

World Languages Academy Opens

Ariel Olson, Newsletter Editor

Months of dedicated collaboration between the College of Arts and Sciences, UO language departments and the Yamada Language Center (YLC) have born fruit. This fall marks the opening of the World Language Academy (WLA), a new alternative in language study at UO currently serving 150 students of less-commonly-taught languages. The WLA offers students of Korean, Portuguese, Arabic and Swahili the opportunity to engage in up to three years of regular, structured language study. As with other languages, courses will typically meet everyday and be worth five credit hours.

The WLA was conceived in an effort to enable the College of Arts and Sciences to respond more quickly to new needs and trends in foreign language study brought about by rapid changes in geopolitics. Interest in Arabic in particular has exploded in the past five years: from four students studying Egyptian dialect in 1998 to seventy-five now taking first-year Modern Standard.

Concern for the quality of instruction in both language and culture was another factor in WLA's development. Operations Director Jeff Magoto notes that, "We were particularly lucky to attract experienced and talented instructors on short notice. Having the instructors housed at YLC means that we're able to support them in all kinds of important ways."

Thanks to a 2006 Williams Grant for Teaching Innovation, WLA instructors have been able to deploy a wide variety of technology-based materials and pursue professional development opportunities. The Williams Grant has also made it possible to make extensive use of native speaker-assistants, who help instructors "shrink" the class size and provide valuable cultural perspectives.

"We want to enable our students to be able to engage and understand another culture on the highest level," said Stephen Durrant, former Associate Dean of the College of Arts and Sciences in a February interview with the Oregon Daily Emerald. "This is a first step. These things take time."

Other less-commonly-taught languages, including more advanced levels of Arabic and Portuguese, along with Thai, Farsi, Vietnamese, Hindi and Modern Greek are available through Yamada's Self Study Program (<http://babel.uoregon.edu/YLC/selfstudy.html>).

For more information about the World Languages Academy, including which classes and levels are being offered, please visit <http://wla.uoregon.edu>.



Even beginning language students do oral presentations, including ones like this on Middle East politics, geography and culture

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28th FLIS Day Introduces Students to Other Cultures

Martha Lee, Staff Reporter

Foreign Language and International Studies Day (FLIS) is full of surprises. Witness the wide-eyed high school students who showed up early for one of the ever-popular cooking demonstrations.

Seated in a circle around the presenter, the enthusiastic crowd had no idea what lay in store. The chef, an intrepid UO undergraduate, armed with pots, pans, and bowls of rice proceeded to dazzle the audience with her cooking flair, linguistic dexterity, and occasional bad joke. As one exuberant student said on the way out, "Wow!"

Last May, 1,300 high school visitors from all over Oregon crowded onto the U of O campus to attend the 28th annual FLIS Day. Over 90 presentations throughout the day introduced students to cultural experiences like the cooking demonstration above. The audience had the chance to watch

"Some prefer to open their eyes to the world through their taste buds."

videos, listen to folk stories, speak new languages, dance and, of course, taste some international food.

In a Vietnamese presentation by YLC GTF Tam Nguyen, students had to make a linguistic effort in order to eat—following instructions in Vietnamese they assembled, more or less, their own spring rolls. Students who attended GTF Sermsap Vorapanya's session enjoyed a live show on how to prepare papaya salad, coupled with a quiz game on the origin of

the food they were preparing and the Thai names for each ingredient. In a Chinese cooking presentation, students participated in a type of Fear Factor as they swallowed black sesame gelatin.

Based on the number of repeat visitors to FLIS (almost half the participants) culinary experiences like these make lasting impressions and encourage further language and cultural exploration.

FLIS '07: Global Conversations Continue

The next Foreign Language and International Studies Day (FLIS) will be May 4. This day-long celebration is the largest event dedicated to language and culture in Oregon. Hundreds of high school students and teachers from throughout Oregon come to the U of O campus for a day of language, culture, and entertainment presented by U of O faculty, staff, and students. Presentations range from Teatro Milagro's performance of *Frida: un retablo* to the exciting moves of the U of O Wushu Club.

