

## Chinese Flagship Program Sets Sail

Martha Lee, Staff Writer

On a Saturday night, four U of O freshmen and a graduate student gathered at the McClure Lounge in the International House. Laughter echoed in the room as this year's participants in the U of O Chinese Flagship Program drew characters with black ink and decorated them with red plum flowers. They were excited to learn.

The University launched its brand new Chinese Flagship Program in September, becoming the first school in the nation to merge the already established K-12 Mandarin Chinese immersion program into a K-16 model. According to Li Chen, a graduate student and the Chinese Flagship Assistant, "this program benefits ambitious students who have strong interests in Chinese and the intention of building careers in Chinese-speaking countries."

Fourteen out of 23 applicants were accepted this year, and ten of them received scholarships. The program offers upper-division Chinese courses, internships and a year-long study abroad program at Nanjing University in China. By the time they graduate, these advanced Mandarin speakers will be highly fluent in the language.

The students also enjoy a comprehensive learning environment outside of class. Each will spend two years living in the International House, located in the Earl residence hall, participating in many social activities, such as the Chinese calligraphy and painting workshop, and communicating with each other and the graduate student assistant, who lives with them.

Christina Li, one of this year's Flagship students, is an Honors College student double-majoring in Business and Asian Studies. She looks forward to studying in Nanjing during her junior year. "It will be the most beneficial when one is immersed in the environment that uses the language," Li said.

Born a native English-speaker in Portland, OR, Li has never forgotten her family's roots in China's Canton province. She voluntarily started learning Cantonese when she was in first grade, but schedule conflicts prevented



*Three members of the Chinese Flagship program practice calligraphy. Students in the program take many of their classes in Chinese, spend a year at Nanjing U. in China and will graduate highly proficient in Chinese.*

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# Winter at YLC Brings New Classrooms, Languages

Jeff Magoto, YLC Director

Winter is always a particularly active time around YLC and this term has been no exception (something about the absence of sunshine on the outside and the abundance of language instructor needs on the inside). From getting ready for FLIS XXIX to renovating classrooms to overhauling our YLC website, this term has been a busy one. Here's what we've been up to:

**World Languages Academy** instructors have found numerous out-of-class opportunities for their beginning and intermediate language students.

Second-year Swahili students have given two public performances, a cooking demonstration during IRC's "Celebrating East Africa" week, and more recently, "a Swahili Language Lesson" to more than 400 Eugene high school students. Portuguese students took part in the local Carnival celebration that raised money for the organization Students Helping Streetkids. Korean students befriended 20 visiting students from Pyeongtaek University, and Arabic students, when they weren't struggling with the differences between Modern Standard and Dialect, participated in the first-ever UO Middle East Night.

Bamana, the most widely spoken language in Mali, is our newest selfstudy language. While there's currently only one student, thanks to the patient tutoring of doctoral student Sekou Berte, Matthew Steele should be quite communicative

when he lands in Bamako this summer. Fifty-five other students in the program studied Arabic, Catalan, Danish, Farsi, Modern Greek, Hindi, Korean, Portuguese, Thai and Wolof this term.

Over the holiday break, three of YLC's most visited spaces, the high tech classrooms, Pacific 115 and 119, and our babel.uoregon.edu website all received major upgrades. The classrooms were outfitted with new furniture and thanks to EdTech funds, a variety of multimedia equipment. Now the tables roll, the chairs are comfortable, class role-plays are more realistic, and our growing collection of foreign language movies show up on the big screen much brighter.

The new website was designed by Ryan Clark based on his earlier "blue period" work on our virtual language lab. Ryan, who honed his design skills at UO's Wired

Humanities Program, always creates a nice balance between attractiveness, functionality, and local interest. Let us know what you think of his efforts.

A winter lowlight, I'm afraid, is the departure of Karen McDonald, YLC's office coordinator for the past two years. Karen has been an incredible resource to our small organization. Her kindness and generosity will be sorely missed.

