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**The Predecessors of Foreign Resources that Raise  
Awareness on the Ottoman Language (Turkish Language)  
and Provide a Nationalist View on the Turks**

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**ABSTRACT**

The Ottoman Empire, in the course of the crisis that it experienced in the 19th century, became a government within a state that would not escape the attention of European states as a result of military innovations as well as investments made in the name of education, training and social transformations. Learning and teaching the Ottoman language, which was the dominant language of the Ottoman geography, has been the subject of many sources, depending on the fact that the European states are perceived primarily as a commercial market, but also due to the scientific enrichment of cultural life. These sources taken over the Ottoman language provide an opportunity to determine the morphologic examination of sentence structure and words in terms of scientific process and historical process of Turkish language more clearly. Up to these sources it was possible to follow the development of Turkish language through written sources. However, these sources also make it easier for us to see the position of the Turkish language, in other words, against other languages in the centuries, by taking the language directly under the spotlight. Teaching of these new works in educational institutions has provided the foundation for Turkish language to enter into a national process separately from Arabic and Persian languages over time. This new process has brought a simpler and more nationalist stance by removing Arabic and Persian for the Turkish language and rearranging the grammar rules. Accordingly, at the beginning of the 20th century, it emerged as a "National Literature" in case of necessity. Here we will try to touch on the resources that have been instrumental in starting this process, how we have pioneered the successive works on the writer's short biography and the contents that he took into account when writing the work.

**Key Words:** Turkish language, Turkish nationalism, leading sources.

## **1. Introduction**

The language, used in favour of meeting both social and personal needs of people, determines the basic factor of a nation's presence in the world. Mankind has always been living by expressing their presence through the language they primarily use to fulfill their basic needs throughout the primitive period of human to modern day. Language is the chief factor to the process of shaping an identity to a nation that exists as a whole. Language is the basic factor that gathers communities and new mass formations as a "nation" during the process of transition from the empires of the great states, broad

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masses to national communities in line with nationalist factors which have started to lose the effect of religion relatively.

Common culture and the official language, which are the elements of a modern nation-state, are significant organs for the established nation-states in terms of providing a strong national audit. A nation-state aims to qualify the citizen to "nation", the utmost state of belonging, by the start of reshaping every field in the individual's life with a nationalistic spirit. In this context, language has been acknowledged as one of the most efficient tools on building a nation (Sadoğlu,2010,p.3). Because language has been the main factor that separates one nation from another since the most primitive periods and even today.

Especially the minority groups that felt themselves as another nation under the Ottoman rule, first demanded the right of self-government by making propaganda through their language, after gaining a significance to their language and declaring their independence, they tried to create a coherent society by improving their language through their national identity. Also the grammar books we placed on the centre of our research had played a role during the era they were written in making an awareness to the Ottoman Turkish and in making the ethnic groups living under ottoman rule to pay attention to their own language. This awareness led them to form different groups as a nation and urged them to fight for the sake of their independence.

Language under the Ottoman influence had been used as a tool for centuries in the name of literature by poets and litterateurs. It wasn't until the 19th century that there was such an attempt to make a literature work about the origin of the words which the language contains in itself on a word basis, with such a wide range under the court's supervision and control as to mathematical structures in the language, constructing of sentences and word order.

Having said that, when a number of nationalistic movements appeared in the 19th century, no matter in which empire it appeared, "language" had always been the first mainstay the minorities tackled and centred in the combat they went in the name of independence. It is possible to exemplify Turkey mainly, Bulgaria, Ukraine, Norway, Romania and Finland for this matter. Language functioned both as a purpose and a tool during the establishment process of these countries.

It is unknown whether is because of the fact that the Ottoman Empire did not think of maintaining the control of the society under its governance as a state through language but the western traders and the intelligentsia that had the investigative spirit sensed and made it into a habit of the need to investigate the language, which the language Ottoman Empire had been using for centuries, not only as a tool in social sphere, trade and literature but scientifically.

It is not even my job to claim that the products of these merchants and intellectuals that have emerged in the direction of personal endeavors for their own times are today's (2018) leading sources of preparations for Turkish nationalism. These studies have long reminded the Turks that the Turkish identities that have been forgotten in the circle of ummmetism have reminded us again that the necessity of simplifications related to Turkish language with national sentiments and the preparation of National Literature can be said.

