

Self-Study Tutors Offer International Perspective

Kera Abraham

Because languages are embedded in the context of societies, language learning goes hand-in-hand with cultural awareness. "If you try to learn a language without learning about a people, your understanding is going to be incomplete," says YLC director Jeff Magoto.

In this spirit, self-study language classes at the YLC include the exploration of international cultures. And our tutors are well qualified to serve as guides; of the fifteen current language tutors, thirteen were born outside of the United States, and the other two have spent time in countries where their language of expertise is spoken.

Representing Two Worlds

Nargas Oskui-Tabrizi, a Farsi tutor, was born in Idaho to parents who immigrated from Tehran, Iran. She primarily identifies as an American, but Iranian culture is a large part of her life. She spent seven summers in Tehran with her extended family. She speaks Farsi at home with her parents, and she follows the Muslim practice of cover by wearing long sleeves and a headscarf. "I was brought up to keep the culture intact," she says.

Nargas's parents bought Farsi versions of all her schoolbooks so she could learn in both languages. This has been an advantage in Nargas's education. "When you speak two languages, you think in two languages," she says. "It gives you more flexibility in how to study and how to relate to society."

Now a graduate student in educational leadership, Nargas introduces elements of culture to her self-study Farsi class at the YLC. She makes an effort to expose her students to various Iranian media, including traditional music, pop music, Internet sites, photographs, and television shows.

"Nargas has opened up a world of information about Iran," says Jed Bowser, one of her students. "She has been there, but she grew up here, so she represents both worlds. She's very level-headed."

Nargas's commitment to teaching cultural awareness stems from her perception that Americans often misunderstand Iranians and other Muslims. "I think it's my responsibility to step out and clear up those misconceptions," she says.



Nargas Oskui-Tabrizi

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Keeping Busy

Thai tutor Chat Chatchaisucha is new to the United States. He came to Eugene from Bangkok, Thailand, in 2001 to study business at the UO. He says that English has always been challenging for him, especially writing. Though he started studying English when he was four years old, he describes it as “passive” learning—much less effective than the immersion learning he’s enjoyed in the U.S.

Chat misses his friends and family in Thailand, as well as the food and the busy life in Bangkok. “Compared to Eugene, Bangkok is a more rapid place,” he says. Still, Chat is comfortable here. “I like American people,” he says, describing his American friends as open-minded and accepting. “I come from the big city, but I like it here, because I keep myself busy.” In addition to hiking, biking, and partying—



Chat Chatchaisucha

things he also enjoyed in Thailand—Chat has picked up skiing, a sport not available in tropical climates.

Teaching is new for Chat, but he finds it to be a valuable experience. “I mostly enjoy the interactions with students,” he says. “I learn more about my language when I teach them. It’s not as simple as I thought.”

A Cultural Cornucopia

Hindi tutor Aashim Tyagi has lived so many places that for him, home is “nowhere and everywhere.” Born in India, Aashim grew up in a house where Hindi was the first language, English the second, and “Bombay Hindi”—a mix of Marathi and Gujarat languages—the third. Aashim attended a school where English was primarily spoken, but he was still the most comfortable speaking Hindi.

“I grew up in a Hindu environment. My parents speak really good English, but Hindi is one of the things that just came naturally to me,” he says.

Aashim didn’t remain in a Hindi-speaking country for long. When he was eleven years old, his family moved to Singapore. Several months before the move, Aashim’s mother told her two sons to practice speaking to one another in English. “It lasted for a week,” says Aashim, laughing. “Then we abandoned the whole thing.”



Aashim Tyagi

But in Singapore, Aashim adjusted to a new language: conversational “Singlish,” a blend of English, Malay, Mandarin and Tamil.

Aashim moved to the United States in 1999 to study graphic design at the UO. He has been teaching Hindi at the YLC since 2001. He says that he has become so used to speaking English that he sometimes stalls for words in Hindi.

“Now, half the things come in Hindi and half in English. Ten years living out of India does that to you,” he says.