Spring will find us getting ready for FLIS, summer IT workshops, and trying to build a new virtual language lab. As always, thanks for your support.



*UO Korean students meet with visiting Pyeongtaek University students for fun and conversation.*

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## YLC Quarterly

### Staff

Director: Jeff Magoto  
Office Coordinator: Karen McDonald  
IT Specialist: Ginny White  
Office Specialist/FLIS: Michelle Keiser

### World Languages Academy Instructors & GTFs

Arabic: Chris Holman  
Korean: Bomi Oh  
Portuguese: Bené Santos  
Swahili: Marko Mwipopo, Ammina Kothari

### Graduate Teaching Fellows and Staff

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CALL/Multimedia: Norman Kerr, Jennifer Stocks  
Fulbright Language Teaching Assistants:  
Mahfoudha Al-Balushi, Ornuma Chingchitr, Zahra Forughifar, Abdurraouf Shitaw

### Spring '07 Schedule

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

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# Chinese Flagship Continued

Continued from page 1

her from taking Mandarin until eight years later. When the opportunity finally presented itself, Li took both language classes every Saturday until graduating high school with the hope that it would help prepare her for work and study opportunities in China's growing economy.

Grace Endian Ong is another Flagship student and an Economics and Applied Physics double-major. Ong was born in Ohio and has been studying Mandarin since third grade. When her younger brother told her about the Flagship program, her father encouraged her to apply because she had always enjoyed learning Chinese. "My personal goal for the program is to improve my Chinese proficiency to as high a level as possible in all areas: writing, reading, speaking, etc.," Ong said.

Her favorite class is the Asian Studies class taught by Professor Madeline Spring, where Ong reads classical Chinese and translates it into English. "I like how just one word can have vari-

ous meanings," Ong said. "I also like the poems from the Tang dynasty. It sounds very good when some students recite them."

Li, on the other hand, finds the weekly writing assignments



*Advantages of the new Chinese Flagship program include language immersion, the chance to study abroad for a full year and a close-knit group of students.*

to be the most beneficial. She has written on topics such as the Olympics and physical punishment in Chinese culture. Because she gets individualized feedback from her instructor, Li thinks her writing will improve quickly.

Both Li and Ong find the Flagship courses challenging. They feel disadvantaged both being born in the United States because some program participants were born in China, and others have studied in Chinese-speaking countries. With classmates at higher levels, they have to work harder and put in extra time polishing their language skills. Ong admitted that she once considered quitting out of frustration with the workload, but she is greatly impressed with the teachers and she knows they will make the best of Flagship together. "They have a positive attitude and willingness to listen and work with students," Ong said.

Read more about the Oregon Flagship program at: <http://casls.uoregon.edu/ORflagship/>



## Self-Study Language Program

### Linguistics 199 Course Offerings:

Arabic	Korean
Bamana	Portuguese
Catalan	Swahili
Farsi	Thai
Greek (Modern)	Vietnamese
Hindi	Wolof

Availability subject to enrollment. There is a \$50 instructional fee for UO students taking the class for credit and a \$100 fee for others. Community members welcome. For more information please visit:

<http://babel.uoregon.edu>.

Orientation Meeting: Thursday, April 5<sup>th</sup>, 5-7 pm

# UO Student Finds Home in Kenya

*Sharanya Kanikkannan, WLA Swahili Student*

Everything about Takaungu is different from Eugene. The pace of the long, hot, humid days. The isolation of the village at the end of a 4 km red dirt road. Off the rural power grid, houses still made from thatch and clay; this was everything I pictured last year when I decided to go to Kenya for six months.

At first, nothing seemed more obvious; I was an International Studies major, I had been taking Swahili classes, I was looking for an internship in development work—but then the questions made me wonder as I went to interviews and filled out forms: “Have you ever been to Africa? How will you adjust to a rural setting? How will you deal with being very rich in a very needy community?”