For many high school students, FLIS is a chance to visit the U of O and learn more about the availability of different languages and cultural op-

portunities. Its size and academic focus make it a unique opportunity for secondary students in the Pacific Northwest. Very few programs nationwide offer so many possibilities to explore a multitude of languages in such a hands-on way. This year there will be more than 100 new presentations ranging from the Nahuatl language to Shakespeare's English.

For more information about FLIS Day please contact Michelle Keiser, FLIS Coordinator, by phone at 541-346-4011 or e-mail: flis@uoregon.edu. You can also visit our website at <http://babel.uoregon.edu/YLC/flis>.

YLC Quarterly

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M - H: 8am - 7pm
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Cover Photo: Tam Nguyen, FLIS 2006 presenter, Traditional Foods of Vietnam

A FLIStacular Time!



Presentations at FLIS Day included (clockwise from top left) Japanese calligraphy, tango dancing, learning Portuguese, Latin American instruments, making tamales, Kundalini Yoga and (inset) Turkish music.

Authentic Materials Replace Textbook in 2nd Year French

A new resource has been added to the Yamada Language Center's repertoire of online language learning materials for French language students. Thanks to the vision and efforts of Catherine Wiebe, Senior Instructor in the Department of Romance Languages and coordinator of the second year French program, even intermediate learners now have easy meaningful access to the Francophone worlds of art, music, and politics.

Wiebe has been interested in the use of technology for language education for many years and has taken advantage of workshops and other opportunities provided by the Office of Academic Affairs. In fact her work on this second year curriculum project was funded by that office's Faculty IT Fellowship.

Wiebe hopes that the online multimedia library, coupled with a series of interactive language exercises which she developed in conjunction with YLC multimedia specialist, Andrew Porter, will enable students to engage these authentic materials more effectively.

"The ultimate goal is to develop a pedagogical apparatus that allows students at different language levels work with and comprehend authentic French," Wiebe explained. "Eventually these video segments will be linked to lessons that will guide students through tasks appropriate to their respective levels."

At the moment, only the multimedia library (housed in YLC's Virtual Language Lab) is open for students, though several lessons have already been completed and are being piloted this year. The main reason for this innovative use of technology is to enable instructors to create their own lessons utilizing multimedia in an online learning environment. Wiebe's ultimate objective is to create a complete online curriculum and workbook designed for second-year students of French.

Wiebe and YLC staff created these lessons with *Multimedia Lesson Builder (MLB)*, a software authoring tool (based on Adobe Flash) developed at the University of Wisconsin. This template-based program allows a teacher to create multimedia lessons using familiar interactive formats such as short answer, essay, multiple-choice, sequencing, classification and matching, as well as noninteractive formats.

MLB itself is relatively easy to use. Once all

the media elements are correctly formatted (not so easy), the actual creation of an entire lesson is quick; editing is not hard, either. Lessons may have a generic look, but like textbooks, this structured layout allows students and teachers to find things quickly. Such structure means that images and media have size and resolution restrictions; likewise, media have to conform to certain standards: audio

files must be in the .mp3 format and video in the Flash .swf format.

Andrew Porter, the GTF who worked with Wiebe on the project, noted how quickly high quality lessons can be compiled: "Around 85-90% of the time it takes to create an entire lesson is in compiling and preparing the media; the actual process of media authoring goes quite quickly," Porter said. "The main advantage for both student and teacher is that the lessons deliver audio and video in ways that make even very fast, unedited speech comprehensible. Intermediate students don't usually get to tackle content this sophisticated."

Wiebe's work has already caught the attention of other faculty. "My colleagues were impressed, and thought the program would be useful for them," Wiebe said. "The idea of gathering and presenting several media sources in one folder is appealing. Though the most important advantage expressed by my colleagues was the fact that changes could be made fairly easily using this program."



