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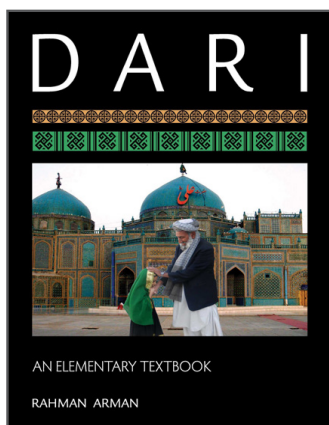
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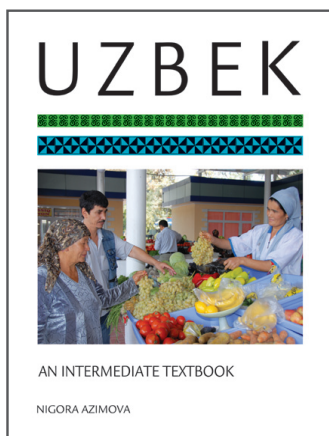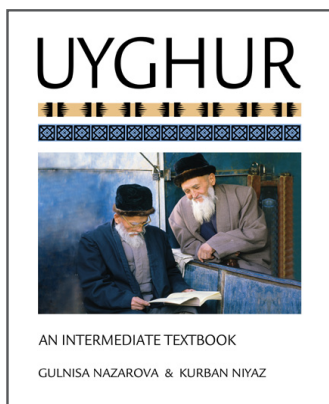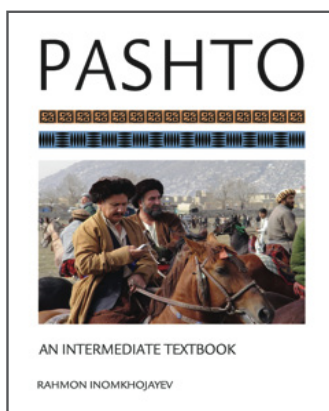An Elementary Textbook
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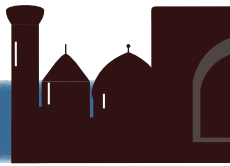
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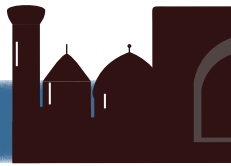**Tserenchunt Legden**, Mongolian Senior Lecturer, CEUS

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Gulnisa Nazarova, Uyghur Senior Lecturer, CEUS

Sun-Young Shin, Assistant Professor, Second Language Studies

Aliya Sultanova, Kazakh FLTA, CEUS

Program Overview

Friday, October 7, 2016

8:30 am – 9:15 am	*Registration & Continental Breakfast*
9:15 am – 9:30 am	Opening Remarks: **Öner Özçelik, Indiana University**
9:30 am – 11:00 am	Oral Presentations Session 1
11:00 am – 11:30 pm	*Coffee Break*
11:30 am – 12:30 pm	Plenary Session 1: **Arsalan Kahnemuyipour, University of Toronto, Canada**
12:30 pm – 1:30 pm	*Lunch provided*
1:30 pm – 2:30 pm	Poster Session
2:30 pm –3:30 pm	Plenary Session 2: **Silvina Montrul, University of Illinois**
3:30 pm – 4:00 pm	*Coffee Break*
4:00 pm – 5:30 pm	Oral Presentations Session 2
5:30 pm – 8:00 pm	*Hors d'oeuvre Reception*

Saturday, October 8, 2016

8:30 am – 9:30 am	*Continental Breakfast*
9:30 am – 11:00 am	Oral Presentations Session 3
11:00 am – 11:30 am	*Coffee Break*
11:30 am – 12:30 pm	Plenary Session 3: **Barış Kabak, University of Wurzburg, Germany**
12:30 pm – 1:30 pm	*Lunch on your own*
1:30 pm – 3:00 pm	Oral Presentations Session 4
3:00 pm – 3:15 pm	*Coffee Break*
3:15 pm – 4:15 pm	Oral Presentations Session 5
4:15 pm – 4:30 pm	*Coffee Break*
4:30 pm – 5:30 pm	Plenary Session 4: **Marcel Erdal, Goethe University, Germany**
5:30 pm – 6:30 pm	*Light Snacks*
6:30 pm – 8:30 pm	*Cultural Event and Silk Road Ensemble Performance*

Sunday, October 9, 2016

9:30 am – 10:00 am   *Continental Breakfast*

10:00 am – 11:30 am   Oral Presentations Session 6

11:30 am – 12:00 pm   *Coffee Break*

12:00 pm – 1:00 pm   Oral Presentations Session 7

1:00 pm – 1:30 pm   *Lunch provided*

1:30 pm – 2:30 pm   Plenary Session 4: **György Kara, Indiana University**

2:30 pm   Closing Remarks

Please join us after the conference concludes for a complimentary campus tour
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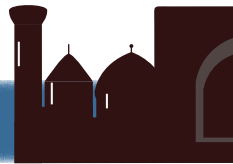# Summer Language Workshop

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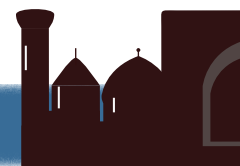
Keynote Speakers

(in alphabetical order)

Marcel Erdal, *Professor, Department of Turcology, Goethe University, Frankfurt, Germany*

Professor Erdal is a graduate of Robert College, Istanbul. He studied linguistics in Jerusalem with Hansjakob Polotsky, then Turkic and Altaic studies in Copenhagen with Kaare Thomsen Hansen. He was the head of the Turcology department at Goethe University, Frankfurt-am-Main and has more recently taught in Nicosia, Cyprus, at the Central Minorities University in Beijing and at Hacettepe University in Ankara. He has worked with Bazin (Paris), Doerfer (Goettingen), Johanson (Mainz) and Schönig (Berlin). He is a honorary member of the Türk Dil Kurumu and a member of the supervising committee of Turfanforschung at the Berlin-Brandenburg Academy of Sciences. His publications include Old Turkic Word Formation: A Functional Approach to the Lexicon (1991) and A Grammar of Old Turkic (2004). He has extensively published on Turkish morphology and been engaged in field work on endangered South Siberian Turkic varieties, editing, with colleagues, the Handbuch des Tschalkantürkischen (vol. 1, 2013).

Baris Kabak, *Professor, Department of British and American Studies, University of Würzburg, Germany*

Professor Kabak, a native of Istanbul, studied English Language Teaching and Linguistics at Bogazici (Bosphorus) University in Istanbul, Turkey and at the State University of New York at Binghamton, NY. He completed his graduate studies in Linguistics and Cognitive Science at the University of Delaware. Kabak is currently a Professor of English Linguistics in the Institute of Modern Languages at the University of Würzburg. Before UW, he worked at the University of Konstanz, and was a senior associate member at St. Antony's College at the University of Oxford. His research interests include phonology and phonetics, bilingualism and second language acquisition, morphosyntax, English Linguistics, and Turkic languages and linguistics.

Arsalan Kahnemuyipour, *Assoc Professor, Department of Linguistics, University of Toronto, Canada*

Professor Kahnemuyipour received his PhD in Linguistics from the Department of Linguistics at the University of Toronto Mississauga, Canada where he is also currently an Associate Professor of Linguistics. Kahnemuyipor has also previously taught at Syracuse University. His research interests include theoretical linguistics, syntax, morphology, syntax-phonology interface, copular clauses, and Persian language and linguistics. Besides his native Persian, he has worked on English, Armenian, Turkish, Niuean, and other languages. He is the author of The Syntax of Sentential Stress (Oxford University Press) and several articles in top ranked journals such as Natural Language and Linguistic Theory and Linguistic Inquiry.
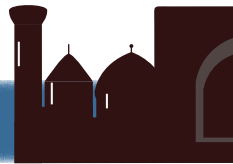
György Kara, *Professor, Department of Central Eurasian Studies, Indiana University, USA*

Professor Kara holds PhDs in Linguistics from the ELTE University of Budapest, Hungary and the Hungarian Academy of Sciences, as well as his Doctor of Philology degree from Leningrad State University. Kara is currently a Professor of Central Eurasian Studies at Indiana University. His specialty is Mongol and Inner Asian studies and his research interests include languages and cultures (including Old Turkic, Tibetan, Manchu, Evenki, Khitan and Altaic philology), history of writing systems, Altaic linguistics, and Mongol literature and folklore. He has authored several books and many journal articles over his sixty year career. He has received the Order of the Polar Star of the Republic of Mongolia (1998), Alexander von Humboldt-Forschungspreis (1999), and the Order of Labor Merit of the Republic of Mongolia (2005) awards, and he is a member of the Hungarian Academy of Sciences, Professor Emeritus of ELTE University of Budapest, and awardee of IU's gold medal for Altaic studies (2011).