I answered these questions (“No,” “I can adapt,” “I have to invest in myself before I can be useful to others”) as much for myself as for the program heads. I was accepted into an internship site through IE3 Global Internships on campus. The site was small, run by a new non-profit called the East African Center (EAC). I would be living and working in Takaungu, a village on the coast of Kenya (known for its historic buildings, beautiful beaches, and endemic rates of malaria and TB) where the EAC was running a community center for adult education and a small primary school.

While at the EAC, I ran programs and developed a curriculum for the school, filmed and edited two promotional videos, and kept records for the center. It really is such amazing opportunities to learn that draw students to programs like mine. Yet for me, there was an added bonus, the chance to see how the trials of the classroom relate to the trials of actual life in rural East Africa. After a year in the newly-created intensive Swahili program, I choose Kenya partly so that I could witness how language can open doors in small communities.

The results were often striking. In the village, older men and women who spoke no English were thrilled to see a foreigner communicate in one of ‘their’ languages. Little kids loved to speak in any language, but were happier to finally be the teacher and start pointing out words to me. But the most interesting thing I learned was that most local people thought of Kiswahili as a colonial language.

The village of Takaungu is populated by Swahilis and Giriama. A simplified version of history is that the Giriama are a Bantu tribe that intermarried with Arab traders to form the more elite Swahili. Their language, Kigiriama, mixed with other Bantu languages, Arabic, and numerous Indo-European words to produce Kiswahili, which went on to gain fame as a trade language and eventually became the official language of Kenya.

While coming from the cities or outside of Kenya it is easy to think that Swahili is a good ‘local’ language to teach in schools, to the Giriama it is no different from English—except that it is, at least, an African language. For that reason, since foreigners repeatedly show up knowing how to speak Swahili, it became a good idea to put some effort into learning the ‘real’ local language.

Within my first week at the internship (“the site”) I had already made a friend in the kind night watchman for the school, Kalume. He later nicknamed me

Kache (“nice little girl”) and took me out to his house to see his garden and his family. But even in those first few nights, he sat down and had some conversations with me about the work I was doing, my studies, and life in America. He told me once, “We are not jealous here, we are not saying “why does that person come here on an airplane?” ...But we are going to ask why we cannot leave on an airplane.”

I realized when I came home that there was no right way to answer some of the questions we will all face when traveling to poor rural communities, whether in Africa or elsewhere. The hardest questions were the ones that were unexpected, and ultimately, the answers to those questions depend on how we want to keep telling our stories. As a student, my most cherished memories were times that I was able to convince myself that I was “home” in Takaungu, when people like Kalume treated me as a friend or colleague instead of a visitor. I tell my stories about the EAC as a place that, for a short time, was home. I would encourage every student to pick one place that is as far removed as possible from what you understand as a way of life. Then make it your way of life, and start telling your stories.

**“As a student, my most cherished memories were times that I was able to convince myself that I was “home” in Takaungu, when people like Kalume treated me as a friend or colleague instead of a visitor.”**

# Service-Based Learning Opportunities in East Africa

Webster Matjaka, Staff Writer

“Locals anywhere in the world appreciate it when visitors from other cultures make an effort to speak local languages,” said Charlotte Hill O’Neal, co-founder of the United African Alliance Community Center (UAACC) in Tanzania. O’Neal, whose visit to the U of O campus was part of “International Education Week—Celebrating East Africa,” (Nov. 6-10, 2006) emphasized that it is through cultural exchange and volunteerism that cultural misconceptions can be destroyed. To this end, she and her husband Peter O’Neal have been living and serving in Tanzania since 1972.

In 1991, the couple co-founded the UAACC, a non-profit community based organization that aims to enrich the local community through small-scale development projects, cultural exchange, and a variety of educational programs, including free classes in English, computers, and arts and crafts. Located in Imbaseni, a rural village in northern Tanzania, the non-profit center relies on funds donated mainly by friends and family in the United States. It also relies heavily on volunteer

workers from Tanzania and foreign visitors.

