out, and which parts can be ignored. And like all skills, this one needs to be practiced. You can do that by allowing for ambiguities in the classroom. When you allow some parts of what you encounter in Turkish usage to go unexplained in class, you are training yourself for all of the times it will happen when listening to native speakers or reading authentic materials.

You can work on developing this skill specifically with certain exercises. For example, you can try looking at a newspaper article without using a dictionary at all, and guessing what it's generally about. Then, when you bring out the dictionary to understand the article more specifically, you can look up words selectively. Don't simply go through the article and look up all unfamiliar words in the order they appear. Try to guess which ones are the most important ones in the article, and look up those. See how much better you understand the article



now that you've looked up just those few words. For developing this skill with regards to listening, you can do something similar by watching a scene from a movie.

Please keep in mind: trying to figure out the gist of something this way will almost certainly be frustrating if you make yourself sift through too much information. Don't try to puzzle out newspaper articles that are longer than a couple of short paragraphs; don't watch more than a short scene of a movie. This will make learning to find the main point easier, since there won't be as much distracting extraneous information around it. For this kind of exercise in particular, you may find it easier to work with another student. You will be able to point out to each other which parts of the material you're basing your guesses on, and you'll also be able to keep each other from "cheating" by consulting a dictionary too soon. And, speaking of cheating, whether you're working with a partner or not, do *not* think it's cheating to try to get clues from things like a photograph accompanying the article, or the tones of voice of the actors in a scene. Taking these parts of the context into account does make your task easier--and that's exactly why you'll want to be on the lookout for such clues in real life, too, when you're figuring out overall meaning.

In conclusion, good language learners come from all kinds of backgrounds and with a whole variety of styles, preferences, and abilities. Not all good language learners are the most naturally gifted. They are simply better at adopting effective attitudes and strategies, and they keep at it. None of us can afford to rely on talent alone. Hard work, an enthusiastic attitude, and time-tested strategies are the best formula for success in language acquisition.

### **2.3 My teacher's style doesn't match mine. What should I do?**

No one teacher's style will be ideal for every student in the class. Expect your teacher to have strengths and weaknesses. Perhaps your teacher is a native speaker of Turkish but has a hard time answering questions about grammar. Other teachers may have a talent for explaining difficult concepts but will never have native conversation abilities. Students should not let teachers' weaknesses limit how much they will learn. Instead of giving in to a tendency to blame the teacher for an apparent lack of progress, students can, to a very large degree, determine the course and rate of their progress. Even a good teacher is only a guide and resource. Ultimately students should take responsibility for what they learn.

If you do struggle with a teacher's style or methodology, before you give in to frustration you should find appropriate ways to express your concerns to your teacher. You may be surprised at the results. Good teachers want to improve how they teach and are eager for student feedback. In those rare cases where a teacher truly is hindering students from reaching their goals and is unwilling to accommodate requests for change, those students should consider changing classes and making their experience known to a program administrator.

Turkish language teachers, especially skilled ones, are in short supply. Even when a teacher wants to modify lessons to accommodate your goals, he or she may not know how. A teacher who is very good at helping students learn to converse may have a difficult time explaining grammar. Likewise, a teacher who feels it necessary to cover a set amount of grammar in a short amount of time may feel she can't allow much time in class for students to practice talking. In such cases, when you want to learn more grammar or practice conversing more, you're better off not obsessing over what the teacher should be doing differently. Simply get as much as you can from class, and look for ways to cover the other skills outside of class.

The easiest way to do the above may be to get a tutor to supplement the classroom lessons. You can help facilitate tutoring sessions, especially if your tutor does not have much experience teaching, by creating mini-lesson plans for yourself. If you are a beginner, you will want to pick topics to communicate about that are interesting to you but will not become too complicated and involved.

If you want to work on speaking, you can bring, to your lessons, photographs you like, or the comics page from the newspaper, and explain or make up a story in Turkish for what is happening in each picture. Or you can ask to act out with your tutor specific scenarios that might come up in real life--practice how you would have to answer the telephone or call someone in Turkish, say.

If you want to focus on reading, you can learn a lot from concentrating on very short articles from Turkish newspapers, especially if they're about news items you're already familiar with in English. (You can find many Turkish newspapers online [[Bütün Gazeteler](#), [Habertürk](#)]) Work on reading the article aloud with your tutor and figuring out the meaning.

For writing practice, you'll do well to write a paragraph or two in Turkish on a simple topic--again, one that interests you but does not require you to make subtle points (think "What I Did on My Summer Vacation" rather than "The Situation in the Middle East"). If you go this route, it's helpful to do the writing outside of the tutoring session, then to bring it in and read it with your tutor, the tutor making any necessary corrections. After that, rewriting the paragraph with the corrections is a good idea. At the very least, you should pay close attention to what corrections are made, and have the tutor mark them down on the paper, for you to look over later. You should also discuss the corrections as your tutor makes them.

If you like to concentrate more explicitly on grammar, all of these activities can provide good opportunities to do so. You can simply pick a construction in a sentence you've heard, read, or had corrected and ask the tutor to expand on it--explaining why it works that way in that particular sentence, how the general principle works, what some further examples are.

In any of these cases, it might seem more ideal for a paid tutor to come up with such

ideas for lessons him or herself. But, be that as it may, if sessions seem like they might be foundering, it's actually much better to remind yourself that there are things you can do to pep them up and make them more relevant to what you want to achieve than to simply be unhappy about the lessons not being productive enough. The most important thing the tutor will be doing here is providing quick and personal feedback on how you're doing, allowing you to adjust your usage accordingly.