Silvina Montrul, *Professor, Department of Linguistics, University of Illinois, USA*

Professor Montrul received her PhD in Linguistics from the Department of Linguistics at McGill University. Montrul is currently an Professor of Linguistics and Spanish, Italian, and Portuguese, as well as Second Language Acquisition at the University of Illinois at Urbana-Champaign. She specializes in the generative approach to second language acquisition and her research interests include adult second language acquisition of syntax and morphology, incomplete acquisition of language, heritage language learning, and the acquisition of Spanish. She has authored several books, including The Acquisition of Heritage Languages (Cambridge University Press) and Incomplete Acquisition in Bilingualism: Re-examining the Age Factor (John Benjamins), as well as published numerous articles in scholarly journals. In 2013, Montrul was named the University Scholar for University of Illinois, and she is currently the co-chief editor of the Second Language Research journal.

Conference Schedule
Friday, October 7th

8:30 am – 9:15 am	Registration & Continental Breakfast (Persimmon)
9:15 am – 9:30 am	Opening Remarks by **Öner Özçelik**, Director of Center for Languages of the Central Asian Region (CeLCAR), Indiana University (Dogwood)
9:30 am – 11:00 am	Oral Presentations Session 1 (Dogwood) *Chair: Shahyar Daneshgar*

	Giuli Shabashvili, 9:30 – 10:00 am **P1** Tbilisi State University, Georgia *Present Perfect and Resultative Semantics in Georgian Derivatives and Participles*
	Narges Nematollahi, 10:00 – 10:30 am **P2** Indiana University *HAVE-progressive in Farsi: a case of pattern replication?*
	Shahar Shirtz, 10:30 – 11:00 am **P3** University of Oregon *Typological variation in "be" possessive constructions in Iranian*

11:00 am – 11:30 am	Coffee Break (Persimmon)
11:30 am – 12:30 pm	**Arsalan Kahnemuyipour**, **Plenary Session 1** University of Toronto, Canada, *The Ezafe Construction: Persian and Beyond* (Dogwood)
12:30 pm – 1:30 pm	Lunch provided (Federal)
1:30 pm – 2:30 pm	Poster Session (Persimmon) *Chair: Dave Baer*

Mustafa Aksu, Indiana University,
English borrowings into Uyghur: Syntactic, semantic and phonological adaptations and their implications for the grammar

Rahman Arman, Amber Kennedy Kent, Öner Özçelik, Indiana University,
Project-Based Language Learning Instruction in an Online Language Learning Environment

Kulyan Kopesh, Gultas Kurmanbay, Saule Mussabekova, Nazarbayev University, Kazakhstan, *The Importance Of Using The Multimedia Technology In Teaching Kazakh As The Second Language*
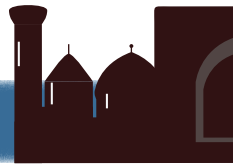
Dilfuza Mansurova, Samarkand State Institute of Foreign Languages, *The process of developing some vowel phonemes in Uzbek language*

Raushan Myrzabekova, Nazarbayev University, Kazakhstan, *Teaching Business Etiquette as a learning approach for the enhancement of Kazakh Business Language*

Abdulhadi Rashed, Kabul University, Afghanistan, *Using Singular and Plural Nouns in Dari Language in Comparison to English Structure*

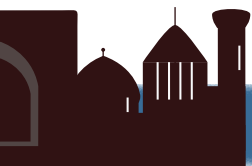**Kuresh Tahir,** Xinjiang Academy of Social Sciences, *A Cognitive Study of Metaphors in Uyghur Body Vocabulary*

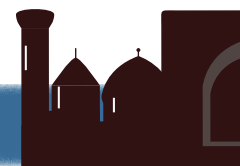|	
2:30 pm –3:30 pm	**Plenary Session 2** **Silvina Montrul**, University of Illinois, *The acquisition of "other" "different" "less common" "distant" languages: A critical need* (Dogwood)
3:30 pm – 4:00 pm	Coffee Break (Persimmon)
4:00 pm – 5:30 pm	Oral Presentations Session 2 (Dogwood) *Chair: Malik Hodjaev*
	Benjamin Mericli, 4:00 – 4:30 pm **P4** University of California, Santa Cruz *Perfective by Default: Aspect-Shifting Affixes in Turkish*
	Nadežda Christopher, 4:30 – 5:00 pm **P5** SOAS, University of London *Kazakh multi-functional particle ğoj: the first description*
	Zoe Tribur, 5:00 – 5:30 pm **P6** University of Oregon *The Development of a Passive Construction in bDechen Tibetan*
5:30 pm – 8:00 pm	Hors d'oeuvre Reception (Georgian)

Conference Schedule
Saturday, October 8th

8:30 am – 9:30 am	Continental Breakfast (Persimmon)
9:30 am – 11:00 am	Oral Presentations Session 3 (Dogwood) *Chair: Narges Nematollahi*

Shinsuke Hidaka, Tokyo University of Foreign Studies, Japan *Is the -ar/-mas Participle a Participle in Uzbek?*	9:30 – 10:00 am **P7**
Martin Macak, University of Georgia *The (non)realization of Armenian word-final palatal glide*	10:00 – 10:30 am **P8**
Hassan Bokhari, **Mustafa Durmaz,** and **Jonathan Washington**, Indiana University *An acoustic analysis of vowel insertion at syllable edges in Turkish*	10:30 – 11:00 am **P9**

11:00 am – 11:30 am	Coffee Break (Persimmon)
11:30 am – 12:30 pm	**Barış Kabak**, **Plenary Session 3** University of Wurzburg, Germany, *Refining Turkish stress as a multifaceted phenomenon* (Dogwood)
12:30 pm – 1:30 pm	Lunch on your own
1:30 pm – 3:00 pm	Oral Presentations Session 4 (Dogwood) *Chair: Aliya Sultanova*

Sarala Puthuval, University of Washington *A language vitality assessment for Mongolian in China*	1:30 – 2:00 pm **P10**
Farid Saydee, San Diego State University *High-frequency Words in Dari: A Corpus-based Lexical Analysis*	2:00 – 2:30 pm **P11**
Sun-Young Shin, Indiana University *Examining the construct validity of Uzbek grammar test*	2:30 – 3:00 pm **P12**

3:00 pm – 3:15 pm	Coffee Break (Persimmon)
3:15 pm – 4:15 pm	Oral Presentations Session 5 (Dogwood) *Chair: Michael Krautkraemer*
	Fazira Kakzhanova, 3:15 – 3:45 pm **P13** Buketov Karaganda University, Kazakhstan *Verbal Aspect Problems and the Aspect of the Kazakh Language*
	Dina Andabayeva 3:45 – 4:15 pm **P14** and **Raushangul Avakova,** al-Farabi Kazakh National University, Kazakhstan *Language Factor In The Formation Of National And Cultural Identity Of Kazakhstan*
4:15 pm – 4:30 pm	Coffee Break (Persimmon)
4:30 am – 5:30 pm	**Marcel Erdal,** **Plenary Session 4** Goethe University, Germany , *How did the Turkic languages come to differ as they do?* (Dogwood)
5:30 pm – 6:30 pm	Light Snacks (SGIS Foyer)
6:30 pm – 8:30 pm	Cultural Event and Silk Road Ensemble Performance (SGIS Auditorium)

Conference Schedule
Sunday, October 9

9:30 am – 10:00 am	Continental Breakfast (Persimmon)
10:00 am – 11:30 am	Oral Presentations Session 6 (Dogwood) *Chair: Nevin Durmaz*
	Zhazira Agabekova, 10:00 – 10:30 am **P15** Nazarbayev University, Kazakhstan *Ethno Cultural Bases Of Colour Toponyms In The Kazakh Language*
	Yamada Yohei, 10:30 – 11:00 am **P16** Tokyo University of Foreign Studies, Japan *A verb aa in Dagur*
	Gulnara Suleymanova, 11:00 – 11:30 am **P17** Michigan State University *The acquisition of Azerbaijani idioms by second language learners*
11:30 am – 12:00 pm	Coffee Break (Persimmon)
12:00 pm – 1:00 pm	Oral Presentations Session 7 (Dogwood) *Chair: Dinara Abakirova*
	Mustafa Durmaz, 12:00 – 12:30 pm **P18** Indiana University *A phonological analysis of soft <g> in Şanlıurfa dialect of Turkish: a true consonant*
	Yunchuan Chen and **Li Jiang**, 12:30 – 1:00 pm **P19** University of Hawaii at Manoa *The nominal expressions in Lhasa Tibetan*
1:00 pm – 1:30 pm	Lunch provided (Persimmon)
1:30 pm – 2:30 pm	**György Kara**, **Plenary Session 5** Indiana University , *Lessons Learned from the Study of Mongol Languages* (Dogwood)
2:30 pm	Closing Remarks (Dogwood)

Plenary Speaker Presentation Abstracts

The Ezafe Construction: Persian and Beyond

Plenary Presentation 1

Arsalan Kahnemuyipour (a.kahnemuyipour@utoronto.ca)
Department of Linguistics, University of Toronto, Mississauga, Canada

In this talk, I explore the Persian Ezafe construction, a construction which has received significant attention in the syntactic literature in the past few decades. Descriptively, Ezafe is an unstressed vowel –e (-ye after vowels) which appears between a noun and its modifier (N-e Mod), and is repeated on subsequent modifiers, if they are present, except the last one (N-e Mod1-e Mod2-e Mod3). I start with a discussion of the distribution of Ezafe, with a special emphasis on its correlation with the order of elements in the noun phrase. I provide a roll-up movement account of this construction which takes the base order of the noun phrase in Persian to be head final, with the surface order derived via phrasal movement to specifiers of intermediate functional projections. I then explore the status of Ezafe in several other Iranian languages to verify how this analysis fares with data from these languages.

