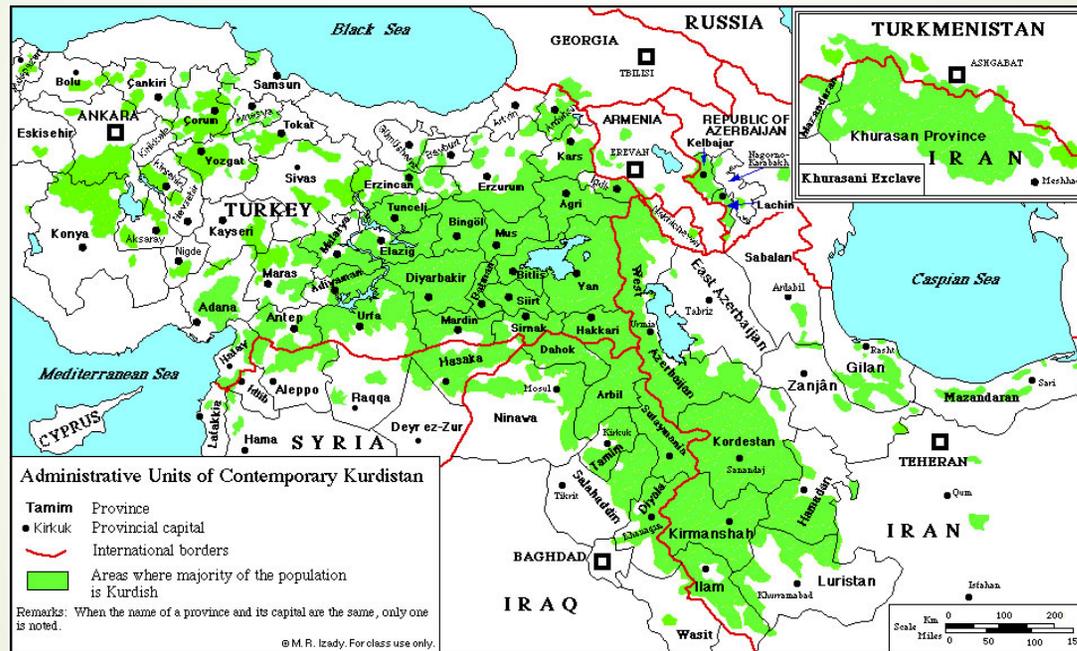


Developing Curricular Materials for Kurdish Language

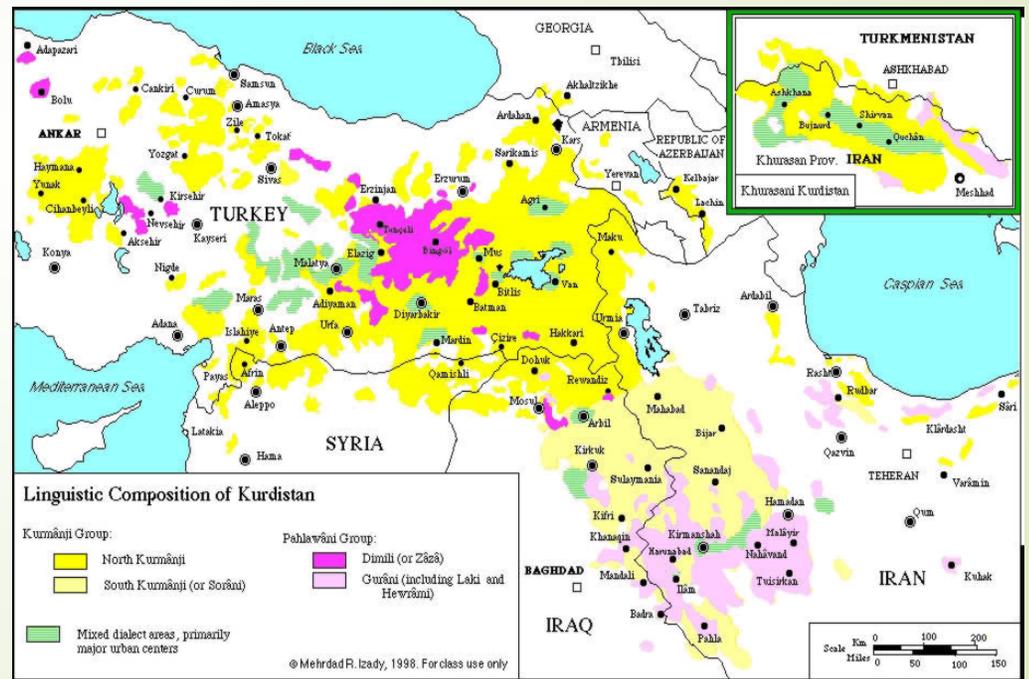
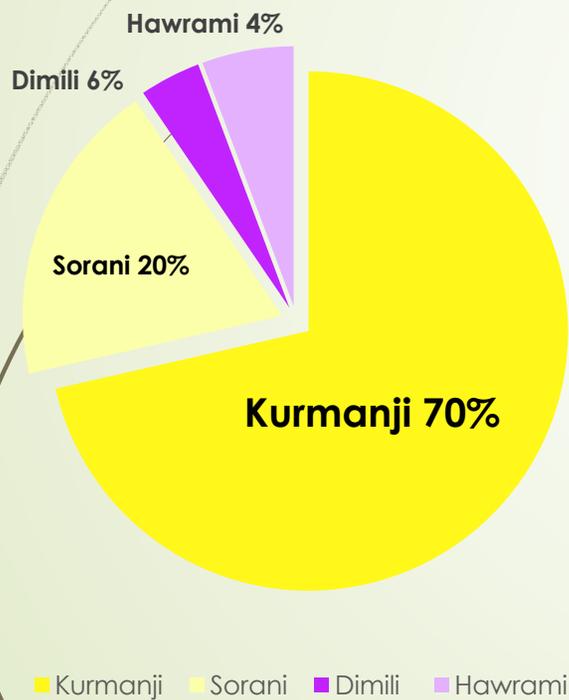
-Deniz Ekici