Aashim encourages his students to ask questions and discuss the reality of Hindi-speaking cultures. “My class is driven more from a cultural point than a language aspect. That’s how I tackle the question of language,” he says. “The moment that students start investing themselves in the culture, it shows.” *

The YLC Quarterly

Staff

Director: Jeff Magoto
Assistant Director: Dana Raymond
Office Coordinator: Shirley Bolles
IT Specialist: Ginny White

Graduate Teaching Fellows

Self-study: Julie Tomkins
Communications/Newsletter: Kera Abraham

Student Coordinators

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Patron Affairs: Nary Khin
Foreign Language Exchange: Tana Leibrant
Satellite TV: Jonathan Bilenki

Spring ‘04 Schedule

M - H: 8am - 7pm
F: 8am - 5 pm
Sun: 1pm - 5 pm

Phone: (541) 346-4011
E-mail: ylc@uoregon.edu
Website: <http://babel.uoregon.edu>

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Medieval Poetry Reading Gets Wild

Helmut Plant

"God let me live until I can get my hands beneath her cloak again!"

Slightly risqué? Had you walked into Gerlinger Alumnae lounge last November 13, you would have heard these lines in Old French, with their English translation silently projected on a screen.

"En quer me lais Dieus viure tan c'aia mas mans soz so mantel!" read Professor Thomas Hart, bringing to life a twelfth-century poem by Guilhem IX.

During the Medieval Poetry Reading, professors in the University's Medieval Studies Program, along with two colleagues from OSU, read (and in one case, sang) poetry and prose more than five hundred years old. The reading, an annual event since 1995, was organized last year by Helmut Plant, Associate Professor Emeritus in the Germanic Languages Department, and presided over with Canadian charm by Barbara Altmann, Associate Professor of French in the Romance Languages Department. About sixty guests attended.

The reading highlights the work of medieval studies majors, who learn to read and interpret texts from European literature of the Middle Ages (from the 8th to the 15th centuries). The languages of these texts—including Old English, Old German and Old French—have changed enough to be almost unintelligible to the modern reader.



Artist's rendering of the "wild herdsman,"
by Rolf Burkhardt

Here is one example: More than a thousand years ago in Old English, nouns had genders: masculine ('se stan' means 'the stone'), neuter ('þæt rice' means 'the kingdom'), or feminine ('seo lar' means 'the teaching'). Compare this to modern German, which also has gendered nouns: 'der Stein' means 'the stone,' 'das Reich' means 'the kingdom,' and 'die Lehre' means 'the teaching.'

A line from Beowulf, read by Rich Daniels of OSU, demonstrates the similarities and differences between Old English, modern English and modern German. The Old English reads:

Ða sio wundongan, þe him se eorð-draca
ærgeworhte, swehlan ond swellan.

Modern German: "Da die Wunde begann, die ihm der Erd-Drache eher "bewirkte," (zu) schwelen und schwellen."

Modern English: "When the wound began, that him the earth-dragon earlier wrought, (to) smoulder and swell."

The audience was able to read along both in the original medieval text and in the English translation that was projected on a screen by Christine Sundt of the School of Architecture and Allied Arts.

Three of the texts were closely connected. In *Yvain*, one of Chrestien de Troyes' 12th century French courtly novels, a knight named Calogreant has an encounter with a wild herdsman in the woods. He describes "a peasant who resembled a Moor, ugly and hideous in the extreme." This novel was translated into Middle English, where the knight encounters "the most foul fellow that anyone has ever had in sight," and into Middle High German, where the wild herdsman's "appearance couldn't have been wilder: he looked like a Moor, huge, and so terrifying that nobody will believe it." This colorful character was brought to life in a drawing by Rolf Burkhardt, a former graduate student of German.

An appreciative, sophisticated audience rewarded each reader with warm applause. Refreshments were served afterwards, although some missed the medieval drinking horns filled with mead.