The acquisition of "other" "different" "less common" "distant" languages: A critical need

Plenary Presentation 2

Silvina Montrul (montrul@illinois.edu)
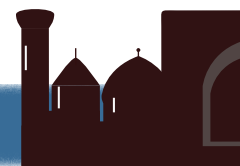*Department of Linguistics, University of Illinois*

Linguists compare different languages to formalize the systems that govern language, and the goal of language acquisition research is to understand the processes by which the systems that govern language grow in the minds of language learners. However, much of linguistics and language acquisition theorizing has been primarily built on the empirical foundation of English, and a few other European languages. But the complexity and universality of language as well as the processes underlying its acquisition in monolingual and multilingual situations necessitates a wider and more diverse empirical base. In this talk, I will discuss how results from the acquisition of languages such as Turkish, Hindi, Romanian, Spanish and Farsi, among others, contribute to theory building and to inform pedagogical practices of second, third and heritage language acquisition. Ultimately, I argue that learning and doing research on such languages preserve and enhance linguistic diversity and, ultimately, foster greater cultural and political understanding.

Refining Turkish stress as a multifaceted phenomenon

Plenary Presentation 3

Barış Kabak (baris.kabak@uni-wuerzburg.de)
Department of British and American Studies, University of Wurzburg, Germany

Much has been said about stress assignment in Turkish, albeit with dubious characterizations of its nature and dynamics in the realm of prosodic typology and psycholinguistics. On the basis of crosslinguistic and experimental evidence, I will unpack the notion of "accent" at the level of the word and argue that word stress in Turkish is inert but pervasive, exhibiting both a demarcative and a lexical character, tacked to a relatively poor pitch-based intonational inventory. Due to morphosyntactic complexity of words in Turkish, I will argue that accentual phenomena are ultimately intertwined with wordhood, whereby the induction of canonical right-edge stress in language acquisition must be word-based and paradigmatic. I will further show that word formation has also been the impetus behind the morphophonologization of stress diachronically, ultimately surmounting words with accentual prominence. Potential venues for the investigation of word prosody such as text-to-tune alignment in lyrics will be highlighted.

How did the Turkic languages come to differ as they do?

Marcel Erdal (merdal4@gmail.com)
Department of Turcology, Goethe University, Germany

Close to 40 Turkic languages are spoken between Manchuria in the East, Poland and the Balkan peninsula in the West, the Laptev Sea in the North and the Persian Gulf in the South. This huge spread explains the lexical differences between them, with Russian loans dominating in the North, Chinese ones in the East, Arabic and Persian ones in the Muslim Turkic languages, Mediterranean loans in the South West, with Mongolic inroads found everywhere. We will not deal with this fascinating cultural interaction but will explore the ways in which language contacts have altered the sounds, the morphology and the syntax of what might have been Proto-Turkic to result in the systems we have today. Divergence alternated with periods and areas of convergence, when speakers of other languages adopted Turkic, or speakers of Turkic influenced each other.

Lessons Learned from the Study of Mongol Languages

György Kara (gkara@indiana.edu)
Central Eurasian Studies Department, Indiana University

After more than two centuries of increasingly intensive research on these languages, the field still offers a great many of problems to be solved and sources for building or testing theories. These languages that form a small family show manifold outer contacts and far-reaching influence. The issues to be discussed include typology (CSCP or "left-branching" syntax, mostly "right-branching" agglutination; vowel harmony, phonotactics); disputed classifications of the living languages and dialects; periodization; "Mongolic" and "Para-Mongolic"; Mongol influence on other languages; influence of other languages on Mongol; two millennia of the Altaic Sprachbund; questions to be answered, fields to be explored.

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Oral Presentation Abstracts

Giuli Shabashvili, Tbilisi State University, Georgia (shabashvili@yahoo.com)

P1

Title: *Present Perfect and Resultative Semantics in Georgian Derivatives and Participles*

Georgian is an agglutinative language applying a number of different affixes to convey particular word meaning. This paper aims to consider semantics of the Present Perfect tense from the point of view of derivatives and Past Tense participle-markers. These forms are produced by the commonly used prefix (ნა–na-) and sometimes it is hardly possible to distinguish between participles and derivatives. This paper aims to claim that derivatives contain and emphasize semantics of resultativity: the action is made in the past but the result is topical in present. Thus, these derivatives should be referred to as resultative words. Another function of na- prefix is to produce Passive voice Past Tense Participles. This paper claims that these participles show the semantics of present perfect in opposite of -il/-ul suffixes which reflect the semantics of the Past Simple passive voice participles. Consequently, Participles with na- prefix should be called Present Perfect participles.

Keywords: semantics, present perfect, resultativity, derivatives, participles

Narges Nematollahi, CEUS, Indiana University (nnematol@indiana.edu)
Resource Center (LARC), San Diego State University

P2

Title: *HAVE-progressive in Farsi: a case of pattern replication?*

Farsi, also known as Modern Persian, has recently developed a periphrastic verbal construction to express the progressive and prospective aspects which uses the auxiliary dāštan (inf.)/dār- (pres. stem) 'to have'. In this talk, we will evaluate one of the few proposals made in the literature for the source of the HAVE-progressives in Farsi, namely, the one which proposes borrowing from Mazandarani into Farsi. We will put this hypothesis in the context of current theories of pattern replication, particularly the framework of 'pivot-matching', as described in Matras & Sakel (2007), and evaluate the hypothesis against some historical data from Mazandarani. We will argue that both the social status of the two languages and Mazandarani's admittedly limited historical data suggest an influence on the other direction, i.e., from Farsi to Mazandarani, which means that the source of HAVE-progressives in Farsi needs to be sought somewhere else.

Keywords: progressive aspect, Modern Persian, Mazandarani, pattern replication, contact linguistics
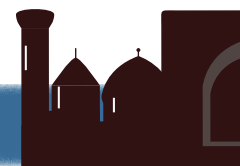
Shahar Shirtz , Linguistics Department, University of Oregon (shahars@uoregon.edu)

P3

Title: *Typological variation in "be" possessive constructions in Iranian*

Predicative possession was expressed in Old Indo-Iranian by constructions classifiable as belonging to Heine's Genitive Schema, where the possessed is modified by an adnominal possessor ("X's Y exists"). This paper argues, however, that changes in argument coding means in daughter languages resulted in split patterns of the expression of possessor arguments leading to variation in the typological classification of different "be" possessive constructions in Iranian. This variation is argued here to correlate with changes in the functional scope of clitic pronouns as well as the loss of the old genitive case. Throughout the data, possessors are often expressed using clitic pronouns. The functions associated with such pronouns, however, are not uniform across the family, and do not always include adnominal possession. Non-pronominal possessors are expressed by several means, which seldom co-express adnominal possession. Thus, daughter constructions of the old Indo-Iranian "be" possessive are typologically varied despite their shared origin.

Keywords: syntax, morphology, typological variation, possessive construction

Benjamin Mericli, University of California, Santa Cruz (bmericli@ucsc.edu)
Center (LARC), San Diego State University

P4

Title: *Perfective by Default: Aspect-Shifting Affixes in Turkish*

This paper addresses aspectual contrasts that emerge in Turkish based on the morphosyntactic position at which a suffix occurs. While the simple past tense -DI and indirect evidential -mIş are specified for perfective aspect post-verbally, they are imperfective following the copula -Ø-/-y-. The null hypothesis is that the verbal suffixes and their post-copular counterparts are different lexical items (Erguvanlı-Taylan 2001, Göksel & Kerslake 2005). We argue that, on the contrary, finite -DI and -mIş are the same suffix in any position: different aspectual readings arise compositionally, depending on whether a suffix takes a bare verb root or the copula as its complement. After first clarifying the aspectual values of -DI and -mIş in different positions using standard diagnostics (Dowty 1979), we address the question of whether or not the copula itself contributes imperfective aspect, and propose a basic compositional semantics for the Turkish verbal projection.