## 2. Thomas Vaughan, (A Grammar of the Turkish Language, 1709)

Thomas Vaughan resided in İzmir for a long time as a trader and by preparing this book for foreign traders as a matter of course, along with the book having the vocabulary of the period it was written, he revealed one of the earliest works to teach Turkish language to foreigners. Above all, even though the book does not give exact information about the century's vocabulary via numeric data, it has the qualitative feature to shed light on the morphological development of the words for the researchers that are investigating the grammar of the Turkish language and its vocabulary in the academic field.

Right after the preface, he organized letters of the Arabic alphabet under the title Turkish Ortography and felt the need to write the sounds of the letters as used in daily life just beside the letters. Alif, Ba, Gim, Haw, Khe, Ain, Gain, Fa, Koff, Caff, Lam, Mim, Waw, Ha, and Ya... (Vaughan,1709,p.XXXIII-1). Besides letters being written with their pronunciations, Latin alphabet was preferred in the example sentences and the usage of the words in the last chapters of the book. There we can see the first examples of the usage of the Latin letters for the sounds belonging to Turkish language which we could regard as a step to making the alphabet reform Atatürk made in 1<sup>st</sup> of November 1928.

In the first chapter, some information about the usage and the pronunciation of the joined letters and the changed pronunciation of some words when the letter is the first or the last letter of the word is given under the title Ortography, since the Arabic Alphabet has special considerations due to having 27 letters in it. Also it is stated that the alphabet has 4 different letters from the Persian alphabet. Pronouns are mentioned in chapter 7 and explained all in detail, from personal pronouns to demonstrative pronouns with their examples. A trader having taken such a subject into consideration does not mean he put it down on paper just to teach Turkish to other foreign traders.

Moreover, when the book is examined wholly, it could be understood that the words inside it are much more than the words used often in trading world of the time. During the period the book was published, many organisations related to printing industry belonged to foreigners in Ottoman lands. We could say that the foreign national people officers in the chamber of translation were the pioneers to his future works.

Karaca Manolaki, who was the earlier translator of imperial council and provided translation service in engineer school, prepared a french grammar booklet by translating Kavaid-i Harfiye for the purpose of helping students, studying at engineer school, learn French. We could also say that this work was guided by Vaughan's book. Because of the present complementary facts for the context.

## 3. Holderman (Jean Babtiste), (Grammaire Turqueou Methode Courte & Facile, 1730)

Although very little is known about Holderman's life, he was able to accomplish immortalizing his name through the first book he wrote with the goal of teaching Turkish to the French in his short life. We came to know his birth and death dates from the 78th page of the work named Narratives of Adversity: Jesuits on the Eastern Peripheries of the Habsburg Realm (1640–1773) (Shore,2012,p.78).

As we stated above, it was prepared as a book containing grammatical features to help the French who came to Turkey for travel purposes or for trade-related purposes learn the Turkish language

more quickly. It is understood from the introduction of the book that the needed typeface for the publication of the book was made in Istanbul. What makes this work important to the Turkish Literature in terms of history is that some of the speech texts in the book and the words in the dictionary section and the sentences are written directly in Latin letters instead of Arabic. When thinking of conditions of that era, we could say that the book is the proof of the state's first alphabet reform attempt:

"I dare to represent a study stranger to your cardinalship. This study is a tool to make it easier for the French to understand the structure of this language which is under the people's auspices. This book under his majesty's preservation has been put forth to enhance the Europe's mightiest kingdom's victories through our great master's permission who conducted us to trade (Holderman, 1730, p. preface)

It could be seen that the work was written primarily in line to serve for the needs of the era. No matter for what purpose, it is an important source when it was published as is in terms of the words it contains in it and how it indicates the system of Turkish language.

Grammaire Turqueou Methode Courte & Facile pour Apprendre La Langue Turque: The title Turkish Grammar & A Short and an Easy Method of Learning the Turkish Language as we would translate, also has the characteristics of a modern-day phrasebook made for foreign languages. Although the work was taken at a time when nationalism activities did not begin in the world, Ottoman cultural civilization, which will be exposed to institutional influences in French civilization and military sense for the sake of renovation from the beginning of the 19th century, will be the next work of its own as a pioneering work.

The most prominent feature of the work is that the phonetic forms of the words of the era in which they were prepared have been studied in a very detailed way. Written forms of the words are also written, giving the reader of the work a serious ease in learning Turkish.