French Instructor Catherine Wiebe's 2006 IT Fellowship consisted of building a virtual library of authentic materials for language and culture teaching

ISA Students Make Seismic Impact in Indonesia

Arya Surowidjojo, Staff Reporter

Aperture: Widening Cultural Perspectives— This was the title of this year's annual International Week & Night 2006, which, last April, involved 28 student organizers, nearly 50 performers, and an even larger number of volunteers on a seven-day quest. Their mission was to make the university community understand the meaning and implications of "multiculturalism."

To this effect, between April 17-23, a dizzying variety of lectures, food and staged performances livened the university community. During I-Week, the EMU amphitheatre became the setting for many informational events such as "Tea and Breads 101," "World Martial Arts," and "International Food Factor." I-Night was equally packed with exciting performances by such diverse artists as the U of O Eastern European Folk Music Ensemble, The Phormula hip-hop group, The Little Peacocks Chinese dance ensemble and the U of O Wushu Club, among many other cultural gems. The whole evening commenced with an international buffet that boasted 20 different dishes from around the world.

However, I-Week & Night's greatest contribution would not come until a month after the festival was over. When a 6.2 Richter-scale earthquake struck the Indonesian island of Java on May 27, the resulting humanitarian disaster necessitated swift intervention. More than 6,000 people were killed and a further 600,000 were homeless, without adequate food, clean water or basic medicine. Despite these grave conditions, many people in Eugene did not seem affected at all. Some heard about the quake but still could not comprehend the real gravity of the humanitarian crisis unfolding, nor did they realize that the effects were going to be long-term.

Being Indonesian myself, and aware that the Indonesian community on campus would be eager to help, we banded together in hope of raising some funds to contribute to the recovery process. Unfortunately, the Indonesian student organization at the university had been disbanded the year be-

fore, so there was no immediate beauracratic channel for our efforts. With I-Week & Night only a month prior, my knowledge of the network of students, faculty and administrative staff concerned with international issues was still fresh, so in our desperation we sought their help.

What occurred next was, in my view, a much more valuable result of the same commitment to multiculturalism that had inspired I-Week & Night. The forces of collective endeavor that had formed during the execution of I-Week & Night were suddenly remobilized with much efficiency and vigor.

Ex-event organizers met once again to create a fundraising event that would save and sustain the lives of hundreds, perhaps even thousands. Everyone contributed something, either by utilizing university contacts to secure space, making food arrangements, organizing announcements or assisting in the physical set-up and clean-up of the event itself. Some of our I-Night performers even sup-

ported the fundraiser including the U of O Eastern European Folk Music Ensemble, The Phormula, and Bonnie Simoa, a Balinese dance instructor from Lane Community College.

This entire endeavor was called the "Help the Java Quake Victims" fundraiser, but we might as well have added "brought to you by the I-Week & Night Team." In less than two weeks we collected \$837.73 for relief efforts.

When asking what the point is in committing to student activism, specifically activities dealing with multiculturalism, it is worth remembering a few things. Multiculturalism is an evolving concept, and thus requires constant re-examination of the issues it raises. Perhaps internationalism now means more than the mere appreciation of diverse cultures or the comprehension of various languages. Maybe our modern interconnectedness implies a new degree of commitment to each other, one in which international activism becomes the most important language for each of us to learn in order to become valued contributors to our global society.



Last spring, the I-Week committee banded together to raise funds for victims of the 6.2 earthquake in Indonesia that took place on May 27. Over \$800 dollars was raised to aid relief efforts.

Instructor Works to Make Arabic Less Intimidating

Ammina Kothari, Staff Reporter

“For me teaching the language is the easy part. Keeping [students] from getting intimidated is a bigger challenge,” says Chris Holman, a veteran Arabic instructor at the Yamada Language Center, who knows first hand how intimidating learning a new language can be.

Holman was introduced to Arabic by chance while in the military. “The most challenging part as an Arabic student was putting in the extra time and overcoming intimidation because my job depended on it,” he recalls. However, studying Arabic for 8 hours a day for 15 months paid off for him. “I had a unique experience in the military partly because of language expertise,” he explains. “It opened a lot of doors for me. I was able to travel to the Middle East, work as a translator, liaison officer with the embassies and even as an Arabic instructor for two years.”

