



DATTL Newsletter

January 2012, Issue 4

HOW DOES DEEP APPROACH GO BEYOND TRADITIONAL CLASSROOM?

We receive messages from people who learn the target language in self-sufficient way with our online materials. One more challenge in terms of curriculum organizing is that the deep approach transcends the boundaries of the classroom. If students are intrinsically motivated by their projects, naturally they will look for more resources after class, develop their writing at home, may participate in blogs at any time, may contact people abroad, and the teacher must keep up with a profusion of initiatives that may go in several directions. Thus

there should be some systematic to meet each one each week, either certain precise days or at a specific time during class. This requires flexibility from knowledgeable teachers who feel confident in their ability to face diverse types of requests. Yet nobody is omniscient. We are all life learners. Sometimes it's not possible to answer right away. Research is needed for the teacher too. The teacher becomes a model of self-sustainable, life-long learning, which precisely students are 'meta-learning' with the deep approach: this approach works if

they learn how to learn. Thus classroom organizing depends much more upon the level of trust that is being created between the students and the teacher rather than organizational technicalities. There is a common threshold: everyone wants each one in the groups to learn a maximum in the direction of proficiency for a better understanding of the world.

By François V. Tochon

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TEACHER REFLECTIONS ON DEEP APPROACH

“My students seemed receptive to this idea of creating an environment where they are creating how and what they want to learn about a particular topic; I always wanted to have them be part of the creation process-- but it's never as individualized and as independent as the deep approach has been so for me, I feel as though I'm gazing out into an open field, filled with all sorts of possibility. It develops their own sense of self-awareness, a critical life quality that is dynamic and which is continues to grow outwardly.
Daniela

“Give them the power to create their rubric, and they will take the power to execute their own expectations. Not always, but mostly.” Jen

“Students have expressed their eagerness for the deep approach and that it accommodates variety of levels in the same classroom in a positive way.” Zuleyha

“Deep approach is a very detailed and user-friendly online material for intermediate and advance level Turkish. Teachers can use the material according to students' own needs and they should feel free to selectively use particular

sections of videos. They should be aware that there is this flexibility.” Feride

“My students begin to see themselves anew. No longer are they students, but they are the catalysts in a research/creation environment. I try to be as supportive as possible, without holding their hands. It has been a really challenging move on both ends, since my students are used to sit-n-get for most of their day, and I am used to leading things. We are growing together!” Stephanie

UPDATES ON DATTL WEBSITE

New Multimedias are ready to use!

After a phase of debugging of the Beta version of our new multimedia application, we finished the transfer and upload of our videos to the new Multimedia.

This will be a great improvement compared to the previous multimedia application, which had limitations. You can reach them at:

<http://deepapproach.wceruw.org/modules>

Cartoons of Malik

The modules continue to progress. We have added new cartoons on some of the modules. Estrella, a professional illustrator is creating unique cartoons for each module. Make sure to check them out in each module's pdf.



CONFERENCE PRESENTATIONS ON DEEP APPROACH



In December 2011, Prof. Tochon was invited to give a keynote speech at the Asia-Pacific Association for Multimedia-Assisted Language Learning in Taiwan on digital medias for deep education.



In October of 2011, the deep approach of languages and cultures was presented at Beijing Languages and Cultures University (BLCU), Beijing Foreign Studies University (BFSU) and Capital Normal University (CNU).



Prof. Karaman and Prof. Tochon presented issues related to deep teacher education at the European Education Research Association in September 2011. A particular emphasis was placed on the compatibility of the deep approach instructional materials with the needs of Turkish heritage learners in Berlin, a large minority of 400,000 speakers. (Berlin 2011)

Deep Approach to Turkish Teaching and Learning

Project Director and Principal Investigator:
 Elizabeth Wenden, USA, Houston, USA
Co-PIs:
 Isabella C. Druc, USA, Madison, USA, Project Coordinator
 Galina E. Druc, Yildiz Technical University, Istanbul, Turkey
 A. Deniz Arslan, METU, Ankara, Turkey

Welcome!
 The Deep Approach to Turkish Teaching and Learning (DATTL) is a project to create resources related to teach Turkish to English-speaking students worldwide. It aims at teaching Turkish language with an integrated cultural component. The team also creates materials open access with the Turkish culture and encouraging to learn. Instructional materials: Turkish with the content of culture, history, religion, science and arts and a clear understanding of culture, social, educational and technological changes with a focus on change of structure and quality in a positive and uplifting way.

FORUM: SHARING AND IMPROVING

WHAT IS A MODULE?

MOVIES

INTERVIEWS

PRESENTATIONS

FOCUS ON LANGUAGE

MUSIC

POSTER PRESENTED BY I. DRUC, E. ALAGOZ, F. TOCHON

DEEPPROACH.WCERUW.ORG

WCER Poster Fair (2011)

Dr. Isabelle Druc, Dr. Esra Alagoz and Prof. Tochon, presented a poster at the WCER poster Fair on December 6th. They covered issues around the integration of different multimedia in DATTL and how to use the website effectively.

AFTER A SEMESTER WITH DATTL: STUDENT REFLECTIONS ON DEEP APPROACH



Yunus Allen Church

(The winner of the Redhouse- Best Progress in Turkish Award for 2011)

1. How would you briefly describe your experience with the DATTL modules?

- My experience using the DATTL modules was very helpful. My teacher (Mukaddes Şahin) utilized many of the modules during class and for homework assignments to improve my reading, writing, listening, and speaking skills in Turkish. They forced me to think creatively and out of my comfort zone. They also were great cultural tools to learn more about the history and people of Turkey.