Keywords: morphology, syntax, morphology-syntax interface, perfective aspect

Nadežda Christopher, SOAS, University of London (n_christopher@soas.ac.uk)

P5

Title: *Kazakh multi-functional particle ğoj: the first description*

This presentation is based on the paper which provides the first detailed description of the Kazakh (Turkic) multi-functional particle ğoj, which has not been thoroughly examined in the linguistic literature to date. First, I present two existing descriptions of ğoj, and introduce new data that shows that these descriptions fail to fully capture the nature of ğoj. I propose that ğoj is an information-structurally loaded particle, which plays a role in Common Ground (CG) management. In the wider typological context, I propose comparing ğoj to the Russian particle že.

Keywords: syntax, particles, Kazakh

Zoe Tribur, University of Oregon, Smithsonian Institution's
Center for Folklife and Cultural Heritage (ztribur@uoregon.edu)

P6

Title: *The Development of a Passive Construction in bDechen Tibetan*

As far back as Jaeschke (1883:40-41), Tibetan has been described as lacking grammatical voice. While speakers have strategies to minimize semantic agents or emphasize affected semantic patients, these strategies employ morphosyntactic devices (e.g., flexible word order, agentive case marking and syntactically unconstrained pro-drop), which are used to express non-voice related functions. However, bDechen Tibetan has developed a morphosyntactic strategy to express passive voice in perfective clauses. This construction consists of the evidential marker -nə̀ and optional ergative case marking on A. In such passive clauses, A is optional and may precede or follow O. In contrast, in active clauses A is obligatory, cannot occur with ergative case marking and always precedes O. Moreover, bDechen has innovated a "dummy" agent pronoun m̥ïgí used to specifically express that an unknown agent, human or not, caused the situation that effected the subject of the passive clause.

Keywords: syntax, semantics, morphology-syntax interface

Shinsuke Hidaka , Tokyo University of Foreign Studies (hidaka.shinsuke.g0@tufs.ac.jp)

P7

Title: *Is the -ar/-mas Participle a Participle in Uzbek?*

In this paper, I discuss whether the -ar/-mas future participle-formed suffix (hereafter the -ar/-mas participle) is indeed a participle in Uzbek. Previous works (Asqarova and Jumaniyozov 1953, Kononov 1960: 239, Abdurahmonov, Shoavdurahmonov, and Hojiyev 1975: 514, Bodrogligeti 2003: 632) have considered the -ar/-mas participle as a participle. However, it has low productivity in comparison to other participles. In addition, previous works suggest that a clause formed by the -ar/-mas participle cannot have the force of a verb (for example, such clauses cannot have arguments and temporal adverbs). I therefore analyze the syntactic structure of the -ar/-mas participle in terms of two basic functions possessed by other participles: (1) clause nominalization, and (2) attributive clause. Based on the above, I conclude that the -ar/-mas participle is not a participle in Uzbek, but rather one of the derivational suffixes.

Keywords: Keywords: morphology, syntax, future participle suffix in Uzbek

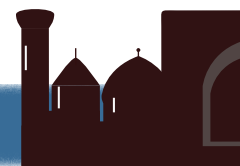**Martin Macak**, University of Georgia (macak@uga.edu)

P8

Title: *Developing a Learner-Centered Pashtu Curriculum for Navy SEALs: A Case Study*

The didactic rules of the traditional Armenian orthography dictate that word-final palatal glide -յ -y [-j] be left unpronounced, e.g., քահանայ ahanay 'priest' — [khahana], կայ kay 'exists' — [ka], քոյ oy 'of your' — [khɔ], դայ(յ) da(y) (name of the letter) դ 'd' — [dɑ], etc. There are, however, exceptions to the convention, which are incidentally monosyllabic nominals, e.g., Հայ Hay 'Armenian' — [haj], կայ kay 'station, site' — [kɑj], etc.

This analysis identifies the final unpronounced glide with specific morphological suffixes, i.e. /khahana-i-/ ROOT-NOMINAL.ADJ (lit. 'priest-ly [person]'), /ka-i/ ROOT-PRES.3SG, /khɔ-i/ POSS.2SG-GEN.SG, whereas the final glide which is realized is either part of the root morpheme, i.e. [haj] 'Armenian' ← /hai-o-/ ROOT-THEMATICVOWEL, or the abstract noun suffix, i.e. [kɑj] 'stat-ion; stand-ing [still]' ← /ka-i-i-/ ROOT-ABSTRACTNOUN-THEMATICVOWEL.

A constraint-based optimality-theoretic analysis is proposed in which morphophonological constraints that enforce overt realization of specific morphemes (REALIZE MORPH) interact with constraints enforcing prosodic wellformedness (ONSET & NOCODA).

Keywords: Armenian, Classical Armenian, Armenian orthography, phonology-morphology interface, optimality theory, prosodic wellformedness, syllable structure, phonological reconstruction

Hassan Bokhari (hbokhari@umail.iu.edu), Mustafa Durmaz (mdurmaz@umail.iu.edu), and Jonathan Washington (jonwashi@indiana.edu), CEUS, Indiana University

P9

Title: *An acoustic analysis of vowel insertion at syllable edges in Turkish*

This study is a quantitative investigation of two types of vowel insertion in Turkish. Previous sources recognize differences between vowels inserted in Turkish to split an underlying complex onset and those inserted to split an underlying complex coda in terms of frequency of insertion, variability with speech register, and realization in the orthography. Bellik (2016) proposes that insertion of vowels between coda consonants in Turkish is phonological epenthesis, while the insertion of vowels between onset consonants in Turkish should be considered phonetic intrusion. Our study confirms that onset-inserted vowels are not inserted consistently, have formant values more like those of a schwa vowel than like other vowels of Turkish, and have overall shorter durations than other vowels—whereas coda-inserted vowels are indistinguishable from underlying vowels with regard to these measures. This leads us to agree with Bellik's (2016) hypothesis that coda-inserted vowels are phonologically present while onset-inserted vowels are not.

Keywords: phonetics, vowel insertion

Sarala Puthuval, Department of Linguistics, University of Washington (s.puthuval@gmail.com)

P10

Title: *A language vitality assessment for Mongolian in China*

This talk presents a language vitality assessment for the dialects of Mongolian spoken in Inner Mongolia, China. The assessment follows the guidelines in UNESCO's (2003) document on language vitality and endangerment, according to which a one-dimensional evaluation should not be attempted, but instead a set of nine factors should be considered separately. These include intergenerational transmission, proportion of speakers within the population, language policy, community attitudes toward the language, etc. I bring together evidence from previous research and my own fieldwork to support the claim that, while Mongolian in Inner Mongolia does not score as severely endangered on any of UNESCO's factors, it scores in the threatened range on many of them.

Keywords: linguistics, grammar and research, Mongolic

Farid Saydee, Language Acquisition Resource Center, San Diego State University

P11

Title: *High-frequency Words in Dari: A Corpus-based Lexical Analysis*

When designing a course, it is important to know what and how much vocabulary is necessary to achieve the program's goals. In this presentation, the presenter will present the Dari high-frequency words at the Intermediate level and identify additional words needed to progress a learner to the Advanced level (as defined by ACTFL). Using a corpus-based analysis, the presentation will focus on lexical text coverage and frequency distribution of words in students' sample speech at the Intermediate and Advanced levels of proficiency. The presentation will focus on findings from a quantitative and qualitative study of OPIs from 10 heritage speakers of Dari at Intermediate and Advanced proficiency levels. The results will inform the Dari teachers and curriculum developers (1) on how to teach vocabulary using "word families," and, (2) of the specific vocabulary and amount of vocabulary required to progress a student to an Intermediate or Advanced oral proficiency level.

Keywords: language pedagogy, lexicology, corpus-based analysis, word frequency

Sun-Young Shin, Department of Second Language Studies, Indiana University (shin36@indiana.edu)   **P12**

Title: *Examining the construct validity of Uzbek grammar test*

This study aims to validate the Uzbek grammar test for its assessing syntactic knowledge in Uzbek. It examined college-level Uzbek learners' performance on the online multiple-choice grammar test as an indicator of their receptive grammatical knowledge. Students were asked to describe the reasoning behind the choices they had made on each test item retrospectively after taking the test. As to assessing their productive grammatical knowledge, learners' grammatical structures and errors were analyzed based on each learner's performance on translation, written essay, oral description tasks eliciting the range of grammatical features as measured by the grammar test. Afterwards, discrepancies in specific grammatical points among different measures of grammar are compared. The results show that the Uzbek grammar test scores were highly correlated with other measures of both a learner's explicit and implicit grammatical knowledge establishing the construct validity of the test.

