Areas with Kurdish Speaking Majority
Geographic Distribution of Kurdish Speech Varieties

Four major Kurdish dialects:

- Kurmanji 70%
- Sorani 20%
- Dimili 6%
- Hawrami 4%

Map showing the linguistic composition of Kurdistan.
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
Linguocultural Teaching

- Intercultural perspective in language teaching and learning.
- Designing a textbook around a curriculum not the other way around.
Introducing Demonstrative Pronouns using customs & cultural artifacts

Ev dêrek e.
Ev mizgeft e.
Ev Newroz e.
Ev Melekê Tawis e.
Ev avahî ne.
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
- Meletî: apricots
- Afrîn: olives
- Mêrdîn: jewelry
- Kırmaşan: 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.

Just because I was Asian...
kids thought I knew martial arts.
Good thing
I did
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!)
Grammar books by linguists for linguists

- Excessive jargon
- Some are manuscripts
- Poor quality in terms of types of exercises
- Lack of illustrations
- Teaching a living language with fossilized material
- Absence of cultural topics and vocabulary
The Order of Things

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

**Possessive case markers**
-ê (masculine nouns)
-ä (feminine nouns)
-ên (plural nouns)

**Heval-friend** (f.)
Ez li gel wê heval___ diçim.
I’m going with that (female) friend

**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)  bi[nivîsin]
(Hûn) bi[nivîsin]!

**Present Tense**
di - stem - pers. ending
Ez  dinivîsim.
Tu  dinivîsî.
Ew  dinivîsê.
Em  dinivîsin.
Hûn  dinivîsin.
Ew  dinivîsin.
Tu  dinivîsîe.
Splitting vocabulary

Most textbooks introduce vocabulary in big chunks

- Prepositions
- Conjunctions
- Adverbs
Conclusion
SPAS!