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1. Sources for Students of Turkish

1.1. Smart Phone Apps

Bravalol

Bravalol includes 24 lessons that contain various phrases and vocab words to learn. The primary feature of this app is recording and repetition. There is no opportunity for writing as it is primarily a tool for listening and reading. (source: Williams, Alex. “Mondly: Learn Turkish. Speak Turkish. Bravalol’s Learn Turkish.” American Association of Teachers of Turkic Languages (AATT) June 2016 Newsletter. 12).

Mondly

It includes 21 lessons. All instruction in is English, but there is consistent Turkish audio throughout the course. It provides no feedback on audial input, and there is very little flexibility in terms of reading and writing. It is good for learning Turkish phrases but not useful for conversational skills. It’s appropriate for elementary learners. (source: Williams, Alex. “Mondly: Learn Turkish. Speak Turkish. Bravalol’s Learn Turkish.” American Association of Teachers of Turkic Languages (AATT) June 2016 Newsletter. 12).

1.2. Websites

BOLCA (Business Online Language and Culture Application)
http://bolca.international.ucla.edu/Browser.aspx

BOLCA is a database of diverse languages and exercises for different levels. Turkish teachers can log in and create their own lessons with options of flash cards, multiple choice questions, videos, images and fill in the blanks.

Digital Dialects
http://www.digitaldialects.com/Turkish.htm

This source includes pronunciations of singular words. It could be used by students for independent study and by teachers for dictation exercises.

GLOSS (Global Language Online Support System) by Defense Language Institute
https://gloss.dliiflc.edu

GLOSS includes reading and listening lessons that are based on authentic materials (articles, TV reports, radio broadcasts, etc.) and consist of 4 to 6 activities. Turkish has 10 “Level 2” lessons that roughly correspond to the intermediate level. 3 of these lessons include listening. There are 3 “Level 2+” lessons and only of them 1 includes listening. Listening passages are taken from authentic materials such as news broadcasts and speeches. They range between 10 seconds to 2 minutes in length. Listening passages are accompanied by photographs, word lists, and multiple-choice quizzes. “Teacher’s note”
sections give background information in Turkish. “Feedback” option explains the logic behind answer choices in English for fill in the blanks questions.

Mango (Turkish)

Mango starts the lessons with a dialogue and continues repeating the phrases in the dialogue. It’s good for acquiring an introductory knowledge of Turkish for travelers, but it’s not sufficient for intermediate and advanced study. It provides the pronunciation of the words and phrases in the dialogue and allows learners to record their own voice in order to compare with the native voice. It also has a phone app. Mango requires log in through a library subscription.

Rosetta Stone (Turkish)

Rosetta Stone has three levels for Turkish. It moves from one or two word building blocks to grammatically complex sentences in the higher levels. Having a dominant lexical approach, the focus is on the use of vocabulary with particular meanings in particular contexts for particular purposes. Even if the language skills are categorized such as by vocabulary, reading, listening, and so on, each category is based mainly on vocabulary learning and pronunciation practice. “Rosetta Stone should be perceived as a supplementary material for learning basics and phrases” (Yıldırım, 15). It brings students until the Intermediate Low level (ACTFL Proficiency Levels). (Source: Yıldırım, Tuğba. “Teaching Turkish: Using Rosetta Stone As Supplementary Material.” American Association of Teachers of Turkic Languages (AATT) June 2016 Newsletter. 14.)

Turkish Language Class
http://www.turkishclass.com/

This source provides free online Turkish classes for independent learners. Offers courses in the elementary and intermediate levels.

Turkish Tea Time Podcast
https://turkishteatime.com

The Turkish Tea Time podcast series comprises free 136 episodes, each lasting between 15 and 25 minutes. Hosts Justin and Büşra guide the listener through a myriad of grammar and culture topics in short episodes in Noob, Beginner, Intermediate, or Advanced levels. The Noob is a crash course for travelers or those without any former Turkish language experience. The Beginner and Intermediate levels both start with a dialogue in Turkish and explanations of grammar and culture related to the dialogues. The Advanced level courses are conducted entirely in Turkish and covers a cultural or historical topic. It is recommended as a supplemental to classroom instruction to improve Turkish listening skills. (Source: Griffith, Nathaniel. “Turkish Tea Time Podcast” American Association of Teachers of Turkic Languages (AATT) June 2016 Newsletter. 13).
Turkish Tutor (UCLA)
http://www.turkish-tutor.org/home

Turkish Tutor consists of interactive lessons with one or more scenes in which students watch short video clips from a popular Turkish TV show *Bizimkiler* and listen to audio clips of dialogue and vocabulary. Students can test their listening comprehension with exercises in English and Turkish that are linked to each scene, as well as other types of exercises that cover the lesson as a whole.