Together with shedding light on the phonetic history of language, it has been mentioned that language has been extended from the suffixes added during the word formation of the Turkish language, from the roots.

As it is understood from the table of contents on page 195, the work was prepared for the quick learning of the Turkish people of foreign nationals coming from both the French and the Language Boys' School from Europe. When we go through seven parts in total, we can see that each chapter was examined under different titles in the form of "chapter", the structure of the Turkic language as examples and a teaching style was used.

In the first part Ottoman Turkic is presented in alphabetical table and its correspondences are shown in Latin letters. Prepared in subsequent years is interesting that we encounter in this kind of reference book "Turks, Turkey" as the words used in writing "q" word retains its position sometimes "q" instead of the letter "c" have been preferable. However, "q" is not included in the Ottoman Turkic alphabet list.

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A similar approach penned after nearly a hundred years “*Elements De La Grammaire Turka, L’usage Des élèves De L’école Royale Meat Spéciale Des Langues Orientales Vivantes, 1823*” (Jaubert,1823,p.IV) and using in the work “Turks” while the word “Turcs” was preferred (Holderman,1730,p.preface). It is also possible to understand that European linguists have been struggling to select the proper letter by means of these works, comparing the pronunciation of the Turkish language with the use of a letter in its own alphabets.

The fact that the Turkic language has begun to be examined by Europeans is a scientific case of Turkism, and we are not mistaken. As we will be more clear in the future, Turkism will start with a scientific struggle and continue with a social awakening and enter a political process. The most important elements that brought Turkism to the surface in the previous phase from the political process are the studies on language and the fact that many ethnic groups have left the Ottoman Empire and the Turks have entered into the process of questioning themselves through their own places.

It is similar to the situation in which a person looks at the same every day and does not realize his or her existence. When the individual looks at the same individual, he begins to examine his copy to the finest detail and if he perceives himself as an entity, the Turks have begun to question their identities against the struggle that they have undertaken as their nation in their own name, by separating other ethnic elements like an individual against a mirror from the Ottomans. If we return again, the following points in the second part of the work are also noted:

“The French Kingdom our commercial relations should be conducted between the Ottoman Empire and the social dialogue concerning our agreements and circulars, a grammar book has made it essential to understand the language of the eastern society...” (Holderman,1730,p.preface).

As the author has stated, the Turkish language is primarily examined in order to facilitate commercial and official correspondence, and the language of this book has been presented for the purpose of teaching this book.

“We used French letters to translate Turkish grammar into an understandable situation. Because we want to read this language and understand what we read. The number of letters in Turkish alphabet and French alphabet does not equal each other. The phonetics of some Turkish letters are different from the way they are written. It is difficult to understand the translation of Turkish sentences. For this reason, I hope that after this book, there may be a few mistakes, but I hope you will understand this language with ease (Holderman,1730,p.preface).

Here, too, mentioning the difficulties encountered during the preparatory phase of the work, it was expressed that the French cannibalism included differences in Turkish language as a sentence structure in terms of the alphabet, leaving an open door for further studies. As we have pointed out above, this study, with its extensive information about the Turkish language, has made it possible to recognize the identity of a nation on the language, other nations, in addition to social events in the years it was published. Because language is the basic element of being a nation.

#### 4. Pierre Amédée Jaubert (1779-1847) (Elements De La Grammaire Turke, À L'usage Des Élèves De L'école Royale Et Spéciale Des Langues Orientales Vivantes, 1823)

Born in 1779, Jaubert began teaching Turkish at the school where he learned Turkish, Arabic and Persian, at Ecole Spéciale des Langues Orientales Vivantes in Paris and graduated in 1801 as a servant of Napoleon of the period emperors.

After being selected as a Turkish and Persian faculty member of Collège de France, he became the manager of Ecole Spéciale des Langues Orientales Vivantes where he graduated. Later he became an undersecretary. He was awarded the medals of king of France Légion d'Honneur, King of Prussia Aigle Rouge, Iran shah Nişân-ı Şîr-i Hurşîd and Ottoman Empire's Nişân-ı İftihâr. Académie des Inscriptions et des Belles-Lettres, the Royal Institutes of the Netherlands and Belgium, Société Asiatique in England, The Royal Asiatic Society also chose him as a member. Between 1834 and 1847 he held the presidency in Société Asiatique. He had been to Istanbul several times and in a speech he made in the presence of the king, advised young orientalist to go to the Ottoman lands, where all kinds of donation for scientific research were made and hospitality was shown.