Keywords: assessment, syntax, Uzbek grammar

Fazira Kakzhanova, Foreign Language Department, Buketov Karaganda University (fazira11@mail.ru)   **P13**

Title: *Verbal Aspect Problems and the Aspect of the Kazakh Language*

The category of aspect is one of the most complicated problems of linguistics. According to the traditional definition of aspect, 'action occurs at the time or the distribution of the action in time,' aspect has no independent meaning, because it 'is created' by the Tense category, in spite of verbal categories having their own discrete meaning. The aspect expresses the modification of inner stages of action development (the plan of expression). Aktionsart is not a language phenomenon; it denotes the inner modification of extra-linguistic phenomenon 'action' (the plan of content). Any complete action has the main four development types: process, perfect, protracted, and fact; and each of these main aspects have its own sub-aspects. Kazakh language is an aspectual language in spite of considering that it is temporal. Kazakh has three tenses and exhibits a mixed type of aspect and sub-aspect expressions: analytically (three aspects and their sub-aspects) and synthetically (one aspect and its sub-aspects).

Keywords: aspect, sub-aspect, aktionsart, perfect, non-perfect, continuum of expression, plan of content
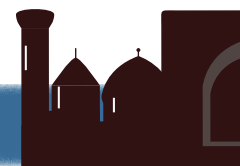
Dina Andabayeva (dina_andabayeva@mail.ru) and Raushangul Avakova (r_avakova@mail.ru), Department of Oriental Studies, al-Farabi Kazakh National University   **P14**

Title: *Language Factor In The Formation Of National And Cultural Identity Of Kazakhstan*

This paper gives an overview of the history of the language situation in Kazakhstan, which is home to more than 100 nationalities, resulting in a great diversity of languages related to different language families. Furthermore, the paper examines a recent study conducted on the impact that these languages have on the national, cultural, and ethnic identity of Kazakh people. We consider language-related solutions for interethnic relations for harmonizing, strengthening, and uniting the population, as well as consider the role that the evolution and maintenance of languages in Kazakhstan plays in state policy, and how that relates to creating a national identification of modern Kazakh society. Finally, we examine how this process builds a foundations of a new civic identity for all citizens of Kazakhstan.

Keywords: ethnolinguistics, Kazakhstan, language personality, language planning, mentality.

Zhazira Agabekova, Nazarbayev University (zhazira.agabekova@gmail.com)   P15

Title: *Ethno Cultural Bases Of Colour Toponyms In The Kazakh Language*

The color names in each language mean not the quality of a thing, but also it is a complex category that gives lots of information about the cultural life and history, customs and traditions of a people. So color names take a significant role in every people's world outlook. Their building and usage in the language is also different. Scientists studying the Kazakh language express various opinions about the number of colors in the Kazakh language. There are more than three million toponyms in the Kazakh land. Among them there lots of toponyms built from adjectives. This article deals with the motivation of toponyms built from colors in the Kazakh language.

Keywords: Kazakh language, onomastics, toponyms, ethnocultural scienceP15

Yamada Yohei, Tokyo University of Foreign Studies/Research Fellowship for Young Scientists of JSPS (yamadabayar@gmail.com)   P16

Title: *A verb aa in Dagur*

A verb aa in Dagur is used in three ways. (a) as an existential verb, (b) as a copula verb, or (c) as an auxiliary verb, the same as bai in Mongolian. This paper shows two points of usage of this verb: aa does not have any negative forms in all the manners (a)~(c), and it does not appear as the "simple form" with non-past verb final form in (a) or (b), but not in (c). If we are to express the present tense un-marked existence meaning, an adjectival expression with bei is employed. Such this usage of existential verb is superseded by *bayi in the Northern group of Mongolic. In the Southern group, almost all the cognates with *a are used, but they are derived into participle-like words. Existential verb aa in Dagur is rather similar to a in Middle Mongolian but not to other synchronic Mongolic languages.

Keywords: Dagur, existential verb, copula, auxiliary verb

**Gulnara Suleymanova**, Michigan State University (gulnarayaman@hotmail.com)   P17

Title: *The acquisition of Azerbaijani idioms by second language learners*

Idioms are of great importance in any language system. Each language has different idioms that differ in both structure and meaning, and they allow teachers and students to discuss language and cultural references. Nobody can effectively function in a culture until they have a grasp of important commonly used idioms. Knowing the meaning of the compositional parts of an idiomatic expression is not enough to determine its figurative meaning. For example, an idiom in the Azerbaijani language: "Ağlını başına gətirmək". It means "bring someone to heel" in English.

I will discuss the opportunities of learning Azerbaijani idioms and attempt to answer the question: How can foreign students whose first language is English acquire Azerbaijani idioms easily? Also, I will show some idioms that have the same meaning in both of the languages.

Keywords: second language learning, idioms
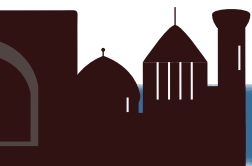
Mustafa Durmaz, CEUS, Indiana University (mdurmaz@umail.iu.edu)

P18

Title: *A phonological analysis of soft <g> in Şanlıurfa dialect of Turkish: a true consonant*

This study aims to examine the nature of the phoneme corresponding to soft <g> in the Şanlıurfa dialect of Turkish, and suggest a phonological account of its behavior in this dialect. Some maintain that soft <g> does not surface at the segmental level, and thus that it is not pronounced, while others argue that soft <g> is pronounced as a velar fricative in certain phonological environments. On the other hand, others propose that soft <g> is not a consonant but a semi vowel, and it assimilates to the adjacent vowel. Clearly, much remains to be answered regarding the status of this grapheme in Turkish. As such, based on the data provided in this study, I argue that the behavior of soft <g> significantly differs from that in Standard Turkish (Istanbul dialect), and unlike in Standard Turkish, soft <g> is a true consonant which preserves its consonantal features in the Şanlıurfa dialect as other consonants in the Turkish.

Keywords: phonology, Turkish, Şanlıurfa dialect

Yunchuan Chen (chenyunc@hawaii.edu) and Li Jiang (516708263@qq.com),
University of Hawaii at Manoa

P19

Title: *The nominal expressions in Lhasa Tibetan*

This paper provides a detailed description of the syntactic distribution and semantic interpretations of bare nouns and numeral phrases in Lhasa Tibetan (LT) and aims to understand how nominal arguments are formed in this language. Based on our consultant work with native speakers of LT, we show that bare nouns in LT can freely appear in argument position. They receive a kind interpretation with kind-level predicates, a generic interpretation in generic sentences, and a definite interpretation in episodic sentences. We propose that bare nouns can be argumentized via type-shifting operations in the semantics and that their interpretations can be derived via a mechanism Rank of Meaning, first proposed in Chierchia (1998) and further modified by Dayal (2004). We also provide two tests from Löbner (1985) and Alexiadou et al (2007) to argue that the two definite elements de and di in LT are not definite articles but demonstratives.
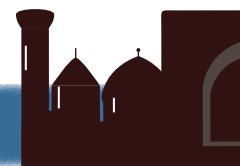
Keywords: syntax-semantic interface

Poster Presentation Abstracts
Friday, October 7ᵗʰ

Mustafa Aksu , Indiana University (maksu@indiana.edu),

Title: *English borrowings into Uyghur: Syntactic, semantic and phonological adaptations and their implications for the grammar*

This poster will present language borrowing from English into Uyghur, a minority language which is a Turkic language of the Karluk branch, and how English loanwords influenced Uyghur speakers and through which channels they are able to be absorbed by Uyghur. It also discusses a brief history of borrowing English loanwords in different periods of time and divides English loanwords into several different categories and shows that these loanwords are not only related to the field of technology but also is also related to daily discourse in Uyghur. A brief introduction will be given about semantic change, grammatical assimilation, and pronunciation assimilation of English loanwords in Uyghur. At the end, it gives the solution that Russian is a transmission language that brings English loanwords into Uyghur.

Key words: loanwords, Uyghur, English, Sinkiang

Rahman Arman (rarman@indiana.edu), Amber Kennedy Kent (akkent@indiana.edu), Öner Özçelik (oozcelik@indiana.edu), Indiana University

Title: *Project-Based Language Learning Instruction in an Online Language Learning Environment*

Throughout the past century, project based learning (PBL) has proven itself to be a formidable instructional mode for producing engaging learning environments across many disciplines by taking learners to design and construct actual solutions to real-life problems. However, there has thus far been limited research on the effectiveness of PBL in the field of language learning teaching, with is particularly true for the sub-field of lesson commonly taught languages (LCTLs). This poster describes a comparison study where we have followed the Gold Standards of PBLL Design to design two parallel courses teaching the same defined learning outcomes and PBLL assignment but using two different methods of delivery: face to face and online. In doing so, we seek to examine the benefits of PBLL in both the traditional language classroom and an online language learning environment.