2. Sources for Turkish Teachers

Cultural Interviews with Turkish Executives
https://culturalinterviews.wikispaces.com/Cultural+Interviews+-+Turkish

This source includes a list of youtube videos including interviews with Turkish executives. Each video is about 1-minute-long and is accompanied by a Turkish transcript and an English translation.

Culture Talk Turkey (Langmedia)
http://langmedia.fivecolleges.edu/culturetalk/turkey/index.html

CultureTalk is produced by the Five College Center for the Study of World Languages (Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst). The project provides students of language and culture with sample videos of native speakers talking about their lives in the languages they use everyday. Videos feature interviews or dialogues in a natural environment (restaurant, school etc).

This source comprises content-based videos. Topics include: arts-entertainment, food, language, family, economy and politics, education, everyday life, life stories (marriage, retirement), youth culture, religious and cultural traditions, society-health and environment, work, youth culture. Each video comes with Turkish transliterations and English translations of speech parts in the videos. Users can watch the videos on the website or can download them for offline use. Despite being a comprehensive source, some videos are difficult to hear due to low quality recording or background noise. Another disadvantage is that videos are not classified according to level, some videos are in the intermediate level, others are in the advanced level. This might mislead students who seek to learn through this website by themselves. The website is meant for students for self study but can also be used in class.

Deep Approach to Turkish (University of Wisconsin-Madison)
http://deepapproach.wceruw.org

“The Deep Approach to Turkish Teaching and Learning (DATTL) is a project to create educational material to teach Turkish to English-speaking students world-wide.” It is designed to guide Turkish learners to conduct self-directed projects on a topic listed on the website and is based on a teaching philosophy called “the Deep Approach.” It has
intermediate, advanced and transitional modules. The audio and video materials relate with the Turkic cultures and environments to help instructors teaching Modern Turkish with the context of authentic settings. “How to Forum” allows Turkish teachers and students to discuss issues and exchange ideas about “the Deep Approach” and the use of the modules. This website doesn’t offer daily or weekly lesson plans. It can be used as a supplement to a textbook.

Each module comes with a “Suggestion Card for Self-directed Learning” (a downloadable PDF file). Suggestion cards guide students for different project ideas. All directions are in English. Each module has 2 project ideas with videos and supplementary reading passages. The videos have transliterations. The Suggestion Cards also include grammar explanations. There are videos that explain grammar points in the module. A song accompanies the grammar and vocabulary sections. There are downloadable PowerPoint presentations for each module. The presentations seek to provide background information and are written in English and Turkish.

Türkçe Merhaba (Princeton University)
http://www.princeton.edu/~7Eturkish/practice/tepss.html

This website includes short voice recordings of short dialogues and words which can be used for vocabulary building and dictation exercises. It is most appropriate for elementary learners (does not work on Safari).

UCLA CNES Turkic Language Learning and Teaching Resources
http://www.international.ucla.edu/cnes/article/123708

This website offers a comprehensive list of materials for learning and teaching Turkic languages including Modern Turkish, Azerbayjani, Kazakh, Turkmen, Uygur, Uzbek as well as a list of newspapers and dictionaries for Modern Turkish.

UCLA Language Materials Project
http://www.lmp.ucla.edu/Default.aspx

This source provides teachers with a comprehensive list of publications and scans of authentic materials classified according to level.

University of Michigan Turkish Studies Sources
http://www.umich.edu/~turkish/langres_tr.html

This website includes YouTube videos of poetry/song recitation and other resources such as games and latest publications. However, it does not work on Safari and some links are dead because the last update was in 2006.
3. Other Languages

Arabic: Phone Conversations
http://phone.dliflc.edu/default_arabic.asp
This source provides recordings over 300 casual phone conversations in non-standard dialect and lesson plans with support materials for classroom use. 18 lesson plans for each conversation include Preparation, objectives, warm up, transition, listening activity, wrap up. It’s a project of the Defense Language Institute. The levels are beginning and intermediate.

Azerbaijani: Reading in Azerbaijani
http://www.indiana.edu/~iaunrc/sites/default/files/bridge/bridge.pdf
This source is a publicly available book in the PDF format created to teach reading in Azeri to learners who know another Turkic language.