According to O’Neal, it is primarily the gesture of friend-



*Sam Obae and Charlotte Hill O’Neal (center front and right) speak to Swahili language classes as part of International Education Week. Charlotte co-founded the United African Alliance Community Center, which seeks enrich African communities through cultural exchange and volunteerism.*

ship and the willingness to learn that is needed to break down cultural barriers. “It creates a friendly environment where both the visiting student and locals feel comfortable with each other, share valuable information and form long-lasting friendships,” said O’Neal.

The United African American Community Center offers many internship opportunities for interested students.

Under the motto: “Sharing Knowledge through Community Development,” the center is open to volunteers with different academic and professional backgrounds.

Volunteers of any education or skill level can make a valuable contribution to the center. Volunteer teachers can teach anything from English or basketball, to video and radio production. “What is important is sharing your time and the little knowledge you have to help those who need that knowledge,” said Anwary Msechu, a Tanzanian volunteer teacher at the center.

The UAACC differs from better-known service organizations such as the Peace Corps, which requires its volunteers to make a commitment of at least two years and develop a specific skill-set for development.

The UAACC is flexible both in terms of the duration of the internship or volunteer service and the type and degree of expertise being taught.

People from all types of educational and professional backgrounds can volunteer at the center for a period of time ranging from a few weeks to a couple of years.

For more information visit <http://www.uaacc.habari.co.tz/>.

# Village Hospitality: A Travel Log from Yemen

Jessica Rowan, UO Alumnus and selfstudy Arabic student for 2 years, now works in Sana'a, Yemen

“Where would you rather be, in Sana'a or in the qaria (village)?” inquired my generous host. He swiftly broke the juicy stems and leaves off branches of qat and cast the unwanted bits into a growing pile on the floor between us. I had been attempting to assist with this task for the better half of the afternoon, but proved to be woefully unskilled.

After thinking for some time I gave my heartfelt answer. “If I was to live in Yemen the rest of my life, I would wish to live in a village such as this amongst people such as you.” “Wonderful,” he replied. “You will live here. We will give you some land and some plants to start, teach you to care for them and you can stay for as long as you like.” The man's offer, which reflected the seemingly boundless generosity of the Yemeni people, was certainly tempting.

Gazing out of the mafraj windows over green terraces that climb the red rocks of the mountainside, I tried to imagine myself living amongst the affable people of Mahwit, a small agricultural community a little less than two hours north of the city of Sana'a. Like them, I'd work the qat fields in the morning before gathering for a fresh meal prepared from the land and the hands of my neighbors. I'd enjoy many more afternoons like this one, spent picking the best leaves from large piles of branches, gathering them into bundles and preparing them for sale in the souqs of Sana'a. It was a pretty fantasy, one that surely doesn't take into account the difficulty of the labor. The less pleasant aspects of agricultural work are easy to forget when amongst these villagers, who are always quick to joke and smile. They have welcomed me, a perfect stranger, into their homes, offered me food, drink and a humble place to sleep with out any reservation. When I proposed to pay or assist in some way, I was told it is 'ayeeb (shameful) for a host to accept such offers.

The villagers here live comfortably, and many are wealthy enough to have separate mafrajs for housing guests and hosting special events. Upon our arrival we were taken to one such building and were housed there for the remainder of our stay. As we relaxed before embarking on a trek around

the village, we were fed tea, fresh milk and hand made bread. On our way we met a wedding party and a long line of drumming and dancing men in their best thobes and jambias, some holding colorfully decorated umbrellas. Our path then took us above the shade of the trees and through the gate of the old, fortified village. Every step of our journey through the village added another curious onlooker to our entourage, until our procession through the qat fields resembled an impromptu parade. A dozen children followed closely behind and giggled at the slightest bit of attention we paid to them. Even the

grown men and women got caught up in the excitement, and we received many invitations to join people in their homes for food and qat.