If you have a lot of options for Turkish teachers, by all means shop around for someone who both listens to your goals well enough and is experienced enough to create exactly the lessons you need. However, if tutors are in short supply, you can still gain a lot by working with a tutor who is affable and will listen to you talk and read what you write. In fact, if you ever end up in a very large language class, no matter how well-organized it is, you'll probably come to appreciate how helpful even that low-key personal attention can be.

And if you aren't able to find a tutor and are dissatisfied with what you're learning in class, you can still work on some of the activities mentioned above with other classmates. They very well might want to work further on the same skills you do. You won't get the same feedback you would with someone who knows Turkish better, but you will still be able to get more practice.

#### **2.4 Why are other students progressing more quickly than I am?**

Simply put, learning any language will have moments of difficulty and discomfort. Turkish is no exception. Few people are so well adjusted that they feel no discomfort when they don't understand a question addressed to them or when they make mistakes in front of others. But don't let the quick progress—or the apparent quick progress—of others deter your own. A very common perception among students in language learning classrooms is that, while "I" am struggling, everyone else is doing well. Occasionally that perception may be true, but in the great majority of cases, you are simply experiencing the natural fears and insecurities of language learning.

It can be especially challenging to have "heritage" students in class who come with various degrees of exposure to Turkish but appear to know everything. These students, in fact, may know enough to intimidate their peers but may not perform well otherwise--even those who have good listening comprehension and speaking skills may have other serious gaps to fill. The point is that, whatever your background, learning Turkish takes a lot of hard work and occasional frustrations. Everyone must stretch themselves to learn Turkish.

We might have posed a different question: what should I do if I feel that other students are holding me back? If you are a strong language learner who catches on quickly, don't detract from the rest of the class. Your assistance to other students and patience with the speed of the class will be greatly appreciated by the teacher, and will actually increase your language abilities. Help contribute to an encouraging environment where all students are unafraid to try or make mistakes. There are learning strategies you can adopt

to improve your performance.

## **2.5 What are reasonable expectations for proficiency and progress?**

Language proficiency is typically measured in terms of how students or users of the language perform in a variety of situations and tasks. Less proficient speakers will be limited in the kind of tasks they are able to perform and in the fluency and precision with which they perform them. More proficient speakers exhibit fluency, precision, and general cultural awareness, and are able to communicate effectively about both concrete and abstract topics. (Click [here](#) to see a page that compares the two most commonly used proficiency scales and offers brief definitions of the proficiency levels. For a more indepth description of these levels according to the ACTFL scale, click [here](#).)

## **3. Goals and strategies for studying Turkish goals and strategies**

### **3.1 Reading Comprehension Skills vs. Listening and Speaking Skills**

The best-case scenario is to have a balanced approach that allows you to gain familiarity and expertise in all areas of language comprehension and production. Practical constraints may limit what can reasonably be done, so the decision of what to focus on must be made by each individual student. If your goal is to get to know Turkish people, especially in Turkey, speaking and listening must have a high priority. Likewise, someone who hopes to read literature and scholarly books or translate newspaper articles should focus on reading comprehension (though, in the latter, translation is often considered a skill of its own). No approach should focus on one aspect of language learning to the exclusion of all else. In fact, competence and experience in one facet of language undoubtedly improves ability in other areas.

### **3.2 Trouble learning vocabulary? What are some effective strategies?**

Students who encounter Turkish after learning a Western European language can be frustrated by the difficulty of building up a functional vocabulary. Learning vocabulary in Turkish is not easy, especially for beginning students, but it is crucial to communication and must not be neglected. Here are a few suggestions on building a better vocabulary in Turkish. Try various strategies and find one (or many) that works for you.

- **Learn to parse suffixes and examples of consonantal harmony and alternation and the behavior of consonant clusters.** If you don't recognize these basic grammar points, a word that you know quite well may seem totally unfamiliar because you don't separate it from the suffixes (each of which has its own meaning) attached to it or because you're thrown by a "b" where you're used to a "p." On the other hand, once you are familiar with the suffixes and the conventions of vowels and consonants, you will be able to parse a word quite easily, and, even if you don't recognize the word itself, you'll have a better idea of

what the dictionary form looks like.

Of course, it does take time to become familiar with these rules, so don't let yourself get too frustrated while you're still getting used to them. By no means should you put off reading words in context until you know the rules cold. It is much better to keep getting these abstract-seeming rules of spelling and pronunciation reinforced by seeing them in actual usage. This means that, for a while, you may make some mistakes and have trouble recognizing a word whose dictionary form you know, but a good teacher will point out the parts of the word you'll want to get used to recognizing, and will explain the reason behind the change. As long as someone is there to gently correct them for you, these kinds of mistakes are excellent ones to make, because learning from them will help you internalize some of the language's rules.

- **Don't rely too heavily on cognate association.** Following a period of reforms in the 1920s and 1930s, Turkish began borrowing more words from Western European languages, so some cognates will be easy for English-speakers to recognize. Students should not have too much trouble remembering what "*parlamento*" means, for example. And English has borrowed a few words from Turkish as well, so it should be easy to remember that "*kahve*" is coffee and "*kismet*" is fate. Most words, however, are not connected to ones in English. It is best simply to accept this fact rather than think about how much easier it would be to catch familiar-sounding words in Spanish or German. If you can adjust your thinking to let you get through the initial difficulties in learning unfamiliar vocabulary, the pay-off for being able to read and speak much more easily will be well worth it.
- **Make sense of Turkish words.** Besides knowing how to make a word look like its dictionary form, the habit of breaking down this dictionary form further into suffixes or compound words is useful. If you see that a word ends in "*-sizlik*," for example, you should know that it means "the lack of [the root word]." Your teacher should point out many other examples of suffixes that can create a new word. Recognizing these suffixes can be helpful in guessing what a word means, or at least in creating a memory hook to associate a specific word with some broader concept. Breaking down compound words can also make it easier to remember their meanings.