Central Asian Languages: Intermediate Listening and Reading Modules
http://www.indiana.edu/~Ecelcar/intermediate/uzbekinter.html
The source comprises modules on Kyrgyz, Mongolian, Pashto, Tajiki, Uyghur, and Uzbek. Each language has 10 content-based modules about famous people, cities, and traditions. Modules begin with a printable reading passage with new vocabulary highlighted (The native pronunciation and English meaning of the word pops up upon clicking). A voice recording reads out the passage. The reading exercise is followed by a short grammar explanation and an Uzbek-English glossary. Activities include multiple-choice questions (a voice recording reads the questions), a fill-in-the blanks exercise for vocabulary (using the new vocabulary in the reading passage), 5 multiple-choice questions, a sentence ordering exercise, and a word ordering exercise. The website states that the modules are designed to work in conjunction with a classroom curriculum and/or textbook, however, they are also valuable for independent learners.

Central Asian Languages: News and Culture
http://www.cenasianet.org/online.html
This website includes sources on Azeri, Kazakh, Turkmen, and Uzbek. It comprises 2 sections:
1) Central Asian News Broadcasts
The activities in this project focus listening comprehension based on authentic Central Asian news broadcasts. Language practice and lexical support are provided for intermediate to upper-intermediate learners.
2) Windows on Central Asian Culture
Here users find texts and video clips that illustrate various aspects of Central Asian life and culture. The activities target intermediate to advanced learners, but may be of use to students at any level of proficiency.
English: ESL Lab
http://www.esl-lab.com

ESL Lab offers voice recording with pre- and post-listening exercises. Voice recordings and exercises are classified according to Easy, Medium, and Difficult levels. The content-based recordings feature dialogues used in daily language across diverse topics such as restaurant, shopping, car accident etc. It can be used by individual students as well as in the classroom.

Hebrew: Hebrew@Stanford
https://web.stanford.edu/class/hebrew/hsa/index.html

This is a database of listening materials in Hebrew. The page is designed as a tool to support face to face courses and online courses. The numerous videos on the website range from clips from TV shows to daily dialogues. The page has links to other pages with online exercises and reading passages. The exercises and reading passages are not directly related to the videos.

Russian: Advanced Interactive Listening Series
https://rails.languageinstitute.wisc.edu/lessons.html

The RAILS project has developed a series of 30 lessons. The first series of nine lessons is based on the films *Children of Ivan Kuzmich* and *Solvoky Power* by documentary filmmaker Marina Goldovskaya. The second series is based on interviews with prominent Russians. The website recommends teachers to assign these lessons as a supplement to classroom activities (one lesson per week). Lessons take 1-2 hours to complete (Log in and permission needed, the system is similar to CAILS by the University of Wisconsin and Madison (see below). With license, videos are downloadable.

Turkmen

This source seeks to teach Turkmen letters and vocabulary at an elementary level. It can be considered a very short introduction to the Turkmen language.

Uygur: Greetings from the Teklimakan: a handbook of Modern Uyghur
https://kuscholarworks.ku.edu/handle/1808/5624

This is a publicly available book in the PDF format and supplementary listening materials to learn Uygur.

Uzbek: Turkish to Uzbek Bridge Project
http://turkishuzbek.weebly.com/modules.html

This source is a project of Indiana University Turkish Flagship Center. The page introduces interactive modules to Uzbek language learners who have a background in Turkish or other Turkic languages. Modules provide familiar and new vocabulary in comparison, authentic texts from media, and supplementary exercises. The website
includes modules on the Uzbek language, geography and economy, media and technology, politics and demographics, music and art. Modules are prepared for different levels and follow the 5Cs of Startalk methodology. Each module includes 5 lessons with reading passages, multiple-choice, and fill-in-the-blanks questions. These lessons are in the PDF format and are downloadable.

**Uzbek and Kazakh: Central Asian Interactive Listening Series**
https://cails.languageinstitute.wisc.edu/lessons.html

The CAILS lessons are content-based, focusing on topics related to Uzbek and Kazakh history, politics, religion, culture, education, economics, language, and social issues. The lessons are designed around excerpts from videotaped interviews conducted by CAILS Associate Director Talant Mawkanuli in Kazakhstan, Uzbekistan and the U.S. with prominent scholars, government officials, politicians, students, and leaders in business. 10 Lessons in Kazakh and 10 Lessons in Uzbek created by various scholars in the field. It is prepared for advanced level students and it is a project of University of Wisconsin-Madison.

**Various languages**
http://carla.umn.edu/lctl/VAVA/index.html

This source by Center for Advanced Research on Language Acquisition (CARLA) by the University of Minnesota offers voice recordings in Arabic, Chinese Hebrew, Norwegian, and Tamil. Voice recordings are classified according to topic and are accompanied by suggested vocabulary topics. They are not classified according to difficulty level.

**References**