If you pay attention to the title of the work -it can be viewed from the copy we put as addition- the last letter "k" of the word "Turk", by contrast with common usages "q" or "c", was written in a classical way as "k". When the publishing dates are taken into consideration, as a product of which understanding and mentality was the letter "q" has become widespread in the next years instead of the letter "k" that we use even today, is thought-provoking.

We have encountered the same case in a Turkish language-grammar book which was published by Ibrahim Müteferrika in 1730's. With a gap for about 100 years, Europe used the classic "k" in works that were scientifically prepared while writing the the word "Turk" but since the beginning of the nineteenth century a power has changed this use and made the letters "q" and "c" widespread!

At the introduction of the work, Meninski and Viguier, who have worked on behalf of the Turkish language along with expressions about the difficulty of the Turkic word pronunciation and their contributions with their works on Turkish language is mentioned (Jaubert,1823,p.VII). We learn from this work, Meninski, who was especially talented in languages, became one of the names that started the first scientific activities on behalf of the Turkish language by studying the grammatical structure of the Turkish language under his teacher Ali Ufkî's guidance, during his years in Istanbul.

Again, in line with what we learned from the preface of the work, we can say that even at the beginning of the nineteenth century, Turkish language needed a serious simplification. Because in the first page of the work, it is stated that if one wants to learn Turkish, he should also practice on Arabic and Persian (Jaubert,1823,p.1). Also Mahmut II's efforts to develop a more understandable language by intervening in the language in the wake of innovations made in the military arena, introducing more modern terms instead of many old terms in military institutions, can be shown as evidence to this situation.



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In the preface of the work it is also stated that Turkish language prevailed a massive region from The Aegean Sea, Rumeli to Kandihar. In the first chapter, the alphabet is mentioned and the 33 letters of the Arabic alphabet are given as a list and their equivalents in the Latin alphabet are shown and the words in the beginning, the middle and the end were clearly displayed as images when the words were constructed (Jaubert,1823,p.8).

A chart that is very beneficial for beginners is prepared. It is written "*Grammaire Turke*" in the beginning of the chart. This is the proof that the term "Ottoman" was not yet in use in that period.

The second chapter starts with a title as the value of letters and examples about the simplest words that one can encounter in daily life and forms of organization of them were prepared by following the order of the letters in the alphabet. In the third chapter, Arabic poetry, estrangement and superior terms and their use in the language, and the famous letters that are their counterparts are mentioned.

In the fourth chapter the grammar rules are getting deeper and from the term article, which is not found in Turkish, to the terms nominative, genitive, minor, accusative, vocative, ablative are emphasized. For the second time, because of a printing error, the organization structure of the concept of comparison is examined under the chapter 4. In the fifth chapter, the construction of the names was examined and inflexional suffixes and derivational affixes were emphasized.

In the sixth chapter, the spelling of the numbers is written in correspondence with the French and Arabic letters, and the pronunciation of the numbers is written with Latin letters, very closely today's Turkic. In the seventh chapter pronouns are given by setting up charts that are illustrated in a very comprehensive way. After this seventh chapter the work passes to the II.part and verbs that are generally used are emphasized. A long-range narrative of the places where the verbs are used has been made so that the reader can learn this language on their own. A lot of information about the verbs, the structure of tenses and the accordance of finite verbs with tenses is given.

As a structure that draws attention to the work, all information is presented to the reader within a certain number of digits (1 ... ..200) no matter which title it is under. After the 206th matter, under the title "proverbs" it is possible to see a lot of words' spelling and pronunciation in the beginning of nineteenth century, from time proverbs to place and quantity proverbs. In this way the work also makes it easier for us to follow the changes and transformations that the words have had over the years.

A list of the proverbs in the Turkish language has been given since the 121st page of the work. A total of 357 proverbs were written and explained in the footnotes in order to facilitate the understanding of some of them. It is possible to observe clearly the frame of mind of the Turkish society in those days, their point of view of life, from these proverbs. From the 138st page, an application about the grammatical structure of the Turkish language has been prepared by taking sections from various works. Texts with the emphasis on story arc were chosen to facilitate the reader's understanding of the texts. All of these texts are carefully selected for those who don't know and want to learn Turkish, and knows how to speak French.