Simply noting that there are two roots within one word, without trying to puzzle out the exact sense behind it, can still make it easier to remember the roots and the word itself.

- **Ask your teacher or a native Turkish speaker to slowly and clearly record the words from your vocabulary lists.** Hearing the words spoken can be an excellent prompt for your memory, and can help to improve your pronunciation. While you listen, try visualizing how each word is written, remember what it means, and mimic the pronunciation of the speaker. If you know you learn well

kinesthetically, write down the word as you listen to it.

- **Flashcards** are neither high-tech nor novel, but they still do the job. Write the words down on both sides of cards and practice going from Turkish to English and English to Turkish. Work with a classmate when possible; otherwise, use the flashcards for multi-tasking while walking or eating. Again, if you're a kinesthetic learner, it can be useful to write down the word when given the prompt on one side of the card, rather than simply checking whether you knew it. It is also a good idea to pronounce the word aloud as you're reviewing it. Some students rarely use flashcards simply because when there is a lot of vocabulary to learn, just making the flashcards can require a large chunk of time. Spending this time may strike some students as a difficult investment to make, since it can involve more busywork than learning the words. Once they do have the flashcards, however, they are tremendously useful, so such students would be well-served to find a quicker and easier way to make flashcards.

If you are in this situation, look into using a computer program that will let you review words online. (If you are at a university, your language lab may have such a program.) If you can type well, entering words into the computer database may go much more quickly than writing them all out on index cards. Your teacher may even be willing to create a database of target words for all of the students in the class to review online.

Lower-tech solutions can also be effective. If you find that making flashcards takes too much time, you can decide to get yourself into the habit of taking a minute every day to make just a few flashcards, rather than tackling a large list of words at once. If you are consistent in this approach, you will compile a large stack of words that should be very useful in reviewing for a final exam.

- **Try to memorize new vocabulary words "in context."** Memorize (or create your own) model sentences containing the word. If the vocabulary comes from a Turkish text, try to remember how it was used in that text. When you are able to use sentences you have already encountered, you are doing yourself a service by reinforcing the material you've learned.

Using new sentences can be very effective, too. This method has the advantage of making flashcard review potentially more entertaining, especially if you're working with a friend. Each card gives you an opportunity not only to try to remember the word, but to make up a sentence that puts the word in context, and you can be as creative as you'd like.

There is nothing wrong with using the same sentence for a particular word every time. It may even be more helpful to keep using the same sentence for that word over and over again--the repetition can create a memory hook that makes the word easier to remember than it would be on its own.

The sentence need not be complicated. Even just thinking of the word in a particular tone of voice can make it easier to remember. For example, a student was able to recall on a vocabulary quiz that the word for "quick" is "*çabuk*," because he always made himself hear "*çabuk*" in his head as an exclamation said quickly in an impatient tone of voice.

Treating vocabulary words in this way, as if you were an over-enthusiastic first year drama student, can put them in contexts that are very easy to remember. Whenever possible, associate a tone of voice, facial expression, and/or gesture with a word, and let yourself see and hear those things in your mind every time you encounter the word.

- **Mnemonic devices can often be helpful.** If you just can't seem to get a word down, find some connection with English sounds or words. (Or with those in another foreign language. Any extra sounds or words you have floating around in your head give you more tools to work with, even if they're not native to you.) Often the more creative [or silly] the connection, the better. For example, if remembering that you shouldn't drink more than one beer before Turkish class helps you remember the fact that "*bir*" means "one," make use of this mnemonic device.

Connections between words which are even less linear than the example above can still be useful. If you have to strain to explain to yourself a connection between a Turkish word and an English one, that particular mnemonic is unlikely to work. You're more likely to remember the fact that you had come up with some kind of connection, rather than the connection and the word themselves. However, sometimes just the fact that a Turkish word sounds like a word you already know is enough of a connection to make the word more memorable.

If, the first time you hear the word for "*dış*," the word for "exterior," it reminds you of the English word "dish," you don't have to come up with some line of reasoning that relates being exterior to dishes. It may just be enough to have "dishes" remind you of the Turkish word for "exterior" from now on.

It's a simple fact that many people are able to remember new things better when they are put into terms of things they already know, and making a new vocabulary word sound like a more familiar word, even a word that is completely unrelated in meaning, can fulfill this function. If it works for you, take advantage of it.

- Most importantly, **use the words.** Make it a point to incorporate new words into compositions or conversation. If you give yourself sufficient time to make and use your flashcards, it is possible to memorize dozens of words before a test. However, you will remember very few of those words the day after the test unless you somehow manage to practice using all of them on a consistent basis. You're much better off just learning a few vocabulary words at a time. Even if your teacher requires you to know dozens of new words on each test, for your own

sake, besides using all those flashcards before the test, also commit yourself to solidly learning just 5-10 of those words a week. These should be words you'll make sure you bring up all the time, in writing and speaking. If you don't use them, you'll lose them.

Also, make sure to keep an eye and an ear out for when other people use them, too--you'll soon get a nice little frisson of recognition as you encounter "your" words being used.