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Spring '04 Offerings:



Arabic	Hebrew	Swahili
Cantonese	Hindi/Urdu	Thai
Dutch	Polish	Turkish
Farsi	Portuguese	Ukrainian
Greek	Romanian	Vietnamese

Availability subject to enrollment. There is a \$50 instructional fee for UO students and a \$100 fee for community members. For more information please visit <http://babel.uoregon.edu>.

Helmut Plant is a professor emeritus of the Germanic languages and literature department. Texts from the 2003 Medieval Poetry Reading are available for downloading at <http://darkwing.uoregon.edu/~csundt/Medieval2003.pdf>.

Using International Fonts in Mac OS X

Ginny White

Apple's newest operating system, Mac OS X 10.3, or "Panther", offers more support than ever for writing and editing text in foreign languages. It can accommodate over 70 languages, including Chinese, Japanese, Korean, Greek, Arabic, Hebrew, Russian, Vietn

available at little or no cost to everyone on campus.

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Word/Office for Macintosh lags behind the Windows version in this respect. To avoid such problems, try TextEdit. It comes with OS X, is Unicode-enabled, and can import and export rich text files (.rtf), a format that Word and many other programs understand.

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(the flag icon in the upper right of the screen) and look at the menu of keyboard layouts and input methods. If you can't see the flag icon, or if the language you need is not in the menu, you'll need to:

1. Choose Apple menu > System Preferences and click International.
2. In the window that opens, click the Input Method tab.
3. Find the script name you want and check the box next to it.



Figure. 1 Left: The international menu. Right: Selecting the keyboard layouts, input methods and palettes that appear in the menu.

If you aren't familiar with the keyboard layout for your script, you can use Keyboard Viewer to show you the location of the c

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rich

available characters.

Fonts: Your text editor should default to an appropriate font when you select your language from the international menu. If not, select the font you want from that application's Font menu. In TextEdit, this is found under Format > Font.

Font Book: Fonts in Panther are managed with an application called Font Book. Font Book allows you to organize yor fonts into collections. To find Font Book, look in the Applications folder of your hard drive.

Installing Fonts: To install a new font, simply download the font to your desktop and double click on it. Font Book will open up and show

users of the machine to be able to access the font, drag it over to the Computer folder in the Collection column of Font Book.

Where to Get Fonts: Many fonts come installed by default with OS X 10.3. Check the installation disk if you think you are mis

install any Windows TrueType (.ttf or .ttc) or OpenType (.otf) font.

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Ginny White is the IT consultant for the Yamada Language Center. For more information about fonts, Unicode, or applications available for Mac and PC to handle multilingual text, visit Allan Wood's Unicode Resources: <http://www.alanwood.net/unicode/index.html>. The Yamada Font Archive is at <http://babel.uoregon.edu/yamada/fonts.html>.

CASLS Pilots Language Student Placing Software

Carl Falsgraf

Placing students in the right language class can be a nightmare. Many of us have faced the daunting task of teaching a class with a true beginner sitting next to someone with two years of high school study sitting next to a heritage speaker. Hi□

This is frustrating for teachers, who can never satisfy students with such disparate needs; students, who don't get the targeted instruction they need; and administrators, who must juggle too many sections of first-year students and too few sections of third-year students.

The answer may be just on the other side of Franklin Boulevard in the Research Park. The Center for Applied Second Language Studies (CASLS), with support from the UO Office of Undergraduate Studies, the U.S. Department of Education, and the U.S.-Japan Foundation, has developed, piloted, and verified an online proficiency assessment that can measure what students can do with the language, regardless of previous background. CASLS has licensed this tool to Language Learning Solutions, a recently formed technology transfer company that distributes, improves, and supports CASLS' products.



Sample language task from CASLS' new placement test for Spanish language oral proficiency

Delivered entirely online, PLACE currently measures reading, writing, speaking, and grammar for French, German, Japanese, and Spanish. Chinese, Hebrew, and Turkish versions are now being piloted, and listening sections for Japanese and Spanish will be ready by next academic year. Because grading is computer aided, PLACE requires no faculty grading time, and results are available quickly. Student scores are automatically posted on a website for so that teachers and administrators can make better placement decisions based on reliable empirical data.