On the 148th page of the work, there is a page of the table of contents, followed by the idioms and proverbs order, which is written in Ottoman. It is possible to observe the Turkish thought system and the anxieties of the people in everyday life in that period with the help of these idioms and proverbs. Proverbs are the most important sources of a nation's habit of feeling and perceiving, therefore Şinasi, one of the first intellectuals of Tanzimat, as someone who had seen Europe, compiled and immortalized the frame of mind of the Ottoman society.

If we return to the work, active and passive sentence examples are given and offered to those who want to learn Turkish. We can see that when we examine the structure of the Turkic in this period, it has a much simpler structure with Arabic and Persian free samples. In the last part of the work, a four-page conjugations list is given. The work was completed by giving examples of Ottoman texts.

As one of the earliest reference books on teaching Turkish as a foreign language, the work preserved the structural state and the richness of the verbs in the Turkish language of that period, in a scientific way, and today it has been preserved to lead morphological and analogical analyzes.

## 5. Arthur Lumley Davids (A Grammar of the Turkish Language, 1832)

Davids, known as the English Orientalist, was born in London in 1811 as a child of a Jewish family. On July 19, 1832, he died of a sudden cholera epidemic. At a very early age he devoted himself to mechanical studies, music and experimental philosophy, and he improved himself. At the age of fifteen, he was involved in the preparation of the "Bible Encyclopedia". In addition to these, he tried to make himself more competent in Turkish and other Middle Eastern languages.

The most prominent aspect of his work has been the resources he has prepared for language teaching. Although we do not know much about his adventure of learning Turkish, his work "*A Grammar of the Turkish Language*" have drawn attention of many intellectuals of that period, and has led the Ottoman intellectuals to think about the current position of Turkish language and nationality of the words. As a result of this thinking phase, it was realized that the intellectuals had complex and intricate languages dependent on Arabic and Persian. This realization was going to lead the intellectuals to try to reduce the gap between written and spoken language, from Şinasi to Ö. Seyfettin and Ziya Gökalp.

Many of the European Turkology works have had a great impact on Turkish intellectuals. A Grammar of the Turkish Language (London-1832) written by Arthur Lumley Davids, one of them, is the first systematic grammar published for Turkish. The grammar chapters of this work were a source of inspiration for Fuat Pasha and Cevdet Pasha's work *Kavaid-i Osmaniye*. Also the introduction of Davids' work led to the article titled "Türk", which was published in the first issue of the *Ulûm* journal by Ali Suavi in Paris.

Arthur Lumley Davids' "*A Grammar of the Turkish Language*" consists of four parts as "Introduction, Turkish Language Grammar, Word Entity, Dialogues and Attachments". In the introduction, he asserted important claims about the history of the Turks. In this part there are a lot of explanations about Turkology (literature, language, education, history).

At the end of the introduction, Arthur Lumley Davids states that his work "is going to fulfill the diplomats responsibilities to their countries, it will help travelers satisfy their curiosity or help the



traders." This also shows that "A Grammar of the Turkish Language" is a historical work written in the field of teaching Turkish to foreigners besides the feature of being a general Turkology book.

In the Turkish Language Grammar part, information has been given about the grammar of Turkish language from the point of view of a foreign scientist. Although the standard of this information and the alphabet that he used can be discussed, we think that information used in the 19th century is important because it provides a perspective to Turkish Language. In the Grammar section of the book, especially when the examples are given, it is determined that the headings and examples which are not suitable for the use of that period are given, but when that period is considered, it has made a great echo among the first scientific resources on behalf of Turkism.

In the Vocabulary Section, striking examples have been expressed with the vocabulary of İstanbul Turkish. A sample series was prepared in order to reflect the viewpoint of the period in the form of seasons, day names, occupations, organ names, animal names, colors, verbs, country names.

One of the prominent titles of the work is the Dialogue Chapter. This chapter gives an image to be prepared to help someone who does not speak Turkish continue living in the Ottoman lands. In this chapter; there are dialogues that will facilitate everyday life, which are frequently used in everyday life related to weather, relationships, eating, drinking, writing, shopping, clothing, traveling, and so on. In the appendixes part, Arthur Lumley Davids added some selected texts from different parts of the Turkish language to the end of the work.