### 3.3 How much should I study each day?

**Language learning is by its nature time-intensive.** Most university courses in Turkish will expect you to study at least one hour a day outside the classroom, and more likely two. Some students will find they need to spend more than two hours a day—above and beyond any time in the classroom—to keep pace. Naturally, there is a limit to how much one can profitably accomplish in one sitting or in one day. More important than the *quantity* of time you spend on Turkish is the *quality* of the time.

Some students will work on Turkish for hours on end, with little gain. This can be frustrating and humiliating, particularly when learning the language appears to come so easily to others. Learn to recognize the difference between "healthy" and "unhealthy" levels of frustration. Your mind gets tired just like your body, so don't attempt marathon study sessions. Whenever your teacher's assignments allow it, try to spend a significant amount of time really understanding one or two short tasks rather than attempting to plow through a pile of exercises. Expect Turkish to challenge you, and rise to the challenge by working with focus and determination, but don't expect to get to the top of the mountain in one day (week, year, etc.). Enjoy the privilege and challenge of Turkish study.

It should go without saying: it is particularly ineffective to try to "cram" to learn a language. If success on a final exam is your only goal, then that, sadly, will likely be your only benefit from the class. Regular, consistent study is the best—and probably the only—way to learn a language well. Not only will you perform well in class and really learn something about the language, you will also develop sound study habits that will carry over into other areas.

### 3.4 What are common pitfalls for students studying Turkish.

- **Frustration.** Early on in the process of learning Turkish, students should prepare for the normal feelings of frustration that are a part of language learning. Students need to be reminded that each of us has different talents and different challenges, but when it comes to language learning, all of us feel some frustration. Remember, frustration is not all bad: it promotes growth and builds strength.
- **Unreasonable expectations.** Underlying the frustration of many students are unreasonable expectations about the rate of progress in reading and listening comprehension, vocabulary assimilation, and, generally, any of the typical



measures of "fluency" or proficiency. Mastering Turkish is a lifelong endeavor, and focusing solely on how far one has yet to go will inevitably be a little discouraging. Recognize the progress you've made. It can be quick. In fact, a lot can be learned in one semester or term. It's a question of attitude. Compare what you are able to do now (read a simple story? ask for and understand directions?) with what you could do when you first started (nothing, probably).

#### **4. Turkish language in context**

##### **4.1 How important is knowledge about Turkish culture for me in learning Turkish?**

No language should be studied in isolation from the social and cultural nexus in which it exists as the active medium of communication. One of the areas of language "competence," as the pedagogues like to call it, is cultural competence. To emulate the proficiency model of the educated native speaker, you must have awareness of history, politics, religion and generally speaking any of those subjects about which an educated person might have occasion to chat in a social situation—not a mastery of all these subjects, but some knowledge and a good deal of curiosity.

Gain all the knowledge you can about the culture and history of the Turkish world. Those who follow current affairs already know that the Middle East is constantly in the media spotlight. Try to stay abreast of important events, and explore what the Turkish press has to say about the same issues. In order to follow a discussion it is important to have background knowledge. No matter how good one's language skills, one will have a difficult time following a discussion about political matters if one knows nothing of the history and politics of the region being discussed. Develop a healthy fascination for all these topics. It will make you a better language learner.

In fact, for many students, one of the advantages of taking a foreign language class is that they get to learn so much about history, art, literature, music, cuisine, sociology, and current events. You can learn as much about another culture as you might in an introductory course on any of those topics, but in the congenial, chatty atmosphere that characterizes many language classes.

##### **4.2 I want to get to know native speakers of Turkish. Any suggestions?**

Getting to know native speakers of Turkish is an excellent way to practice the language and be exposed to Turkish culture. Many universities have Middle Eastern student associations or Turkish language clubs. These organizations might be a good place to start if you are a university student. It is also possible that your teacher has ties with Turkish-speaking faculty and students. If it is not already offered, see about organizing periodic Turkish-language tables in your dining hall for native Turkish speakers as well as Turkish students.

Outside of the university, you can look to see if there is a Turkish community center in your city. Some may offer language, religion, or culture classes. You can also seek out shops with Turkish goods and Turkish restaurants. It is likely that the owners and/or employees of some of these places will be native Turkish speakers.

When you are with speakers of Turkish, don't be afraid to try out your Turkish. Especially because so few Americans study the language, people will be very impressed that you're learning it. They are also likely to be patient and forgiving of your mistakes.

### **4.3 I want to read more about Turkish history, literature, or politics. Where should I start?**

Findley, Carter V.	The Turks in World History
Hale, William	Turkish Politics and the Military
Halman, Talat S.	Nightingales and Pleasure Gardens: Turkish Love Poems
Heper, Metin	Historical Dictionary of Turkey
Itzkowitz, Norman	The Ottoman Empire and Islamic Tradition
Kinross, Patrick	Ataturk: A Biography of Mustafa Kemal, Father of
Balfour (Lord Kinross)	Modern Turkey
Kinzer, Stephen	Crescent and Star: Turkey between Two Worlds
Lewis, Bernard	The Emergence of Modern Turkey
Nemet-Nejat, Murat	Eda: An Anthology of Contemporary Turkish Poetry
Nesin, Aziz	The Tales of Nasrettin Hoca
Poulton, Hugh	Top Hat, Grey Wolf and Crescent: Turkish Nationalism and the Turkish Republic
Silay, Kemal	An Anthology of Turkish Literature
Yurtbaşı, Metin	Turkish Proverbs
Zürcher, Erik	A Modern Turkey

### **4.4 How important is it for me to study in Turkey?**

Students who aim at achieving a high level of proficiency with Turkish generally plan to travel or study in Turkey. We encourage those who have the opportunity to take advantage of travel or study abroad programs. It should be remembered, however, that for almost all adults, it is impossible to "soak up" a foreign language simply by being around people who speak it. Study abroad, bolstered by a structured language-learning program, can do wonders to boost language proficiency. In the absence of a structured program, students who go abroad should know that unless they're willing to put in a conscious effort every day to acquire better language skills, their Turkish is not likely to improve much.