Keywords: project based language learning, online language learning, LCTLs

Kulyan Kopesh (kkopesh@nu.edu.kz), Gultas Kurmanbay (gkurmanbay@nu.edu.kz), and Saule Mussabekova (smussabekova@nu.edu.kz), Nazarbayev University, Kazakhstan

Title: *The Importance Of Using The Multimedia Technology In Teaching Kazakh As The Second Language*

This paper is devoted to the significance of using multimedia tools in learning Kazakh as a second language by examining the role of multimedia implementation in Kazakh language learning programs in higher education institutions. We propose the advantages of multimedia technology are: syncretizing features, increasing motivation, more opportunities for self-study, and giving learners the ability to control their own pace. Furthermore, we introduce specific multimedia methods and explain why they provide quick communication with the learner, an access to wide range of information, and opportunities for a learner to find and use their own preferred learning strategy.

Keywords: multimedia, language learning technology

Dilfuza Mansurova, Samarkand State Institute of Foreign Languages (rustamova1962@inbox.ru)

Title: *The process of developing some vowel phonemes in Uzbek language*

This poster analyzes the evolution and formation of vowel phonemes of old Turkic and early Uzbek languages. Some examples are given from ancient manuscripts of old Turkic and early Uzbek, old Uzbek-Chigatay language languages like Orkhon-Yenisey scripts, "Devoni-Lugati Turk" and others that demonstrate how vowels have changed their functions over time and illustrate how it influenced modern Uzbek. Examples were given from. Expressing of long sounds which met partly just in manuscripts, not in graphical writes. In some scripts such as Orkhon-Yenisey, "Devoni-Lugati Turk" had given information about peculiarities of sounds: width, narrowness, length and brevity, but to give the length peculiarity of vowels there were not specific signs.

Keywords: phonology, old Turkic, early Uzbek, vowel sounds, phonemes, syllables

Raushan Myrzabekova, Nazarbayev University, Kazakhstan (rmyrzabekova@nu.edu.kz),

Title: *Teaching Business Etiquette as a learning approach for the enhancement of Kazakh Business Language*

Social human behavior is some kind of a business card of a person reflecting her or his professional and personal qualities. Unwritten rules of etiquette govern our communication in a variety of aspects of our life: in the context of professional, social, and cultural communication. In today's business world a critical importance is given to the rules of behavior and interactions among people in the professional workplace. A series of topics pertaining to major etiquette interactions and communication skills in Kazakh Language are covered in the course of Business Etiquette which integrates in a structured manner a number of methodological and teaching approaches. This poster will describe the organization and content of the course emphasizing the importance of active teaching methods and learning sessions such as seminars, case-studies, topic-specific vocabulary sessions.

Keywords: sociolinguistics, etiquette, language for specific purposes

Abdulhadi Rashed, Kabul University, Afghanistan (arashed@indiana.edu)

Title: *Using Singular and Plural Nouns in Dari Language in Comparison to English Structure*

This poster will a) compare the similarities and differences between the use of singular and plural nouns in English and Dari, b) use contrastive analysis to predict EFL learners' problems in learning how to form and where to use English plural nouns, and c) examine the relationship between learners' proficiency levels and the types of errors that they make. The study was conducted using 200 EFL learners in Afghan universities. Learners were given a composition task designed to produce a large number of singular and plural nouns. After analyzing the composition errors, our findings showed that EFL learners made more developmental errors than interlingual ones. However, the ambiguity of a large number of errors encountered justify the need for more research before making any concrete claims about the research questions.

Keywords: EFL, Dari, acquisition, plural nouns
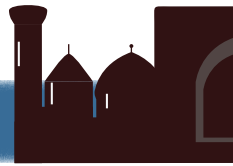
Kuresh Tahir, Xinjiang Academy of Social Sciences (ayqut@sina.com),

Title: *A Cognitive Study of Metaphors in Uyghur Body Vocabulary*

Social human behavior is some kind of a business card of a person reflecting her or his professional and This paper explores how anatomical vocabulary (words related to human body parts and internal organs) plays a role in the Uyghur language for metaphorical expressions according to ones' cognitive point of view. A number of contemporary metaphorical expressions were examined, and the resulting data was evaluated according to how it related to different body members parts. Based on the findings, there are fifty-one body members by applying which the metaphors are conceptualized and reflected in Uyghur oral and written language.

Keywords: Uyghur language, cognitive linguistics, metaphor, vocabulary

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- ## Contact Information:

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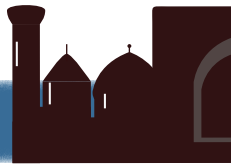projects@seelrc.org

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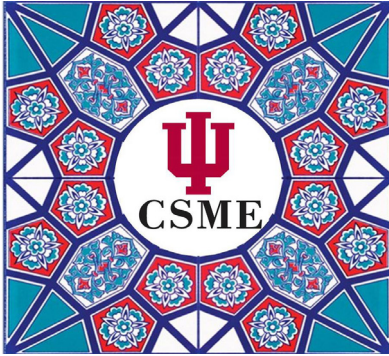**Professor Edna Andrews| Director**

eda@duke.edu

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Central Eurasian Studies at Indiana University

Central Eurasia, the home of some of the world's renowned art, languages, epic literature, and empires, is the vast heartland of Europe and Asia extending from Central Europe to East Asia and from Siberia to Iran and the Himalayas. This Eurasian heartland, which has played a seminal role in the development of both Europe and Asia, is still insufficiently understood by students, corporate executives, and policymakers.

Founded as an Army Specialized Training Program for Central Eurasian languages in 1943, then formally organized as the Program in Uralic and Altaic Studies from 1956 to 1965, and later the Department of Uralic and Altaic Studies from 1965 to 1993, **The Department of Central Eurasian Studies** at Indiana University took its present name in 1993. The Department has long been one of the world's leading centers of academic expertise on Central Eurasia.

The Department of Central Eurasian Studies offers unique area studies programs, emphasizing language proficiency and a thorough grounding in indigenous cultures. Our programs enable students to study Central Eurasia in depth through mastery of one or more languages as well as the history and culture of specific regions.

The degree programs combines two key features: (1) a Language of Specialization (LOS), which gives students access to the chosen culture through the voices of its people; and (2) a Region of Specialization (ROS), which includes courses on various aspects of the chosen culture. The Department offers exciting possibilities for study abroad in Hungary, Mongolia, and Turkey so students can gain field experience in their chosen region or regions. In addition, while becoming familiar with various approaches to the study of Central Eurasia, students are strongly encouraged to enhance their studies by assimilating the methodology of one or more academic disciplines such as Anthropology, History, International Studies and Religious Studies. Graduates go on to exciting careers in academia, government, and international business.

Degrees
Undergraduate:
Bachelor of Arts (BA)
BA Minor
Graduate:
Master of Arts
Doctor of Philosophy (PhD)
PhD Minor

Regions of Specializations
Baltic & Finnish
Central Asia
Hungarian
Iranian
Mongolian
Tibetan
Turkish