The reform movements in the societal area that the Ottoman military institutions have entered together with the renewal process have also shown itself in the field of education, and this work on the grammatical aspects of the Turkish language pioneered the opening of institutions such as Encümen-i Dâniş, and books to be prepared to be taught in newly opened schools in the first half of the 19th century.

## **6. James W. Redhouse (1811-1892) (The compulsory grammar of the Ottoman Language, 1846) (Grammaire Raisonnée de la Langue Ottomane, 1846)**

Coming into the World in 1811 in London, he was a 15-year-old young man and he visited Istanbul by chance. Having lost his parents in his childhood, Redhouse got into a school named Christ's Hospital in 1819. In Christ's Hospital he learnt about the topics such as navigation, cartography, drafting and trigonometry. Once he was expelled from the school due to indiscipline in 1826, he came to Istanbul via a vessel sailing into Mediterranean Sea.

He worked as a draftsman in Imperial School of Naval Engineering (Mühendishane-i Bahr-i Hümayun) in Istanbul. Redhouse who spent 8 years in Istanbul, learnt Turkish, Arabic, Persian and French. He began to learn Turkish as he was working at arsenal atelier. 5 years later he visited Russia in cause of analyzing the Şarkî Turkish dialect. Redhouse, who took everyone's attention with his dignity, endeavoured with all his strength on account of achieving his aim. When he was 23, he turned back to London on account of publishing a Turkish, English and French dictionary. However, Bianchi's publishing Turkish-French dictionary in Paris in the meanwhile made Redhouse procrastinate his attempt for a while.

Meanwhile somebody named Namık Pasha came to London as the ambassador of Turkey and accompanied a number of martial and naval commissioned officers. Nâmık Pasha was one of the most precious of Redhouse's friends. As Redhouse was in Istanbul, they translated Ibn Batuta's travel book to Turkish. The artifact that they had originated was given as a gift from king of England to Sultan Mahmut. In their meeting in London, by the insistence of Pasha, he concerned about the young commissioned officers' education.

After a while, he began to work at the Ministry of Foreign Affairs in the same position. We can regard this period as an efficient period both for Turkey and Redhouse because his co-workers were the future grand vizier Ahmed Vefik and Fuad Efendi. This eximious three friends' friendship made their life going in the same direction and they tried to introduce the West to Turkey and Turkey to the West together. In Istanbul, Redhouse translated Nelson's life story and the artifact "*Seyrisefain Hülâsası*" from English to Turkish. The latter one was published in Bahariye School's Printing House.

When we examine Redhouse's artifact published in 1846, we see an explanation containing 98 items about the alphabet that he examined under the title of "first chapitre". In this part, he mentioned the equivalents of the 31 French characters, demonstrated the pronunciations of the characters at the beginning of the word and at the middle of the word and at the end of the word and remarked that some sounds refer to two French characters. It is clearly seen that he mentions about the differences between thw words originated from Persian and Turkish words and through this explanations he pays attention to the main nationwide element of the Ottoman Turks.

The artifact is seperated into 4 main parts and in the first part, Turkish characters and their equivalets in Arabic are expressed in detail. In the second part, noun-based words, verbs, pronouns and adjectives are explained with examples via etymological analyzes and it is provided that readers can compare them with French via using sheets (Redhouse,1846,p.70). Additionally, he mentioned about the verbs and examined Turkish Language's sentence structure via passive structures in this part. In the artifact when words' are being analyzed, noun-based words are mentioned with explanations of word types and also social perception is mentioned with the Turkish culture. He remarks that Turks do not use surnames and do not have name coming from family, they use the word "mac"(Redhouse,1846,p.70).

The third part is probably the most important part. This is because words which are seperated to groups as word types and Turkish words, Persian words are examined, Arabic words are identified and then information about words' usages in sentences are explained in detail. We can say that classifying the words and examining according to the nationalities make the readers think about the nation idea. According to Martin Heidegger's statement "Language is the house of existence." (Heidegger,2010,p.63). A Person wishing to sense her existence firstly realizes her language as her language shows where she belongs. In this regard, although these books are published as grammar books, readers' nation concept is adopted and their belongings are questioned.

At that period, there were many nations under the roof of Ottoman Empire, but we can see in this artifact that connected with the government or not, richer than community or not, regardless of these terms, absolute dominance is Turkish and given Turkish prominence through centering Turkish.