Holman, who grew up in Eugene, moved back here in 2001 to pursue a bachelor’s degree in geography and international studies at the University of Oregon. Over the summer he graduated with a master’s degree in geography and education.

“For me teaching the language is the easy part. Keeping [students] from getting intimidated is a bigger challenge.”

“I don’t want my students to learn Arabic and not know where its spoken.” For example, students tend to assume that because Iran is in the Middle East, Arabic is spoken there, and “I have to explain

that no, Iran is in Persia and even though they use the same written script, they speak Farsi and not Arabic.”

Although Holman is not a native speaker of Arabic, he has a distinct advantage when it comes to teaching the language. He started learning



Instructor Chris Holman looks on as a small group of first year students tackles the Arabic alphabet and writing system. Over 70 students are taking Arabic this term as part of the new World Languages Academy.

Arabic at the age of 19 and knows too well the initial challenges beginning learners face with Arabic—writing from right to left and mastering the cursive script. Also, when it comes to explaining cultural aspects of different Arabic countries, he draws on his own anecdotal experiences, which his students find easier to understand, because they come from an American perspective.

Holman’s love for teaching Arabic and geography helps to transform his classroom

into a fun-filled place for his students. He brings in maps to illustrate the different regions where Arabic is spoken, and even uses songs to help his students master the alphabet.

During the summer Holman attended a one-week Arabic workshop at the University of Texas, Austin, which he says was extremely beneficial. “I got ideas for lessons and exercises and most importantly met with a new peer-support group, including authors of the text I will be using in class; *Al Kitaab fu Ta Allum al-Arabiyya*.”

Holman is looking forward to his transition from a self-study to full-time Arabic instructor. “I don’t know what inspired the decision to offer Arabic as a three year language at the university, but I am very glad they did, because there has been a demand for it for a while now.”

Humphrey Scholars Gain Practical Experience

Ariel Olson, Newsletter Editor

This summer the American English Institute hosted 24 mid-career professionals from a range of countries who engaged in intensive English study for either an eight-week or a five-month period from March to August. The English training preceded their eventual transfer to post-academic training sites for further professional training and field-work.

These Humphrey scholars came from nations as diverse as Niger, Haiti, Syria, Madagascar, Afghanistan and Rwanda. They work in a variety of fields vital to national development, including urban planning, public health, education, economic development, natural resource management, agriculture, and communications.

The Humphrey Fellowship program is administered by the Institute for International Education, which contracts directly with the U.S. State Department to find universities to host the

fellows annually. The pre-academic English training is usually an eight-week curriculum. This year, however, the program was expanded to offer an alternative five-month training program in order to accommodate scholars in need of additional language instruction before entering their respective fields of academic study.

In addition to their language training, the scholars took part in a community planning exercise offered by the UO Department of Planning, Public Policy and Management's Community Service Center.

The workshop allowed the fellows to gain practical experience defining development problems, running meetings, collecting and analyzing

data and working in a diverse group to solve problems and resolve conflicts. During the summer months they also engaged in similar field work in real Oregon communities.



Humphrey scholars visit with UO President David Frohnmeyer. Fellowship recipients come from a wide range of countries with communication and development needs.

AGNES AND DAVID CURLAND GRANTS FOR LANGUAGE AND GENDER STUDIES

The Center for the Study of Women in Society (CSWS) and the Yamada Language Center (YLC) invite applications for the 2006 Agnes and David Curland Grants* for Language and Gender Studies. The purpose of these grants is to encourage the internationalization of gender scholarship, and creative work.

Curland grants will be used to cover tuition for the study of Portuguese, Arabic, Swahili, or Korean, or any other language taught through the World Languages Academy (WLA), or through the YLC Self-Study Language Program (SSLP). Grants will be made for up to three terms of study in either of these two programs. (Monies awarded must be used within one UO academic year.)