After a beautiful lunch prepared by the village women and eaten together on the floor in Yemeni fashion, we were brought to another large mafraj building, provided with beverages and told that the qat was on its way. Outside the window I could see men cutting long branches off the qat trees only a few yards from the building. Within minutes the mafraj was filled with villagers

wandering in one by one to offer their greetings. When the qat finally arrived I was amazed by its quantity and its quality. Piles of branches grew into mountains on the floor. I receive some instruction on how to pick the tender bits off of the unusable branches, and I gave it my best effort. For every branch that I finished, however, my neighbors finished five or more.

Preparing the qat for sale in Sana'a is a daily routine and a community effort. Groups gather in the afternoon throughout the village, conversing and telling jokes while the task is completed. It is easy to admire the simple charm of these village lives and the strong sense of community that is less pervasive in the hustle and bustle of the capital city. Together we sat, chewed and conversed at ease until late into the night. As the last of my gracious hosts reluctantly left for bed, I found myself trying to think of ways to repay the kindhearted people of Mahwit and all of the generous Yemenis who made me feel so welcome, so far from home.



Yemen, on the southern end of the Arabian peninsula, has a population of over 21 million.

# Thank You, Presenters!

## Foreign Language & International Studies Day

We look forward to another very successful FLIS on May 4<sup>th</sup>!

### Africa

*Demasking Africa*, Patrick Moneyang  
*East African 'Bongo,'* Flava, Marko Mwipopo  
*Introduction to Uganda*, Sarah Bwabye  
*Nigeria: A Survey of Musical Diversity*, John Oghenekevwe Marshal  
*Smooth Kenya*, Njeri Njooa  
*Welcoming Practice(s) Among Bamanan People in Mali*, Berte Sekou, Matthew R Steel  
*Zimbabwe—The Power of Music*, Chiedza Chikawa

### East Asia

*Chinese Calligraphy*, Jean Wu  
*Chinese Cinema*, Hongmei Yu  
*Chinese Classic Music*, Xiao E Sun  
*Chinese Folk Art: Papercuts*, Na Zhou  
*Chinese Pop and Folk Music*, Wenjia Liu  
*Chinese Wedding*, Denise Gigliotti  
*How to Write Chinese Characters*, Bryna Tuft, Mei Yang  
*Learning Chinese through Pop Music*, Yu-Tzu Lin  
*Modern China*, Bing Li  
*Tea Ceremony*, Rika Ikei  
*The Four Most Beautiful Women in Chinese History*, Yipeng Shen  
*The Gu Tube*, Jordan Gwyther  
*Wu Dao—Chinese Dance*, Martha Lee, Kathryn Young  
*Wushu—Chinese Martial Arts*, UO Wushu Club  
*Twelve Years of Animals*, Xiucui Zheng  
*Exploring Japanese Origami*, Miki Doeda  
*Introduction to Japanese Pop Culture*, Nancy Iwakawa  
*Japanese Anime*, Miyoko Nakajima  
*Japanese Traditional Games*, Reiko Hashimoto, Sayumi Nishio  
*Japanese Woodblock Prints*, Kathryn Barton  
*Origami Balls*, Remi Nagata  
*Korean! What is it? Who are they?* Bitnara Park, Bomi Oh  
*Taiwanese Culture*, Scully Chiu

### Eastern Europe

*History and Culture of Serbia*, Milo Cekerevac  
*How to Make Russian Friends*, Anastasia Yurchenko, Melissa Cook  
*Russia and Russians*, Yelaina Kripkov