Areas with Kurdish Speaking Majority



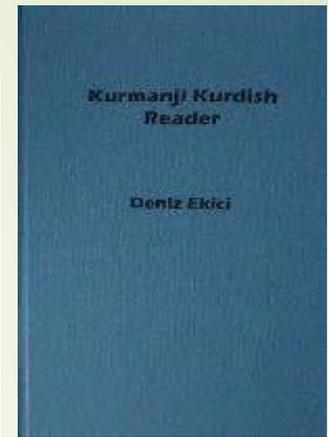
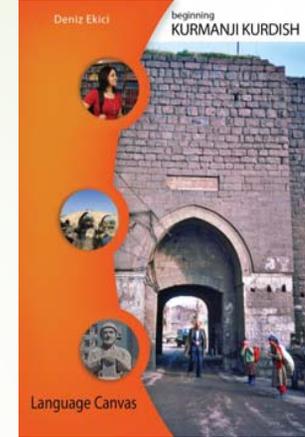
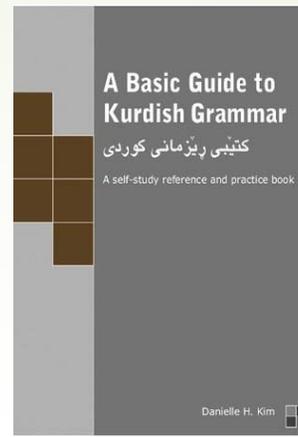
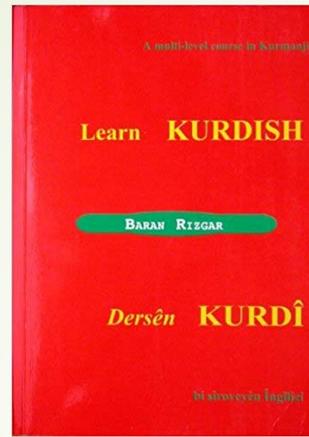
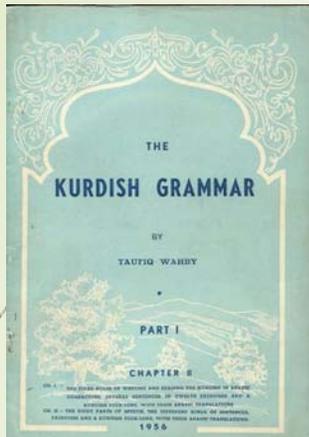
Geographic Distribution of Kurdish Speech Varieties

Four major Kurdish dialects:



Slide 3

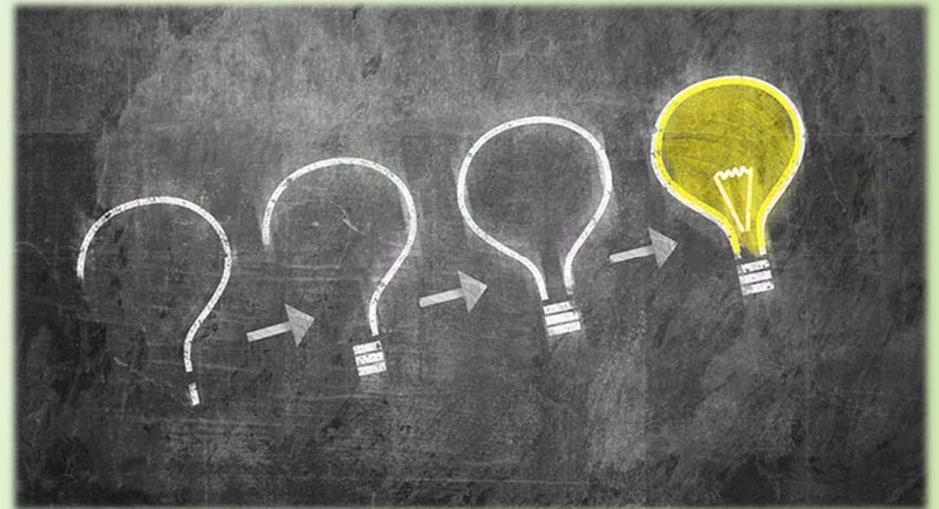
DE2 Geographic Distribution of Kurmanji Kurdish
Northern Kurdistan (Turkey) except for
2-3 million speakers of Dimili
Western Kurdistan (Syria)
One third of Southern Kurdistan (Iraq)
A sizable part of Eastern Kurdistan (Iran)
Kurds living in the former Soviet Union
Denis Ekici, 4/15/2018



Limited number of teaching materials

General Shortcomings of Existing Grammar Books

- ▶ Linguocultural teaching
- ▶ Written by linguists for linguists
- ▶ Sequencing of grammatical topics
- ▶ Scope of Vocabulary



Introducing Demonstrative Pronouns using customs & cultural artifacts



Ev dêrek e.



Ew avahî ne.



Ew mizgeft e.



Ev Melekê Tawis e.



Ev Newroz e.



Ev Newroz e.



Ew xwarin e.



Ew semager in.

Integrating culture into Personal Pronouns



Ez Celadet Bedirxan im.



Tu Leyla Zana yî?



Ew Nazerî ye.



Em Kamar in.

Introducing Existential clauses using cultural icons

- ❖ Amed: city wall & watermelons
- ❖ Melefî: apricots
- ❖ Afrîn: olives
- ❖ Mêrdîn: jewelry
- ❖ Kirmaşan: carpets

- Li Amedê zebeş **hene**.
- Di wêneyî de zeytûnek **heye**.



Integrating non-material culture

- ▶ Nonmaterial culture: Social norms, roles and values, ethics, beliefs, customs, folkways, etc. that are dominant in a linguistic community.
- ▶ -Culture is “a system of shared meanings that makes collective sense of experience... The focus of participation in cultures as symbolic systems is an act of interpretation—that is, the use of symbols is seen as an element of meaning-making... [Then] cultures are the lens through which people mutually create and interpret meanings and the frame that allows the communication of meaning that go beyond the literal denotation of the words being used.” -Liddicoat and Scarino



Integrating non-material culture through stereotyping

Cognitive function of Stereotyping: it categorizes and simplifies information in a social context.



BREAKING STEREOTYPES

- ▶ No linguistic community forms homogenous cultural unit.
- ▶ A more nuanced understanding of culture is needed.

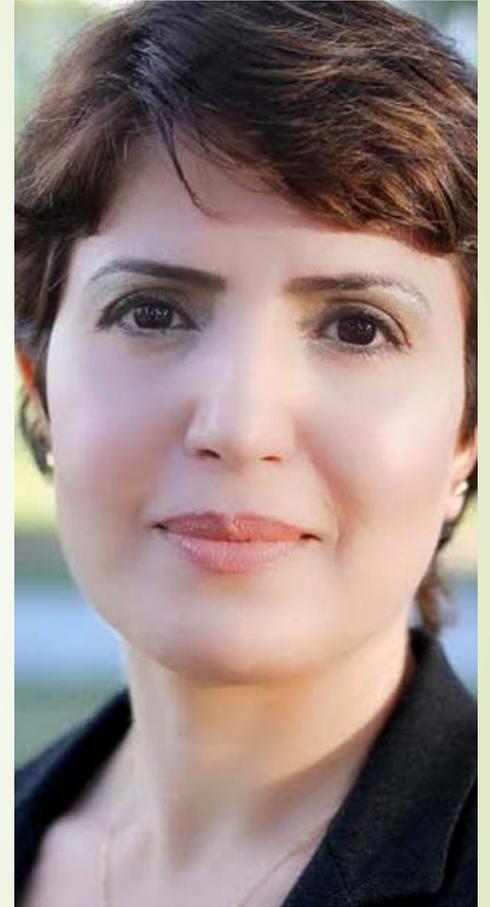
Stereotyping the Kurds

- Sunni-Muslim
- Tribal
- Semi-nomadic
- Agrarian
- Feudal-Patriarchal values
- Stubborn