Our first round of funding will commence with Winter term, 2007. Applications are due December 8, 2006. See the application inside this newsletter or on-tact YLC or CSWS for more information.

* Agnes Curland, originally from Hungary, was a peace and human rights activist who kept CSWS accounts in order for many years; David Curland was a long-time director of the Spanish language program at UO and a co-founder of the Yamada Language Center.

TWO GIFTS HELP FUND THE STUDY OF LESS COMMONLY TAUGHT LANGUAGES

YLC recently received gifts from two longtime UO supporters that will provide much needed support for the self-study language program (SSLP) and other initiatives involving the study of Less Commonly Taught Languages.

Phil Lighty of Hillsborough, California, whose initial gift to YLC allowed us to expand the number of languages offered in the SSLP, has made another significant contribution. This second gift allows us to better support the Fulbright Language Teaching Assistants (FLTAs) who teach and tutor in the SSLP.

The gift from the Pratt family of Portland, who've been supporting YLC for more than a decade, will go toward the purchase of materials and resources in our newest SSLP language programs: the West African language, Wolof, the important regional language of Spain, Catalan, and the American Indian language, Cherokee.

YLC prides itself on trying to meet the needs of UO students and faculty trying to work in an LCTL. If we get 4 or more interested participants, we secure a trained tutor, relevant materials, and an engaging structure for the pursuit of that language. Gifts such as Lighty's and the Pratt's make this program possible.

Teaching Your Computer to Speak in Tongues

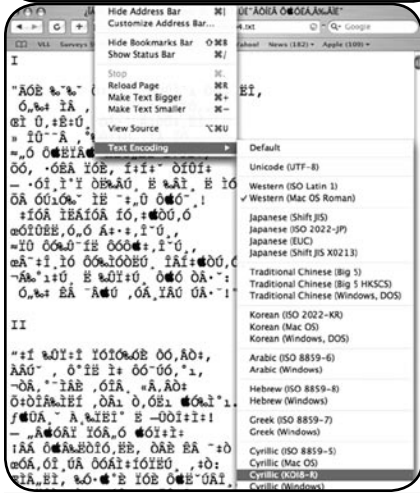
The beginning of the year has enough headaches without having to worry about one more computer problem. Here is Yamada's quick and easy guide to computing in another language.

Mac OSX

- Go to System Preferences
- Open International
- Select Input Menu
- Check the languages you wish to use
- Be sure that the box marked "Show input menu in menu bar" is checked

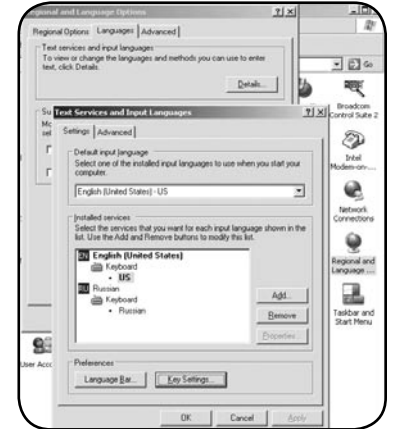


- Now all you need to do to switch keyboards is click on the flag at the top of the screen and select your desired input language. Arabic/ Hebrew users looking for an MS Word alternative should check out *Mellel*.



Windows XP

- Open the Control Panel
- Go to Regional and Language Options
- Select the Languages Tab
- Click on Details
- Under Settings, click on Add... and select the input languages you need
- For added convenience, add a language bar by clicking Language Bar... under Preferences and select Show Language Bar
- You can also set a combination of key strokes to change languages by clicking on Key Settings



Viewing Web Pages and Email

When viewing web pages or email in a foreign language in either platform, browsers and email programs can have problems decoding the message. The result? A Russian novel looks like it was typed by monkeys on a broken keyboard (left)! To turn the gibberish into legible text, you will need to adjust the character or text encoding, which can usually be found under View in the menu bar, or occasionally under Message in some email programs. Finding the correct encoding may require some trial and error, but the choices are limited for any given language.



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