PLACE has been used at ten different universities around the country, each using it somewhat differently. It can be used to place incoming freshman, for program evaluation, or as an exit requirement. With so much data available so easily, it is really up to teachers' imaginations on how to use this tool. At the University of Oregon, CASLS, the Yamada Language Center, and the College of Arts and Sciences are investigating ways to cooperate and improve placement. *

Carl Falsgraf is the director of the Center for Applied Second Language Studies (CASLS). Faculty members interested in learning more about PLACE and other resources available at CASLS can contact Carl at 346-5715 or falsgraf@oregon.uoregon.edu. Information and a demo are also on the LLS website: www.onlinells.com. UO students interested in taking the PLACE test are asked to contact YLC for more information. Currently, the speaking component of the test is only available in Spanish and Japanese.

Roundtable Focuses on International Students

Laurie Jones Neighbors

On February 18th, University of Oregon faculty and staff met for an informal roundtable, titled “International Students in UO Classrooms,” focused on working effectively with international students. The event was sponsored by the Teaching Effectiveness Program and facilitated by Drew Morse (Associate Director of Composition), David Dusseau (Lundquist College of Business), Denise Krane (English Department), Trish Pashby (AEI), Belinda Young-Davy (AEI), and Laurie Jones Neighbors (TEP).

The discussion focused on concrete methods for improving the learning climate for international students in UO classrooms across the curriculum. For instance, instructors showed an interest in increasing international student participation in classrooms without making students feel “singled out” or “representational” of their culture. Ideas included:

- Use Blackboard to provide a preview the topics for the next class so that international students have a chance to “rehearse” responses for classroom discussions.
- Keep in mind that many international students are taught to be respectful listeners and not to jump into discussions. Invite international students to conferences that clarify for them what you are looking for in class discussions and that establish rapport so that students feel safer speaking in front of larger groups.
- After a class discussion, have students who did not participate write a note to you in which they explain why they didn’t participate and what might be done to support their participation in future discussions.
- For many international students, a one-on-one setting is more comfortable. Use dyads to get international

students talking with thier classmates.

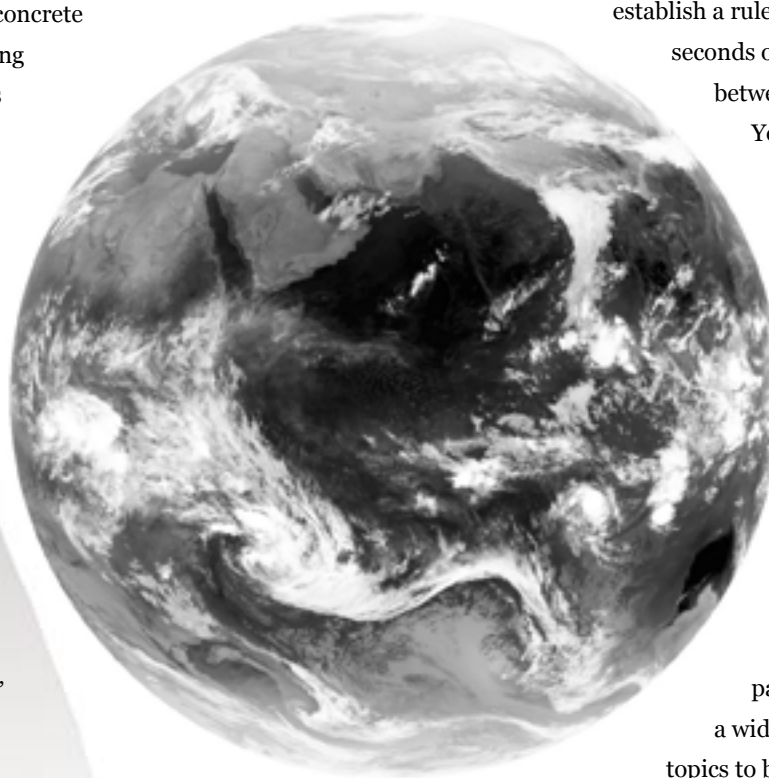
- If there are dominant students in the class, their enthusiasm may be squelching international students who are not accustomed to jumping into conversations. Facilitate class discussion norms with the class so that the conversation climate is more invitational. For example, you might establish for some discussions that each comment must build on the previous comment

made by another class speaker. Or you might establish a rule that there is 3-5 seconds of silence (think time) between each comment.