### Western Europe

*Classic Comedy Theater: Moliere*, Andrew Porter, Anne Steinberg, Virginia Piper  
*French Love Poetry*, Antoine Bargel, Alexis Pernsteiner  
*French Music Videos*, Catherine Wiebe  
*German Folkdancing*, Helmut Plant  
*German Hip Hop*, Wolfgang Barth, Karin Drost  
*Kieler Woche*, Jan Schramke  
*Oktoberfest!* Perri Schodorf, Zachary Tigert  
*The Infamous German Sense of Humor*, Doris Pfaffinger  
*Carneval in Germany and Austria*, Mefdüne Yürekli, Konrad Holleis  
*German Teachers' Luncheon*, Susan Anderson  
*Write Your Name in Greek & Pronounce it Correctly!* Irini Papantoniou  
*Carnevale: The Italian Mardi Gras*, Jamie Richards, Adrienne Hamilton  
*Study in Italy*, Nadia Ceccacci  
*Italian Customs and Traditions*, Nadia Ceccacci  
*Dance, Italian Style!* Sherry Dickerson, Paige Deering  
*The New Italian Muzak Groove*, Gabriel Valenzuela, Marco Purpura  
*Italian Mini-Lesson*, Harinder Hennesy  
*Let's Make Some Italian Bread & Pizza!* Nicolino Applauso  
*Movimiento versus sonido y ritmo en la danza*, Monica Lara  
*Where Does Spanish Come from?* Heather Quarles, Kelley Leon Howarth

### Latin America

*Crash Course in Zapotec*, Gwen Lowes  
*Experiences with Oregon Hispanic Culture*, Daniel Collins  
*Frida, un retablo*, Teatro Milagro  
*Futbol in South America!*, Nicolas Enriori Garcia, Sebastian Cisneros  
*Bienvenido a Honduras*, Javier Camoriano  
*Bolivian Painters*, Luis Portugal, Aranda Blanca  
*Discover Puerto Rico!*, Martha Colón-Witty  
*Folklore of Northeast Brazil*, Maria Santos, Francine Porter  
*Brazilian Drumming*, Samba Já  
*Living Cultures of Haiti*, Nathan Gue  
*People Speak Dutch in South America?!* Racquel Yamada

### ASL

*Sign Language Communication*, Johanna Larson

### Middle East

*Introduction to Arabic*, Chris Holman  
*Oman: The Essence of Arabia*, Mahfoudha Al-Balushi  
*Persian Culture*, Nargas Oskui

### Scandinavia

*Learn Finnish!* Nina Laine  
*In Norway Santa is a Viking*, Toralf Mjelde

### South Asia

*Diverse India!* Regina Vayaliparampil  
*The Gods Must Be Crazy!* Divya Bheda  
*Kundalini Yoga*, Harinder Kaur Hennesy  
*Kundalini Yoga*, Hari Guru Singh Khalsa  
*Bhanga—North Indian Folklore Dance*, Sat Pavan Kaur Khalsa

### Southeast Asia

*Asian Storytelling Showcase*, Prasong Saihong, Taufiq Hanafi  
*Eating and Shopping in Singapore*, Jaclyn Toh  
*Indonesian Culture and Language*, Taufiq Hanafi  
*Learning Thai and Lao Cultures and Language Online*, Prasong Saihong  
*LX Sounds*, Chong Vang, Brian Vang  
*Thai Traditional Dance*, Ornuma Chingchit  
*Pacific Island Languages*, William Ayres

### Study Abroad

*Let's Go Storm the Castle! Be an Exchange Student!* Paige Cramond  
*Opportunities for Musicians Knowing German*, Alexis Smith  
*Life in Thailand as a PCV*, Todd Aydelott  
*Trip Around China*, Amy Elliott  
*Study Abroad?* Shun Yanagishita  
*Volunteering Abroad*, Rebecca Halonen, Silvia Herman

### FL Teaching/Learning

*Technology to Enhance Students' Learning*, Sayo Murcia, Catherine Wiebe  
*Thai/Lao Folktales and Storytelling in Language Classrooms*, Prasong Saihong