2. What did you like most about working with the modules?

- I liked that the modules had a lot to do with actual Turkish culture. Not only did it make it easy to interact with my classmates, but it was also a learning experience to be able to learn about Turkish traditions.

3. What is your favorite module? Why?

- I really enjoyed the module on the movie, "Babam ve Oğlum." It was a really great Turkish movie and using the module while watching it was sort of like having a study sheet that we could fill in. It made a huge difference between just watching a movie and trying to understand it, and actually having to think critically about what is going on in the movie and the language that is used.

4. What project did you work on?

- The project that my classmates and I did was a video presentation that was used as a sort of introduction to any foreign students that were not familiar with the University of Wisconsin-Madison campus. We showed students the most important and vital places on campus and the entire presentation was done in Turkish. It was a really awesome video and what made it even better was the fact that it was practical!

5. In what ways did this project help you improve your Turkish?

- The project helped me improve my Turkish because I was speaking in a much different way than I had previously in class. We were able to mix formal Turkish with some joking around. We went deeper into descriptions and we really had to speak clearly for people to understand us. It was a very helpful project.



Ellen Atterbury (Ahu)

1. How would you briefly describe your experience with the DATTL modules?

- My experience with the DATTL modules was unique and helpful. In no other foreign language class had I ever encountered such an in depth yet easy to operate system for language learning. It helped to augment my Turkish speaking and listening far greater than any other program I had tried previously. I also appreciated the cultural aspects included, as it's hard to get an understanding of a different country's culture when living overseas.

2. What did you like most about working with the modules?

- I really liked how they incorporated the most important aspects of the Turkish culture. Often, when learning from a textbook, the things you learn are that which are important to an American as opposed to what a native speaker would consider important. The modules made for a more earnest and deep learning experience because of their cultural insights.

3. What is your favorite module? Why?

- My favorite module was "Kadınlar" because I find the topic of women in Turkey to be fascinating. People are easy to dismiss Turkey as a supremely patriarchal society and thus repressive towards its' women, so learning more about the way things -actually- are, is extremely interesting.

4. What project did you work on?

- A friend of mine and I made a power point with recorded conversation. We both learned a lot of vocabulary as our conversation centered around a specific place and topic. Sure, it was about ice cream, but that's important to me.

5. In what ways did this project help you improve your Turkish?

- Apart from the aforementioned vocabulary acquisition, it helped me get an idea of the normal pace of a Turkish conversation. Speaking and learning the emphasis on words helps to know what is being said, as opposed to just hearing one long sentence and interpreting it as gibberish.

DATTL Online



Facebook: [deep.approach@groups.facebook.com](https://www.facebook.com/deep.approach@groups)

Twitter: [http://twitter.com/Deep_Approach](https://twitter.com/Deep_Approach)

Our website: <http://deepapproach.wceruw.org>

MEETING AT MIDDLE EAST STUDIES ASSOCIATION CONFERENCE (MESA)



On December 2nd, American Association of Teachers of Turkic Languages held its annual roundtable meeting in conjunction with the MESA Conference in Washington, D.C. This year's roundtable discussion topic was *Instructional Technology: Materials and Methods for Turkish and the Turkic Languages*. The meeting was a great opportunity for its participants to hear about new technologies, share best practices and exchange ideas for more systematic approaches to language teaching.

Prof. Sylvia Önder of Georgetown University presented on *Clickers, On-Line Flashcards, E-Portfolios, and Blogs and Notes from the Field*. Mukaddes Şahin of the University of Wisconsin-

Madison presented about *Teaching with Blogs*. Prof. Feride Hatiboğlu's presentation zeroed in on her experiences with *Online Turkish Teaching* at the University of Pennsylvania. In addition, Prof. François Victor Tochon of the University of Wisconsin-Madison gave a presentation about *Technologies for a Deep, Project-Based Approach to Language Learning*.

In his presentation Prof. Tochon discussed the philosophical background of the Deep Approach to Turkish Teaching Learning project: the use of technologies must be associated to prudent reflective practice, and wisdom. He also walked the Turkish teaching professionals through effective ways of using the DATTL modules. The ideas behind the project and the content of the modules stimulated a great discussion among the participants. While responding to questions, Prof. Tochon further explained the adaptability of the modules and the flexibility they offer by empowering the learners as curriculum builders.



DERİN EĞİTİM ve DİL ÖĞRETİM ve ÖĞRENİMİNDE DERİN YAKLAŞIM ARAŞTIRMA ÇALIŞTAYI

Ne Zaman: 28-29 Mayıs, 2012 (2 gece)

Nerede: Süleyman Demirel Üniversitesi- Isparta

Konular: Derin yaklaşıma ve öğretim gereçlerine genel bakış, Derin Yaklaşımın Avrupa Dilleri Ortak Çerçeve Programı'ndaki yeri, araştırma projelerini planlama ve hazırlamada ekip çalışması, fon kaynakları araştırması.

İki gecelik konaklama ücreti: Girişte ödenmek üzere kahvaltı dahil gecelik 45TL (28 USD). Kampüste öğlen yemeği 4TL (2 USD). SDÜ konaklama ve yemek ücretini karşılayacak kısıtlı sayıda fon sağlamaktadır Sorularınız ve kayıt için Prof. François Tochon'la iletişime geçebilirsiniz: ftochon@education.wisc.edu



On Nov. 7, Prof. Tochon has presented a lecture 'For A Deeper Approach to Languages and Cultures' at the University of Chicago, Cobb Hall, Center for the Study of Languages. Dr. Kagan Arik will follow up with an information workshop on his experiences with DATTL modules with instructors of other languages.