## 7. Luis Dubeux (1798-1863) (Elements of Turkish Grammar, 1856) (Éléments de la Grammaire Turque, 1856)

Luis Debeux was born in Lisbon in Portugal in 1798 and thanks to his father's job in consulate he had a chance to have a good education and he took benefit from this opportunity by learning 22 languages. His interest to linguistics and books increased in his uncle's library. Thanks to his interest make an opportunity to him to work at royal library as a clerk, and he worked at there for years. He obtained extensive information about oriental languages by working on the artifact named "La Pers" in 1841 (Tavakoli,2015,p.81).

He deepened his interest to filology and linguistics more and more by his translations that he made with Charles Magnin. He maintained to take lessons from the orientalist of that period Sylvestre de Sacy and Antony-Léonard Chézy at the same time. Afterwards, once he became a master at Turkish and many other oriental languages, he took charge in École Des Langues Orientales Vivantes (School of Living Oriental Languages) as a professor. He presented the most convenient work professionally for readers who want to learn Turkish Language of that period with his artifact written in 1856. As examined this artifact, grammar features of Turkish are explained briefly and chosen examples are clear enough to understand easily.

The statement "Turque" in the name of the artifact seems much more meaningful. Because when we take a look at the Ottomans through the angle of the Europeans, it is obvious for all of us that the name was selected referring to Turks being the dominant factor. At the same time, governments were evaluated in nation-base apart from religious elements and scientific studies were done about the governments. We can say it is directly about the thought systems which were developed after Europe's industrial revolution and in 1789 French Revolution effects. Because nations and nationalist discourses began to spread to World, even today, it is seen that a certain ethnic group under the roof of a certain government demand autarchy and even independence under the micro nationalism ideology even today.

According to writer's statement expressed in prologue, the events that writer witnessed and people he observed played a big role in artifact's forming stage. Writer had the opportunity to observe many ethnic groups in Ottoman Empire. Correspondingly, he surmised a judgement that he believed it was coming from Ottoman's ethnic variety, in short, he realized that even a sophisticated person, does not matter how educated he is, does not pay attention to consonance, phonetic of Turkish Language, pronunciation. Thus, he decided to write a grammar book paying attention to Turkish Language's consonances. His deciding to write a book by observing Ottoman Empire's deficiency is an important pioneer step to his successor Turkish Language masters. His starting point was a problem generating from a cosmopolitan government's not having a common language.

*"Illexpliqueces anomalies par l'état peu avancé de la civilisation dans certaines contrées, et plus encore par la différence d'origine des habitants. En effet, parmi les peuples qui parlent des dialectes tartares, quelques-uns manquent tout à fait de culture intellectuelle, tandis que d'autres appartiennent à des races étrangères et ne peuvent jamais se corriger complètement de leurs habitudes naturelles de prononciation. Telles sont les causes qui ont amené des altérations dans le langage parlé; mais, tout en reconnaissant leur existence, on est forcé d'admettre que le Principe d'euphoïen en subsiste pas moins dans toute sa rigueur. Depuis long temps je me*

*proposais de publier une grammaire turque fondée sur le système d'euphonie mis en lumière par M. Roehrig. Comme professeur, c'était mon devoir et un sentiment tout personnel m'y engageait d'ailleurs; car, je l'avoue, il m'aurait été pénible de laisser à d'autres le soin d'appliquer à un ouvrage spécial ces doctrines que j'ai aidé à faire connaître au public par la voie du Journal Asiatique et dans mes leçons. (Dubeux, 1856, p.VI).*

As explained below he started to broadcast his studies about Turkish Language in a newspaper of that period named "Journal Asiatique" and after being assigned to Dragomans School he exhibited this study after extended his researches. Actually he exhibited Turkish Language's spine much more academically and methodically. Reading book stage by stage has enough examples and informations to teach Turkish to a person not knowing Turkish and it clears certain words' morphological prosecution. As examined the first pages of artifact, it is seen that he gave information about the characters' spelling at the beginning of the word, in the middle and at the end and equivalents of Arabic characters' in Latin. At this part, a point that catches our attention is that the "k" sound is not equal of the sound "q". Europeans demonstrated the high pitched "kef" and bass "kaf" in Ottoman Language as "k" sound in 1856. As an event that we revealed before, it is uncertain that why and how the "k" sound in Turkish demonstrated and spread as "q" sound. But at least we can say that Europeans did not choose the "q" sound instead of "k" sound in their artifacts about their studies until 1856. Although it is preferred in the name of the book, as it is mentioned about the equivalent in Latin alphabeth both "kaf" and "kef" sounds are demonstrated as "k" sound.