You might designate some discussions as “anything goes” (within reason) and some as structured to promote more input from international and introverted students.

Panelists and audience participants generated a wide range of discussion topics to be followed up on in future conversations, including

developing and delivering effective lectures, working effectively with international students in office hours, facilitating class participation, supporting collaborative learning experiences, responding to and assessing international student writing, integrating home experiences, and maintaining inclusive learning climates. ★



Laurie Jones Neighbors is a faculty consultant for the Teaching Effectiveness Program. Visit TEP's website for more information on ongoing workshops and services at <http://tep.uoregon.edu/index.html>.

Thank You Foreign Language & Int'l Studies Day Presenters!

We look forward to another successful FLIS on April 30th, 2004.



Keynote Addresses

Language Learning and the Modern World by Nancy Golden
Lessons From Study Abroad by Robert Davis

Africa

Maasai Girl Educational Program by Vincent Konchellah
Masks and Meanings in Bamana Culture by Stephen Wooten
Shifts in Cameroonian Music in French by Jean E. Biem

Armenian

Armenia's Language, Music & History by Irena Khachatryan

Arabic

Arabia Felix by Bill Walker

Chinese

Chinese Calligraphy by Jean Wu
Chinese Pop Music by Denise Gigliotti
Wushu—Chinese Martial Arts by Keith Hillen
Chinese Zodiac by Lei Zhang
Imagery in Classical Chinese Poetry by Kristen Mulvihill
Why Not Learn Chinese? by Kristen Mulvihill
Contemporary Chinese Cinema by Hongmei Yu, Xiaoxia Hu
Origin of Chinese Characters by Qian Gao
Studying Chinese Culture and Language Through Film by Mirana Szeto
Chinese Fortune Telling without a Fortune Cookie by Denise Gigliotti
Chinese Wedding by Denise Gigliotti
Chinese Spring Festival by Wenjia Liu
Chinese from Scratch by Yin Chong, Tz-yi Lin
Beijing Opera by Yiqi Fan
Student Life in China by Matthew Morgan

Burmese

Politics, Education, and Religion in Burma

ESL & Linguistics

Articulatory Phonetics and Pronunciation by Spike Gildea
Websites that Work for ESL Learners, and Why by Leslie Opp-Beckman
Writing Systems of the World by Eric Pederson

Europe

Shakespeare's English by Joana Jansen
Bosnian Culture by Selma Mahmuljin
Serbian Daily Life - Dusk 'til Dawn by Miloje Cekerevac

French

The Catacombs of Paris by Kristen Lennon
Discovering Martinique by Karin Almquist
French Teachers' Round Table by Melanie Williams
Love and Romance, French Style by Hilary Fisher
You are the Apple of My Eye! by Hilary Fisher
Attack of the French Puppets by Marc Bruchet, Eliana Vagalau,
Gina Compitello, Brandon Michael

German

German Folkdancing by Helmut Plant
German Hip Hop by Maria Funk
German Jeopardy auf Deutsch! by Tracey Beck
German for Dummies! by Solveig Heinz
Fairy Tales or Scary Tales? by Sara Jackson
Luncheon for Teachers of German by Susan Anderson
German Jeopardy by Sandra Dillon
German 80's Music Extravaganza by Erin Rokita, Eric Senning
Working with Film in Second-Year German by Alexander Mathas, Theodore Calcaterra Solveig, Heinz Sara Jackson
Make Love, Not War—Learning German in the Spotlight at the University of Oregon by Hildegard Regele, Nigel Cottier