Language of Specializations

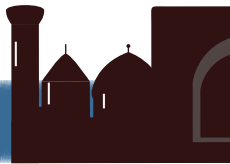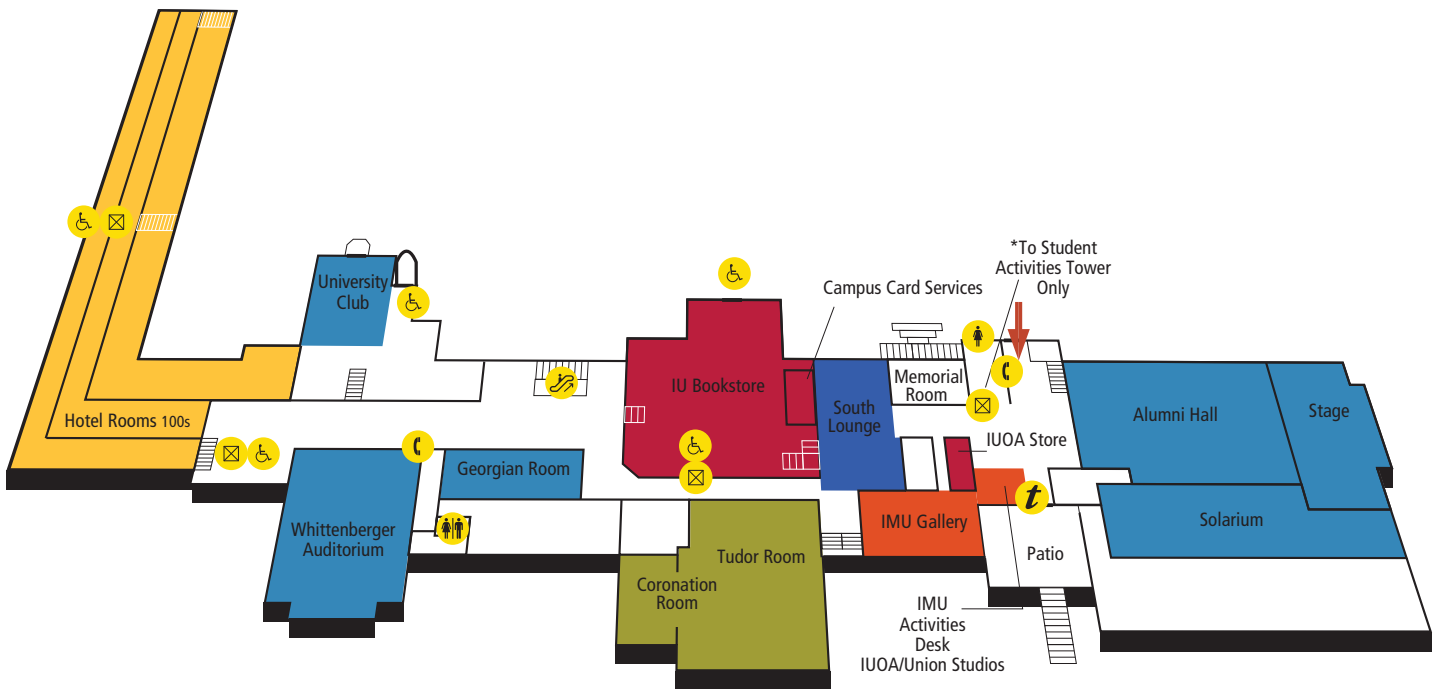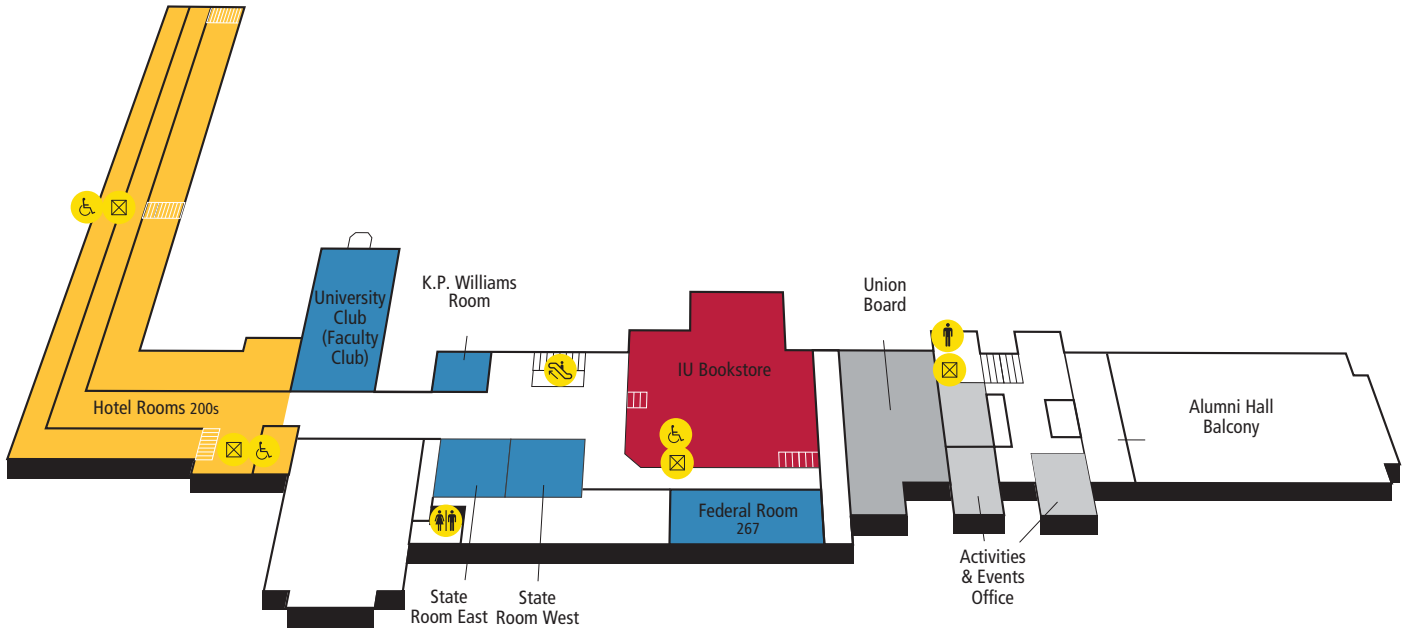|	
Finnish	*Hungarian*
Kazakh	*Mongolian*
Persian	*Tibetan*
Turkish	*Uyghur*
	Uzbek

Department of Central Eurasian Studies
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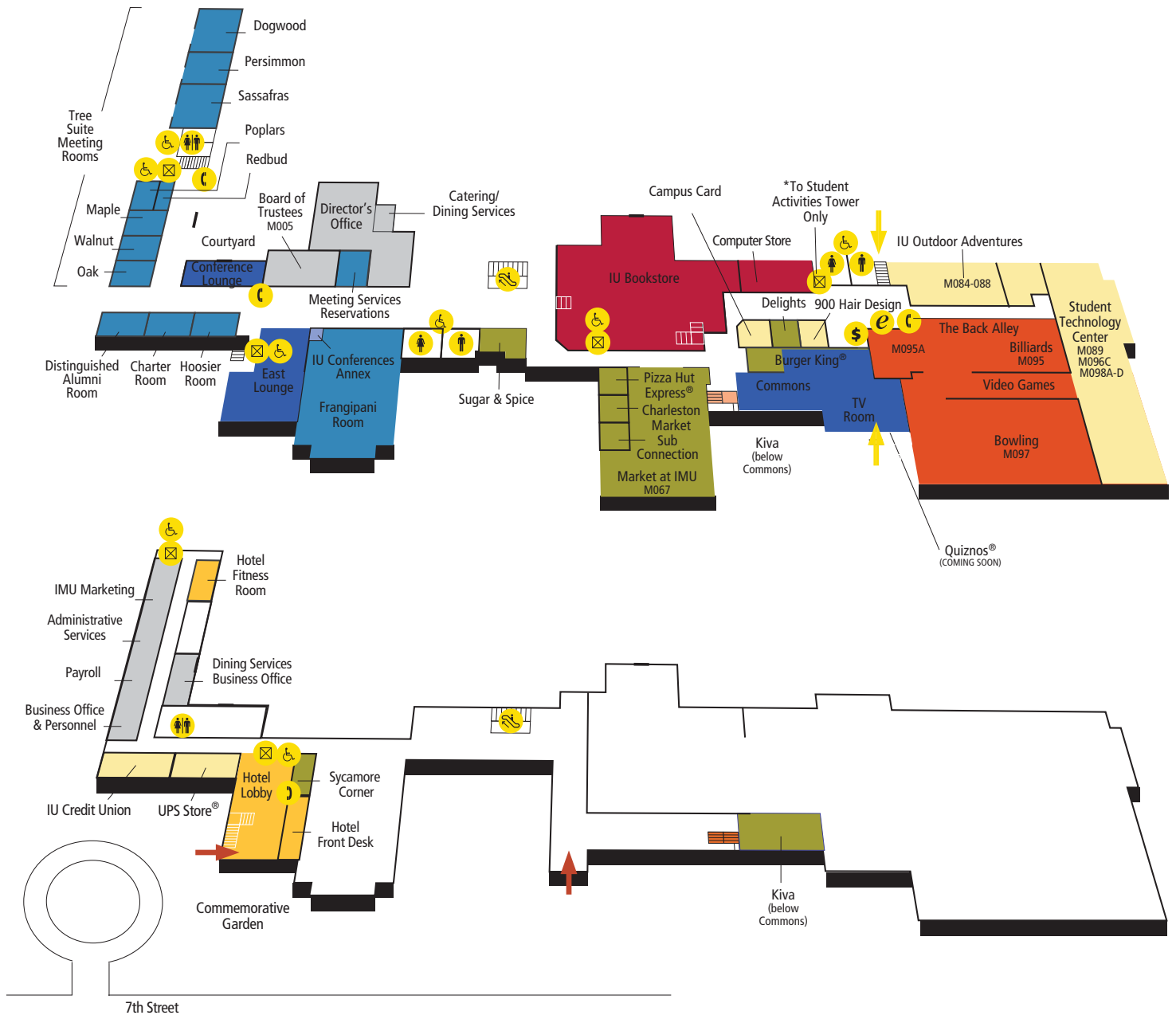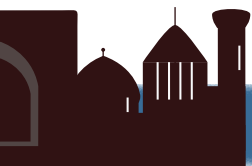
Phone: (812) 855-2233
E-mail: ceus@indiana.edu
www.iub.edu/~ceus
Central Eurasian Studies at Indiana University
iuceus