### **4.5 How can I make the most of study in Turkey?**

If you go to Turkey hoping to raise your Turkish competency up a level, from elementary to intermediate, for example, or intermediate to advanced, you will have to be prepared to

work hard. Constantly trying to communicate in another language can be exhausting, so you may find yourself being tempted just to coast on what you already know. This can be very easy to get away with, since many Turkish people you interact with will not have high expectations for your understanding of the language. Many will also be glad for the opportunity to practice English with you.

Don't let yourself go this route, though. It would be a shame to miss out on the language-learning opportunity that living in Turkey should provide. Studying abroad is so potentially useful to language students precisely because it provides a wealth of opportunities for active language use. For these opportunities to actually benefit you, you do have to take advantage of them and choose to be very active. In addition to the general strategies for active learning, you can also adopt more specific strategies for situations that may come up in Turkey. For example, if people keep speaking English with you, let them, and you yourself only answer in Turkish. This compromise will allow both of you to practice using the language you want to know better.

Spending your time in Turkey to the fullest means that you will have to be on alert most of the time, listening to how people are using the language, analyzing it, and using it more yourself. If you are using these opportunities properly, you *will* start to feel very tired and frustrated sometimes. That's all right. It's to be expected when you have to engage your mind so much, and it's good to take some breaks from trying to interact with people for a little while, when it happens. Switching to just passively sitting in front of Turkish TV programs or letting people's conversations wash over you without trying to decipher them will keep you from overloading. However, after some downtime, you'll need to get back to being very active in thinking about the language around you.

Study abroad can also be frustrating because you may initially feel like you know nothing at all, even if you were confident in your classes and always did well. There's a large gap between what you need to know for class and what you need to know to communicate everything that real-life interactions and necessities may involve. However, this initial sense of being overwhelmed can be tempered with the fact that most of the Turks you meet will be very glad that you're learning Turkish and will accommodate you. If you keep up with steady, active work in bettering your language skills, you will make a lot of progress.

However, the process can get frustrating again when you've made enough progress to be aware of more complicated aspects of the language. You may not have even noticed them before, but now you can see just how much you still don't understand. As you've started using Turkish more proficiently, native speakers may speak to you more naturally more often, rather than talking down to your level like they may have before. If they naturally speak quickly, in long sentences, and/or with a lot of idioms, you may suddenly feel like you can't understand anything at all. Further, you may expect that simpler languages skills that you knew solidly to have a tendency to temporarily deteriorate when you get tired enough.

While it is difficult, all you have to do is simply remind yourself that it's all par for the

course, and give yourself little breaks. Most importantly, keep at it. Students who make the commitment to study abroad this way find by the end of their stay that their proficiency in the language has grown in leaps and bounds.

### **Section III: Resources for students of Turkish (an abridged list)**

#### **1. Educational Resources**

##### **1.1 Textbooks, lessons, grammars, readers and reference**

##### **1.2 Linguistic aspects of Turkish**

##### **1.3 Culture and History**

#### **2. Audio-Visual**

##### **2.1 Music**

##### **2.2 Television and Film**

#### **3. Computer & Online Resources**

##### **3.1 CD-ROM and DVD-ROM Resources**

##### **3.2 Online (web-based) Resources**

#### **1. Educational Resources**

##### **1.1 Textbooks, Grammars, Readers and Dictionaries**

Alkim, U. Bahadır	Redhouse Yeni Türkçe-İngilizce Sözlük / New Redhouse Turkish-English Dictionary	1993
Avery, Robert	Redhouse el sözlüğü: İngilizce-Türkçe, Türkçe-İngilizce / Redhouse Portable Dictionary: English-Turkish, Turkish-English	1994
Dobie, Gordon	Turkish-English Dictionary / Sözlük İngilizce-Türkçe	1996
İz, Fahir	The Oxford Turkish Dictionary	1992
Jaeckel, Ralph	A Dictionary of Turkish Verbs: In Context And By Theme	2006

#### **Grammar**

Halman, Talat Sait	201 Turkish Verbs: Fully Conjugated in all the Tenses	1981
Johanson, Lars	The Turkic Languages	1998
Kerslake, Celia	Turkish Comprehensive Grammar	2005
Lewis, Geoffrey L.	Turkish Grammar	1975
Swift, Lloyd B.	A Reference Grammar of Modern Turkish	1963
Underhill, Robert	Turkish Grammar	1976

## Reference

### Phrasebooks

Berlitz	European CD Pack	1995
Brosnahan, Tom	Turkish Phrasebook	1999
Ellis, D. L.	Just Enough Turkish	1995
Gates, Charles	Turkish-English/English-Turkish Dictionary & Phrasebook	2002
Kilpatrick, Wendy	Berlitz 90 Cassettepak: Turkish	1990
Montanari	Turkish Phrase Book	1991
Mardin, Yusuf	Berlitz Turkish Phrase Book and Dictionary	1993
	Turkish Phrase Book	1984
Rona, Bengisu	BBC Turkish Phrase Book	1995
Silay, Kemal	Turkish / Türkçe: Language/30	1994
Stanley, Carol	Turkish Phrase Book	1999
Stanley, Carol	Turkish Cassette Pack with Phrase Book	1999
Türet, Şevket Serdar	Practical Turkish Handbook /Pratik Türkçe El Kitabı	1996
Unlu, Felicity J.	Turkish Travel Pack	1991