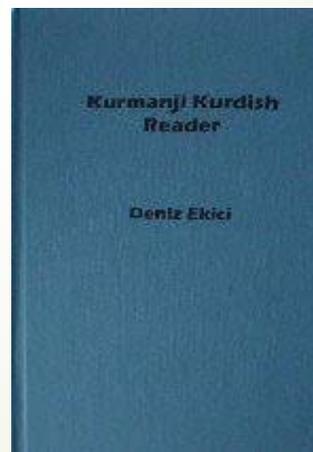
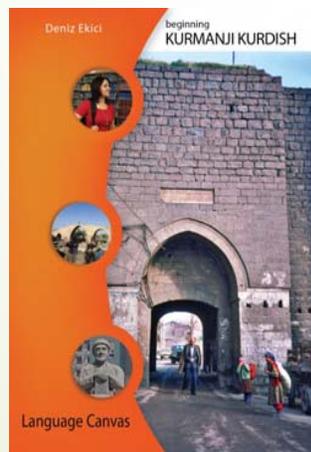
Jin Jiyan Azadî!

(Woman life freedom!)



The Order of Things

- The order in which grammar is introduced is problematic.
- Most textbooks follow a similar pattern .



Slide 16

- DE5** Initially I followed an order similar to the previous grammar books.
Later I made some modifications in the order of grammar topics
I reflected some of these changes in two of my publications
Denis Ekici, 4/15/2018

Changing the Order of Things

► Two sets of gender markers for different cases

1. **The object case markers** for the object of a verb or a preposition

-**î** (masculine nouns)

-**ê** (feminine nouns)

-**an** (plural nouns)

2. **Possessive case markers** to form the possessive case or adjectival phrases

-**ê** (masculine nouns)

-**a** (feminine nouns)

-**ên** (plural nouns)

Changing the Order of Things (cont.)

Two sets of gender markers for different cases:

1. The object case markers

-î (masculine nouns)

-ê (feminine nouns)

-an (plural nouns)

2. Possessive case markers

-ê (masculine nouns)

-a (feminine nouns)

-ên (plural nouns)

Example:

Sêv-apple (f.)

Ez sêvekê dixwazim.

I want an apple.

Dîwar-wall (m.)

Ev Dîwarê Amedê ye.

This is the Wall of Amed.

Example 2:

Object case markers

- î (masculine nouns)
- ê (feminine nouns)
- an (plural nouns)

Heval-friend (*f.*)

Ez li gel wê heval____ diçim.

I'm going with that (female) friend

Possessive case markers

- ê (masculine nouns)
- a (feminine nouns)
- ên (plural nouns)

Heval-friend (*m.*)

Heval____ min Kurd e.

My (male) friend is Kurdish.

Giving priority to the Object Case Markers

- î (masculine nouns)
- ê (feminine nouns)
- an (plural nouns)

► Intransitive verb/indirect object

Tu diçî **bajarî**? *(Are you going to the city.?)*

► Transitive verb/direct object

Ez **rojnameyekê** dixwînim. *(I am reading a newspaper.)*

► Object of a preposition

Ew diji **li gel hin hevalan**. *(S/he lives with some friends.)*

► Adverbs

Yekşemê hûn ê vegerin. *(You'll return on Sunday.)*

Havînê Kurdistan germ e. *(Kurdistan is hot in summer.)*

Saet li **heftê** em ê bigihin. *(We'll arrive at seven.)*



Imperative Mood vs. Present Tense

Verb: nivîsîn

Stem: -nivîs-

Imperative:

bi - stem - **pers. ending**

(Tu) **binivîs****e**!

(Hûn) **binivîs****in**!

Present Tense

di - stem - **pers. ending**

Ez **dinivîs****im**.

Tu **dinivîs****î**.

Ew **dinivîs****e**.

Em **dinivîs****in**.

Hûn **dinivîs****in**.

Ew **dinivîs****in**.

~~Tu **dinivîs****e**.~~

Splitting vocabulary

Most textbooks introduce vocabulary in big chunks

- Prepositions
- Conjunctions
- Adverbs



Conclusion

Modern Kurdish

Multilevel Textbook

Deniz Ekici



SPAS!