Italian

Traditions and Customs of Italy by Nadia Ceccacci
Italian Mini-Lesson by Harinder Kaur, Pelin Hennesy
Italy's Magnificent Mountains by Lauretta De Renzo
Festa in Italia by Chris Picicci
Italian Comic Books by Alan Earhart
Carnevale in Italia by Sarah Countryman, Alessio Tognetti, Ben James
Now That's Italian: A look at Italian Stereotypes by Dana Raymond and Chris Picicci

Indonesian

A Closer Look at Indonesia by Ria Muljadi

Japanese

Japanese Kanji Orientation for Dummies! by Hirai Mayuko, Mai Nagasaki
Ukiyoe—Japanese Woodblock Prints by Kathryn Barton
Japanese Traditional Games by Reiko Hashimoto
Origami - Japanese Paper Art by Sarah Mayumi, Burtner, Akutsu
Japanese Culture: What Interested Us, by Tetsuo Naoko, Harada Nakadate, and class
Interactive Japanese Culture by Nancy Iwakawa
Japanese Tea Ceremony by Rika Ikei, and Megu Unno
Japanese Calligraphy by Nozomi Tanaka, Eishi Ikeda

Nahuatl

Now What? Nahuatl! by Stephanie Wood

Northern Paiute

Neme Yadua: Northern Paiute Mini-lesson by Tim Thornes

Russian

How to Make Friends and Do Business With Russians, by Yelaina Kripkov
Russian Culture: Theater, Film, Show by Julia Nemirovskaya
The New Russia: Why it Kicks Buttsky by Tom Dolack, Josh Overcase, Sasha Kashirin,
Nikolai Borisov



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Foreign Language and International Studies Day Presenters (continued)

Scandinavia

Scandinavian Music, Dance & Drama by Linda Gunn
Musical Sweden! by Ursula Lindquist

Shona

Shona Culture of Zimbabwe by Tsitsi Magaya

Spanish

Making Spanish Fun! by Laurie de Gonzalez, Paula Ellister
The Life, Love, and Art of Frida and Diego by Kate Donahue
Influencia Linguística del árabe en el español by Vanesa García Velasco
Difficulties Overcoming Language Barriers in the U.S. by Sebastian Cisneros
Regionalismos by Amanda Filloy, Heather Valle Torres
Abre los ojos - A Spanish Film and Your Future by Tom Regele

Latin America

Lo Nuestro Band
African Dance in Brazilian Culture by Jackeline Silva
Bolivia: A Land of Contrast by Rodrigo Guzman
Renaissance Woman of the New World: Sor Juana Ines de la Cruz by Amanda Powell
Peru: More than Machupicchu. Linguistic diversity in the Peruvian Amazon.
by Rosa Vallejos

Taiwan

Heroes on the Stage: Taiwan's Hand Puppetry by Tzu-Yi Lin

Thai

Make Your Own Thai Dish! by Navarra Boon-Long



Travel, Study Abroad & Careers

Been There, Done That: Solo Travel Around the World by Anne M. Williams
Life on Exchange by Johnat Shaw, and Cari Vanderkar
How to get paid for doing something you love! by Pat Rounds

Turkish

Time to know Turkey, Turkish Language, and Turkish Culture by Ozgur Pala and class

Volunteer

Be part of the fun! Get a free t-shirt!
It's a great way to help make Foreign Language Day positive for the students. Apply online, or come by the YLC office.

4th Annual Bakony Grant!

If you are a faculty member or GTF presenting at FLIS this year, you can apply for a \$1,000 professional development grant.

Come by the Yamada Language Center Office (PAC 121) to pick up an application.
Website: <http://babel.uoregon.edu/flis> Call: 541-346-1538

Yamada Language Center
1236 University of Oregon
Eugene, OR 97403-1236
ylc@uoregon.edu



UNIVERSITY OF OREGON

Yamada Language Center

...a service and technology center for language teaching, study and research