### Readers

Basgoez, İlhan	Turkish Folklore Reader	1971
Chambers, Richard L	Contemporary Turkish Short Stories: An Intermediate Reader	1977
Galin, Müge	Turkish Sampler: Writings for All Readers	1989
Murphy, John D.	Turkish Newspaper Reader	1988
Olut, Gülen	Understanding Authentic Turkish Texts / Türkçemi İlerletiyorum	1990
Tietze, Andreas	Advanced Turkish Reader: Texts from the Social Sciences and Related Fields	1973
	Turkish Literary Reader	1963
	Supplementary Materials for Turkish Basic Course: Turkish Reader	19—

### Textbooks

Bayraktaroğlu, Arın	Colloquial Turkish	1995
Bodroglıgeti, Andras J.E.	Beginning Turkish	1999
Çamli, Belgin	Adım Adım Türkçe / Turkish Step by Step [1]	1987
	Adım Adım Türkçe / Turkish Step by Step [2]	1985
Can, Kaya	Yabancılar İçin Türkçeİngilizce Açıklamalı Türkçe Dersleri	1991
Dogancay, Seran	Your Eye is Sparkling: Formulaic Expressions and Routines in Turkish	1990

Galin, Müge	Manual for Individualized Studies: Advanced Turkish I, Units XXI-XXV	1994
Gilson, Erika H.	Manual for Individualized Studies: Intermediate Turkish II, Units XVI-XX	1993
Kuruoğlu, Güliz	Manual for Individualized Studies: Elementary Turkish I	1992
Öztopçu, Kurtuluş	Elementary Turkish: A Complete Course for Beginners	2006
Pollard, Asuman	Teach Yourself Turkish	2003
Çelen	Turkish: A Complete Course Guide for Beginners	1996
Rona, Bengisu	Getting by in Turkish: A Quick Beginner's Course for Tourists and Business People	1996
	Turkish in Three Months: Cassette Language Course	1992
Sebüktekin, Hikmet	Turkish for Foreigners: A Linguistic Approach / Cilti 1: Türkçe Yabancılar İçin Dilbilimi Metoduyla [1]	1969
Thomas, Lewis V.	Elementary Turkish	1986
Underhill, Robert	Turkish Basic Course [14 vols.]	1966
Underhill, Robert	Turkish: 12 Week Course [7 vols.]	1964
Yıldırım, Müfit	A Practical Course in Turkish	1980

## 1.2 Linguistic aspects of Turkish

Göksel, Aslı and Celia Kerslake	Turkish: Comprehensive Grammar	2005
Kornfilt, Jaklin	Turkish Reference Grammar	1990

## 1.3 Culture and History

### Literature, Poetry and Theatre Arts

Turkish Cultural Foundation	<a href="http://www.turkishculture.org">http://www.turkishculture.org</a>
Antoloji [Anthology of Literature]	<a href="http://antoloji.com/">http://antoloji.com/</a>
Dilimiz [Our Language]	<a href="http://www.dilimiz.com/melan.htm">http://www.dilimiz.com/melan.htm</a>
Archive of Turkish Oral Narrative	<a href="http://aton.ttu.edu/">http://aton.ttu.edu/</a>
Türkçe Şiir [Turkish Poetry]	<a href="http://www.cs.rpi.edu/~sibel/poetry/index.html">http://www.cs.rpi.edu/~sibel/poetry/index.html</a>
TiyatroOnline	<a href="http://www.tiyatronline.com/">http://www.tiyatronline.com/</a>
TÜRDAV [Intellectual Properties Site]	<a href="http://www.turdav.com.tr/">http://www.turdav.com.tr/</a>
Turkish Studies Association	<a href="http://www.h-net.org/~thetsa/">http://www.h-net.org/~thetsa/</a>
Turkish Language Association	<a href="http://www.tdk.gov.tr/">http://www.tdk.gov.tr/</a>
Türkoloji at Çukurova University	<a href="http://turkoloji.cu.edu.tr/">http://turkoloji.cu.edu.tr/</a>

## 2. Audio-Visual

### 2.1 Music

Turkish Music	<a href="http://www.turkishmusic.org/">http://www.turkishmusic.org/</a>
Türk Musikisi	<a href="http://www.turkmusikisi.com/">http://www.turkmusikisi.com/</a>

## 2.2 Television and Film

ATV	<a href="http://www.atv.com.tr">http://www.atv.com.tr</a>
TRT	<a href="http://www.trt.net.tr">http://www.trt.net.tr</a>
KanalD	<a href="http://www.kanald.com.tr">http://www.kanald.com.tr</a>
Cine5	<a href="http://www.cine5.com.tr">http://www.cine5.com.tr</a>
ShowTV	<a href="http://www.showtvnet.com/canli/">http://www.showtvnet.com/canli/</a>
TGRT	<a href="http://www.tgrt.com.tr/">http://www.tgrt.com.tr/</a>
SamanyoluTV	<a href="http://www.stv.com.tr/">http://www.stv.com.tr/</a>
FlashTV	<a href="http://www.flashtv.com.tr/">http://www.flashtv.com.tr/</a>
RATEM	<a href="http://www.ratem.org/index.htm">http://www.ratem.org/index.htm</a>
YayınOnline	<a href="http://www.yayinonline.com/">http://www.yayinonline.com/</a>
TurkseTeleviseAmsterdam	<a href="http://www.tta-tv.com/">http://www.tta-tv.com/</a>
KanalTurk	<a href="http://www.kanalturk.com.tr/">http://www.kanalturk.com.tr/</a>