# Not Necessarily (Just) The News

SCOLA makes video and transcripts available for self-study

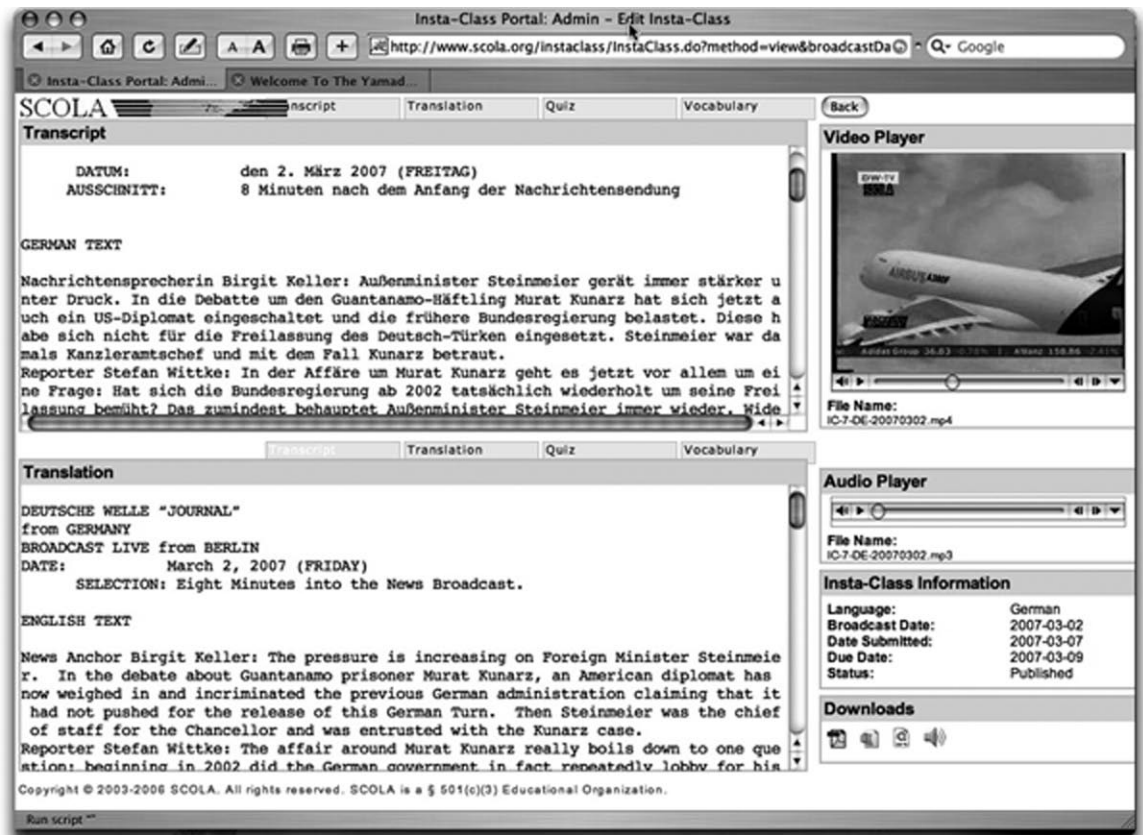
The foreign language satellite TV news service, SCOLA, has been a core YLC service since the early 90's. However, for language teaching purposes news content is not necessarily easy to work with.

Over the years SCOLA's producers have tried to make its offerings more pedagogically interesting, and their latest effort, "Insta-Class," is impressive.

At least once a week an Insta-Class is uploaded to the SCOLA website. So, in addition to the SCOLA streaming that YLC already provides (20+ languages), there is now transcribed and annotated material available.

Whether you're a self-study student working on Turkish or a Latin American Studies professor trying to get your students to see Cuba from another perspective, this can be a valuable resource.

As can be seen in the screen shot, a typical lesson consists of: a transcript (in both the target language and English), an audio clip of the news broadcast and a video clip as well. Both can be



SCOLA's "insta-class" includes downloadable audio and video clips of the news as well as transcripts in both the target language and English. Contact us for access information.

downloaded for further study or classroom use. Other downloadable items include: a gloss of key vocabulary, comprehension questions, and a full text transcript.

While a whole class could be built around this resource, most instructors will want to pick and choose lessons or assign them as supplementary work. For more information about using Insta-Class, contact us or see: <http://www.scola.org>.

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