IMU Floor Plan

Hotel Rooms 200s

University Club (Faculty Club)

K.P. Williams Room

IU Bookstore

Union Board

Alumni Hall Balcony

Federal Room 267

State Room East

State Room West

Activities & Events Office

Hotel Rooms 100s

University Club

IU Bookstore

Campus Card Services

*To Student Activities Tower Only

Memorial Room

South Lounge

IUOA Store

Alumni Hall

Stage

Georgian Room

Whittenberger Auditorium

Tudor Room

Coronation Room

IMU Gallery

Patio

Solarium

IMU Activities Desk IUOA/Union Studios

Dogwood

Persimmon

Sassafras

Poplars

Redbud

Tree Suite Meeting Rooms

Maple

Walnut

Oak

Board of Trustees
M005

Director's Office

Catering/Dining Services

Campus Card

*To Student Activities Tower Only

Computer Store

IU Outdoor Adventures

M084-088

Conference Lounge

Courtyard

Meeting Services Reservations

IU Bookstore

Delights

900 Hair Design

Student Technology Center
M089
M096C
M098A-D

The Back Alley

Billiards
M095

M095A

Distinguished Alumni Room

Charter Room

Hoosier Room

East Lounge

IU Conferences Annex

Frangipani Room

Sugar & Spice

Pizza Hut Express®

Charleston Market

Sub Connection

Market at IMU
M067

Burger King®

Commons

Kiva
(below Commons)

TV Room

Video Games

Bowling
M097

Quiznos®
(COMING SOON)

Hotel Fitness Room

IMU Marketing

Administrative Services

Payroll

Business Office & Personnel

Dining Services Business Office

IU Credit Union

UPS Store®

Hotel Lobby

Sycamore Corner

Hotel Front Desk

Commemorative Garden

Kiva
(below Commons)

7th Street

Notes

Notes

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Languages of Central Asia

Center for Languages of the Central Asian Region

Pashto Script Tutorial — ALPHABET | SCRIPT | PRACTICE

Let's learn the Pashto alphabet together!

PRONUNCIATION
This part will help you learn the shapes and sounds of the Dari letters using familiar words in English that resemble the shapes and use similar sounds.

انالجين

CHECK

1 Android

* Click on the app you are interested in

Most Popular

Pashto	Pashto	Pashto	**New** Uyghur	Dari
Alphabet	Phrases	Script Tutorial	Alphabet	Alphabet
★★★★⯪	★★★★★	★★★★★	★★★★⯪	★★★★★

Note: Most of the devices that run on the Android platform support CeLCAR's developed apps

2 Apple - iOS

New Uyghur	Pashto	Pashto	**Soon** Dari	**New** Dari
Alphabet	Alphabet	Script Tutorial	Phrases	Alphabet
★★★★⯪	★★★★★	★★★★⯪	☆☆☆☆☆	★★★★★

Note: These app are available on iPhone, iPod, iPad and iPad mini, unles specified

3 BlackBerry

New Uyghur	Pashto	**2011 Academic award winner** Pashto	**Soon** Dari	Dari
Alphabet	Phrases	Script Tutorial	Phrases	Alphabet
★★★★⯪	★★★★★	★★★★★	☆☆☆☆☆	★★★★★

Note: Apps are available on Blackberry Playbook as well as Z10 and Q10 BlackBerry smartphones

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www.indiana.edu/~celcar

CeLCAR Textbooks

CeLCAR develops and publishes materials at introductory and intermediate levels. Our textbooks go through an intensive peer-review process and are published through renowned international presses. Among the most recent publications have been introductory and intermediate textbooks for two-semester courses in the languages of Dari, Pashto, Uyghur, and Uzbek, published by Georgetown University Press. The target languages of all these materials represent critical languages as designated by the US Department of Education and the Department of Defense. Past volumes also include extensive materials in Tajiki, and introductory-level textbooks are currently being developed in Azerbaijani, Kazakh, Kurmanji Kurdish, Mongolian, Persian, Sorani Kurdish, Tibetan, and Turkmen.

CeLCAR Overview

The Center for the Languages of the Central Asian Region (CeLCAR) is one of the sixteen National Foreign Language Resource Centers in the US and is the only one focusing on the languages of the Central Asian region. CeLCAR is dedicated to promoting the teaching and learning of the languages and cultures of Central Asia through the development of language learning materials at introductory and intermediate skill levels (textbooks, workbooks, phrasebooks, mobile apps, online language courses, and multimedia resources), teacher training, research on language acquisition and teaching, and scholarly conferences and workshops. The languages of CeLCAR are all on the critical language lists of the US Department of Education and the Department of Defense, such as Azerbaijani, Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Persian, Sorani Kurdish, Tajiki, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek. Speaking a critical language will set you apart from others and give you specialized skills. After going through one of our military seminars, a soldier said, "CeLCAR's training saved lives in our unit. I found Afghans to be EXACTLY as you taught us, helping us to better cultivate American/Afghan relationships. We taught these children simple math so that they're not taken advantage of as they buy/sell in the marketplace." CeLCAR's major sources of funding have been the US Department of Education, the School of Global and International Studies, the College of Arts and Sciences at Indiana University, US Army, Navy, Air Force, Marines, and the National Guard programs of various states.
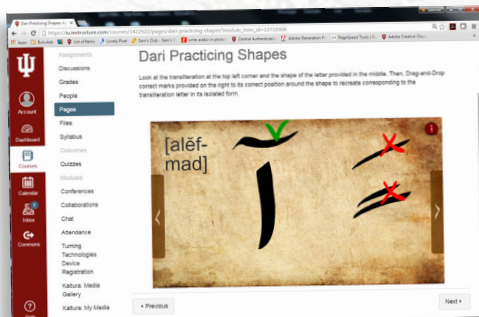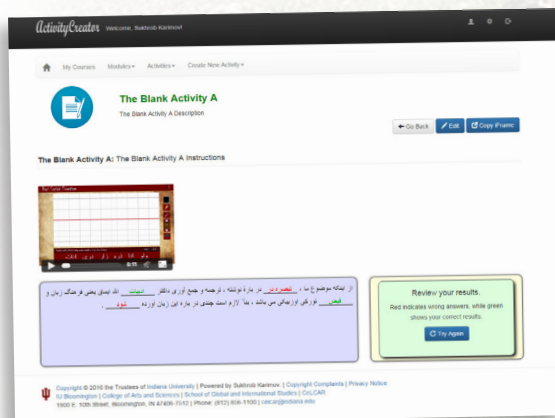
CeLCAR Online Language Courses

Learn symbols and sounds of the target language
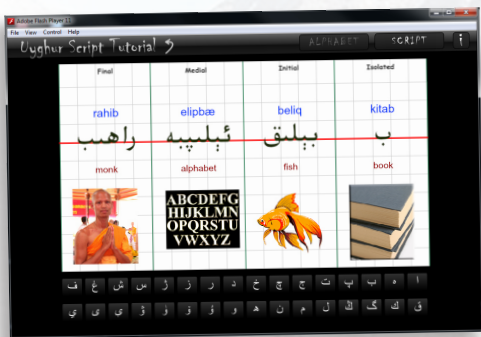
Practice script writing and reading

Interactive content gives life to Dari online course

Indiana University and CeLCAR are developing online language courses for Central Asian languages. These are instructor-led courses that will bear full university credit, open for enrollment worldwide. The languages of Dari and Pashto will be the two online courses available in summer of 2017, at the introductory level, and more languages and levels will follow.

Instructors build custom activities for students to interact with language

Anyone can try out our free apps on smartphones or tablets

Center for
Languages of the
Central
Asian
Region

" CeLCAR is dedicated to promoting the teaching and learning of the languages and cultures of Central Asia through the development of language learning materials (textbooks, workbooks, and multimedia resources), teacher training, distance language courses, and intensive language summer institutes. The less commonly taught languages currently being focused on at CeLCAR are Azerbaijani, Dari, Kazakh, Kurdish, Kyrgyz, Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uyghur, and Uzbek, in addition to ongoing efforts to support the related languages of Turkish and Persian. "