## 3. Computer & Online Resources

### 3.1 CD-ROM, DVD-ROM and Internet Resources for Learning

Bal, Necla	<a href="#">Online Turkish</a>
Berlitz	<a href="http://www.berlitz.us/">http://www.berlitz.us/</a>
Bodrogligeti, Andras J.E.	Beginning Turkish (CD-ROM) <a href="http://clp.arizona.edu/cls/tur/default.htm">http://clp.arizona.edu/cls/tur/default.htm</a>
EuroTalk Interactive	World Talk – Turkish (CD-ROM) Talk Now!
Goethe-Verlag English-Turkish Tests	<a href="http://www.goetheverlag.com/tests/EG/EG.HTM">http://www.goetheverlag.com/tests/EG/EG.HTM</a>
Kuruoğlu, Güliz Turkish Tutor	<a href="http://www.turkishtutor.org/">http://www.turkishtutor.org/</a>
Practical Turkish	<a href="http://www.practicalturkish.com/">http://www.practicalturkish.com/</a>
NMELRC	<a href="#">Sevgili Murat</a> - An Instructional Film in Modern Turkish
Rosetta Stone	<a href="http://www.rosettastone.com">http://www.rosettastone.com</a>
Tiregol, Jessica S.	Intermediate Turkish (DVD-ROM) <a href="http://clp.arizona.edu/cls/tur2/">http://clp.arizona.edu/cls/tur2/</a>
U.S. Foreign Service Institute	<a href="#">Turkish Basic Course</a>
Talk Now!	Learn Turkish CD-ROM
TÖMER	<a href="http://www.turkish-center.com/">http://www.turkish-center.com/</a>
Unilang	Unilang Turkish for Beginners <a href="http://static.unilang.org/resources/courses/learnturkish_en.php">http://static.unilang.org/resources/courses/learnturkish_en.php</a>
Verbix Turkish Verbs	<a href="http://www.verbix.com/languages/turkish.shtml">http://www.verbix.com/languages/turkish.shtml</a>

### 3.2 Online (web-based) Resources

#### News/media

Akşam	<a href="http://www.aksam.com.tr/">http://www.aksam.com.tr/</a>
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Alem	<a href="http://www.alem.com.tr/">http://www.alem.com.tr/</a>
Anadolu Ajansı	<a href="http://www.anadoluajansi.com.tr/">http://www.anadoluajansi.com.tr/</a>
Belgenet	<a href="http://www.belgenet.com/index.html">http://www.belgenet.com/index.html</a>
Cumhuriyet	<a href="http://www.cumhuriyet.com/eCumhuriyet/m/">http://www.cumhuriyet.com/eCumhuriyet/m/</a>
E-kolay	<a href="http://www.e-kolay.net/fanatik/">http://www.e-kolay.net/fanatik/</a>
Evrensel	<a href="http://www.evrensel.net/">http://www.evrensel.net/</a>
Güneş	<a href="http://www.gunes.com/">http://www.gunes.com/</a>
Hürriyet	<a href="http://www.hurriyetim.com.tr/">http://www.hurriyetim.com.tr/</a>
Kıbrıs Gazete	<a href="http://www.kibrisgazetesi.com/">http://www.kibrisgazetesi.com/</a>
Milli Gazete	<a href="http://www.milligazete.com.tr/">http://www.milligazete.com.tr/</a>
Milliyet	<a href="http://www.milliyet.com.tr">http://www.milliyet.com.tr</a>
NTV	<a href="http://www.ntv.com.tr/">http://www.ntv.com.tr/</a>
NTV-MSNBC	<a href="http://www.ntvmsnbc.com/">http://www.ntvmsnbc.com/</a>
Orkun	<a href="http://www.orkun.com.tr/">http://www.orkun.com.tr/</a>
Radikal	<a href="http://www.radikal.com.tr/">http://www.radikal.com.tr/</a>
Sabah	<a href="http://www.sabah.com.tr/">http://www.sabah.com.tr/</a>
Stargazete	<a href="http://www.stargazete.com/">http://www.stargazete.com/</a>
Turkish Daily News	<a href="http://www.turkishdailynews.com/">http://www.turkishdailynews.com/</a>
Türkiye Gazetesi	<a href="http://www.turkiyegazetesi.com">http://www.turkiyegazetesi.com</a>
Yapı Kredi Kultur	<a href="http://www.ykykultur.com.tr/">http://www.ykykultur.com.tr/</a>
Yeni Asya	<a href="http://www.yeniasya.com.tr/">http://www.yeniasya.com.tr/</a>
Yeni Şafak	<a href="http://www.yenisafak.com/">http://www.yenisafak.com/</a>
Yöremiz	<a href="http://www.yoremiz.com.tr/">http://www.yoremiz.com.tr/</a>
Zaman	<a href="http://www.zaman.com.tr/">http://www.zaman.com.tr/</a>