In the second part of the work, the letters are separated into their syllable functions and merging forms while words are constituted. We can say moving from this part that a lot of information is mentioned from the phonetics of the Turkish language to the roots of the words by comparing Turkish with French even if it is over the Arabic alphabet. At that time, such a knowledge of the Turkish language, if and only, required dwelling for a long time in the Ottoman territory because of a school known as "school of language boys". Thus, we have given the author's connection with the school of language boys above.

In the third part eristically, referring to the current situation in France, some explanations were made over the types of masculine and feminine by making some explanations about masculine and feminine situations in Turkish language. Also, the French equivalents of case endings in Turkish are given through examples.

In the fourth part, the concepts of superiority and supremacy are emphasized as a section on adjectives and comparisons. The fifth part is a part which the explanations of the use of numbers are given. A widespread expression of numbers are exemplified while the equivalents of numbers are given through the some letters similar to numerological account. The sixth part is divided into the pronouns, and starting with the personal pronouns, the pronouns singular and plural examples of all uses are given, The seventh part is divided into verbs, the root states of the verbs and the finite states of the verb according to the appendix and times they take, are given in a long way.

Eighth part is left for suffixes and prefixes, just a bit though. Here again, making explanations through the examples in the book as if it is being prepared for someone who speaks no Turkish, easy examples are made use of. The ninth part is for adverbs and explanations are made through examples. In the sentence, detailed information about the task and place of adverbs is given. The tenth part is explained with examples of the use of exclamatory sentence. The differences between imperative sentences and

exclamatory sentences have been tried to be explained. The eleventh part mentioned the suffixes and inflections, which are brought to the nominal words, after the explanations are made about the origin of the nominal words.

When all of the work is considered, it has a very systematic content written in the circumstances of that period. Not only to learn Turkish language but also to learn all languages, we can say that it has contributed learning languages by explaining the main topics clearly that everyone should know.

## 8. Conclusion and Discussion

It is possible to say that the works we have spoken have initiated the process of studying the Turkish language scientifically and in addition to this, recalling its identity through the language of a nation in the social field, it leads to the apprehension of the nationalist movements of the French Revolution to the whole world by the Turks. It is possible to take these resources, which are prepared for the purpose of teaching Turkish language to foreigners, to much earlier period. However, such works written in the following years from the French Revolution led to the gradual withdrawal of the Turkish society from a life style involving the umma frame and a more nationalist, more Turkist way of life.

Thus, the most beautiful example of this is that the idea movements "Ottomanism" and "Panislamism", which was tried to be adopted to the public by the state in the last period of the Ottoman Empire the "Sick man" in front of the Europeans, were not supported by the public while Turkism was adopted by the public both on the war fronts and in the social life.

In this case, the role of the ethnic groups which left the Ottoman is undoubtedly great. The rebellions and insurrections that started with the Serbs reached the peak with the Armenians in the late 19th and early 20th centuries and The Turks, who began to question their identities at the beginning of the 19th century, adopted Turkism as an idea movement for the states continuation and carried a political dimension after the Republic.

In addition to this, the contributions of the works and authors we mentioned above have been complementary factors in the cultural field. These studies have offered the opportunity to examine the Turkish phenomenon in a primarily scientific form in the Ottoman society by bringing out the Turkish language belonging to the Turks and the Turkish identity more in line with their content. Because the state reigns as Ottoman and the language is mentioned as Ottoman. However, Ottoman Turkish is a language which is constituted of Arabic, Persian and Turkish with both the handling in literary texts and daily use in daily life and a center of gravity sometimes Persian, sometimes Arabic depending on the popularity of literary texts from time to time. At this point, the foreign resources related to the Turkish language mentioned above also pioneered to the Turks at the stage of learning the structure of their own language.

It is useful to express here that the works, which are mentioned above, except the two other, all written in French. This is a related situation that Ottoman Empire taking the example of the French model of the military field in the 19th century. The language of the resources, which was written for teaching in military school or brought from Europe, is French. The work of A.L. Davids has been translated to modern-day Turkish, but other pioneering works are waiting for being translated. At this point, we, as researchers, need good French knowledge. This is a separate discussion for us as researchers.

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