### **Government and official sites**

Ministry Offices	
Ministry of Agriculture and Rural Affairs	<a href="http://www.tarim.gov.tr">http://www.tarim.gov.tr</a>
Ministry of Culture and Tourism	<a href="http://www.kulturturizm.gov.tr">http://www.kulturturizm.gov.tr</a>
Ministry of Energy and Natural Resources	<a href="http://www.enerji.gov.tr">http://www.enerji.gov.tr</a>
Ministry of Environment and Forestry	<a href="http://www.cevreorman.gov.tr">http://www.cevreorman.gov.tr</a>
Ministry of Finance	<a href="http://www.maliye.gov.tr">http://www.maliye.gov.tr</a>
Ministry of Foreign Affairs	<a href="http://www.mfa.gov.tr">http://www.mfa.gov.tr</a>
Ministry of Health	<a href="http://www.saglik.gov.tr">http://www.saglik.gov.tr</a>
Ministry of Industry and Trade	<a href="http://www.sanayi.gov.tr">http://www.sanayi.gov.tr</a>
Ministry of Interior	<a href="http://www.icisleri.gov.tr">http://www.icisleri.gov.tr</a>
Ministry of Justice	<a href="http://www.adalet.gov.tr">http://www.adalet.gov.tr</a>
Ministry of Labor and Social Security	<a href="http://www.calisma.gov.tr">http://www.calisma.gov.tr</a>
Ministry of National Defense	<a href="http://www.msb.gov.tr">http://www.msb.gov.tr</a>
Ministry of National Education	<a href="http://www.meb.gov.tr">http://www.meb.gov.tr</a>
Ministry of Public Works and Housing	<a href="http://www.bayindirlik.gov.tr">http://www.bayindirlik.gov.tr</a>
Ministry of Transportation	<a href="http://www.mt.gov.tr">http://www.mt.gov.tr</a>
Office of The President	<a href="http://www.cankaya.gov.tr">http://www.cankaya.gov.tr</a>
Prime Ministry	<a href="http://www.basbakanlik.gov.tr">http://www.basbakanlik.gov.tr</a>
The Grand National Assembly of Turkey	<a href="http://www.tbmm.gov.tr">http://www.tbmm.gov.tr</a>



## **Public Offices**

Capital Market Board	<a href="http://www.spk.gov.tr">http://www.spk.gov.tr</a>
Central Bank	<a href="http://www.tcmb.gov.tr">http://www.tcmb.gov.tr</a>
Competition Authority	<a href="http://www.rekabet.gov.tr">http://www.rekabet.gov.tr</a>
Customs	<a href="http://www.gumruk.gov.tr">http://www.gumruk.gov.tr</a>
Department of Religious Affair	<a href="http://www.diyamet.gov.tr">http://www.diyamet.gov.tr</a>
Foreign Trade	<a href="http://www.foreigntrade.gov.tr">http://www.foreigntrade.gov.tr</a>
General Directorate of Press & Information	<a href="http://www.byegm.gov.tr">http://www.byegm.gov.tr</a>
General Directorate of Security	<a href="http://www.egm.gov.tr">http://www.egm.gov.tr</a>
Istanbul Stock Exchange	<a href="http://www.imkb.gov.tr">http://www.imkb.gov.tr</a>
Patent Institute	<a href="http://www.turkpatent.gov.tr">http://www.turkpatent.gov.tr</a>
Privatization Administration	<a href="http://www.oib.gov.tr">http://www.oib.gov.tr</a>
Secretariat of Defense Industries	<a href="http://www.ssm.gov.tr">http://www.ssm.gov.tr</a>
Secretariat of National Intelligence Organization	<a href="http://www.mit.gov.tr">http://www.mit.gov.tr</a>
State Institute of Statistics	<a href="http://www.die.gov.tr">http://www.die.gov.tr</a>
State Planning Organization	<a href="http://www.dpt.gov.tr">http://www.dpt.gov.tr</a>
Treasury	<a href="http://www.treasury.gov.tr">http://www.treasury.gov.tr</a>
Turkish Armed Forces	<a href="http://www.tsk.mil.tr">http://www.tsk.mil.tr</a>
Turkish Standards Institute	<a href="http://www.tse.org.tr">http://www.tse.org.tr</a>

## **Science & Education**

Marmara Research Center	<a href="http://www.mam.gov.tr">http://www.mam.gov.tr</a>
Ministry of National Education	<a href="http://www.meb.gov.tr">http://www.meb.gov.tr</a>
National Library	<a href="http://www.mkutup.gov.tr">http://www.mkutup.gov.tr</a>
The Scientific and Technical Research Council	<a href="http://www.tubitak.gov.tr">http://www.tubitak.gov.tr</a>
Turkish Academy of Science	<a href="http://www.tuba.gov.tr">http://www.tuba.gov.tr</a>
Turkish Atomic Energy Authority	<a href="http://www.taek.gov.tr">http://www.taek.gov.tr</a>
Turkish Counsel of Higher Education	<a href="http://www.yok.gov.tr">http://www.yok.gov.tr</a>
Turkish Culture	<a href="http://www.turkishculture.org">http://www.turkishculture.org</a>

## **Turkish-American Associations**

American Association of Teachers of Turkic (AATT)	<a href="http://www.princeton.edu/~turkish/aatt/default.htm">http://www.princeton.edu/~turkish/aatt/default.htm</a>
Assembly of Turkish American Associations (ATAA), Washington, DC	<a href="http://www.ataa.org">http://www.ataa.org</a>
Ataturk Society of America (ASA)	<a href="http://www.ataturksociety.org">http://www.ataturksociety.org</a>
Federation of Turkish American Associations (FTAA)	<a href="http://www.ftaa.org">http://www.ftaa.org</a>
The American Turkish Council (ATC), Washington, DC	<a href="http://www.americanturkishcouncil.org">http://www.americanturkishcouncil.org</a>

The Institute of Turkish  
Studies (ITS), Washington, DC  
Turkish American Business Forum  
Turkish-American Scientists  
and Scholars Association  
(TASSA) Washington, DC  
Turkish Studies Association

<http://www.turkishstudies.org>

<http://www.forum.org>

<http://www.tassausa.org>

<http://www.h-net.org/~thetsa/>