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World Language Academy to Offer Sahaptin in Fall '08

This Fall, the UO's World Languages Academy is privileged to be able to offer a language course in Yakima Sahaptin, a Native American language of the Mid-Columbia River area of Oregon and Washington.

UO is honored that the course will be taught by Yakama Elder Virginia Beavert. Mrs. Beavert has received numerous honors and awards for her language preservation and teaching efforts. She has been the Washington State Indian Educator of the Year, and in 2004 was honored by the Indigenous Language Institute for her lifetime of work on language revitalization. She was awarded the prestigious Ken Hale Prize by the Society for the Study of the Indigenous Languages of the Americas in 2008. Mrs. Beavert has taught introductory through

advanced classes to students of all ages, and currently serves as Scholar in Residence of Sahaptin Language and Culture at Heritage University in Toppenish Washington.

The focus of this course is on learning Sahaptin and learning about the culture and history of the Sahaptin peoples. Sahaptin languages are currently spoken on the Yakama Nation, The Confederated Tribes of the Colville Reservation, The Confederated Tribes of Warm Springs Reservation, and The Confederated Tribes of the Umatilla Indian Reservation. Sahaptin dialects are mutually intelligible, with only slight regional differences.

Sahaptin cultures are closely related. This makes the course relevant to Native students from across eastern Oregon and Washington, and pertinent to all students wanting to better understand the history

and cultures of the First People of the Mid-Columbia River area. In addition to students in Eugene, WLA is working on making the class available through distance education to the Sahaptin communities.

The course will be year-long, BA-satisfying, and carry five credits. This course will provide a needed alternative to taking a foreign language for Native students, and in particular, provide students from the Sahaptin communities the support of mentoring with an Elder of their larger community. For that reason we hope that a two or three year language program emerges from these first steps.

Mrs. Beavert will be supported in the development of curriculum and materials by the Northwest Indian Language Institute (NILI), a Linguistics department initiative which has partnered with tribes throughout the region to support Native language preservation and revitalization efforts, and by UO's World Languages Academy and the Vice President for Research and Graduate Studies.



Virginia Beavert (center) with fellow Sahaptin language teachers Janice Hill (left) and Arlita Rhoan (right)

Making Music is Great Practice for Life

Ammina Kothari, Newsletter Editor

YLC Staff

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Maguette Diame, Kahye Chung

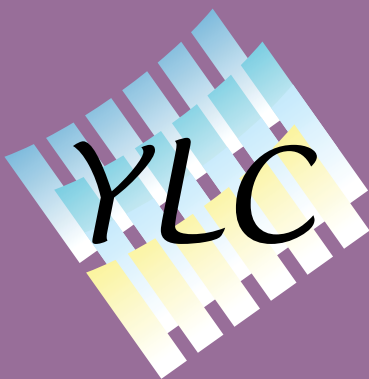
Computer Lab Manager:
Lindsay Keiser
Multimedia Specialist:
Gary Trendler

Spring '08 Schedule

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

Contact information

Phone: (541) 346-4011
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The YLC Quarterly is published by the Yamada Language Center at the University of Oregon. As part of the University of Oregon, the Yamada Language Center is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

When you meet Sonja Rasmussen, the Coordinator of Mills Center, you might assume that she has been coordinating a large cultural center all her life. She greets visitors and friends alike with graciousness and coordinates amazing multicultural events for the campus and the Eugene community to enjoy. However, you might be surprised to know that as a child, Rasmussen was very shy around people; and it was only when she started learning music and singing that she became the confident person you meet today.

Sitting comfortably in the Mills Center, listening to a recording of her performance, Rasmussen shared with me her secret to becoming the successful coordinator of a multi-cultural center. "Making music is just great practice for life. Paying close attention to the moment, the sense of being absorbed in the experience, and what the other person is doing in the moment," she explained.

As a professional singer of more than thirty years, Rasmussen knows first hand the wonderful sense of giving; she brings that experience when interacting with students at the Mills Center.

Rasmussen appreciates her interactions with international students, who not only bring cultural gifts from their homelands, but who also remind her of her own international travels—the joys and pains of traveling

"Making music is just great practice for life. Paying close attention to the moment, the sense of being absorbed in the experience, and what the other person is doing in the moment,"

outside your own country. Similarly, when interacting with domestic students, she understands their curiosity and concerns about

foreign travels and is able to advise and encourage them by drawing on her own experiences.

She attributes her willingness to share her life experiences with students to her music performances. When performing in front of an audience, you acquire the ability to communicate and share your talent with others. "You learn to trust and continue the conversation wherever it is going," she explained.

Running a center which is open for sixty hours every week can be challenging at times, but for Rasmussen, the joys of meeting and collaborating with different people on campus is a reward that helps to overcome the challenges. She is in charge of the Mills Center's staff, daily operations, and events — all of it funded by the Associated Students of the University of Oregon (ASUO). Her day doesn't start or end on regular hours; sometimes she works in the evenings too, but as a performer she is used to that.

Rasmussen is no stranger to University of Oregon or even Oregon. She grew up in Junction City and graduated with her bachelors in music

from UO. While a student here, she used to spend her summers participating in the Oregon Bach Festival and when she got an opportunity to study abroad, Rasmussen went to Germany to study European classical music.

After coming back from Germany, she went to graduate school at Indiana University majoring in music and vocal performance. With graduation came opportunities to perform in various ensembles, which toured around the country and Europe. While living in Bloomington, Rasmussen worked as a technical writer for the University initially and later on as an undergraduate advisor for the Department of Communication and Culture.

Indiana had become home for Rasmussen, until love came calling.

Her marriage to Steve Larson, a professor of music at UO, fortunately coincided with a job offer at the International Resource Center, as Mills Center was called two and half years ago. "My managing experience as a musician, undergraduate advisor and having an international perspective from my travels," explained Rasmussen, "enabled me to take this job."

Today, coordinating a renovated Mills Center is a joy. She enjoys including live musical performances in the events organized by the Center, whenever the budget allows, because she believes in the power of music. "Music can fill the heart when it is too empty, and music can empty the heart when it is too full," she explained, as we listened to her melodious voice playing in the speakers.



Sonja Rasmussen holding a gift from her international student staff

FRIENDS OF
pangeaday



A Worldwide Celebration

Seeing the world through the lens of another lets us see ours a little clearer, and can help jumpstart interesting conversations. Pangea Day, an international celebration of independent filmmaking is Saturday, May 10. YLC will join this special event via satellite from 12-5 p.m. in Pacific Hall. Films will be shown in original version and subtitled. Food and drink provided—all free!

Understanding Other Cultures: First Step to Peace

Maguette Diame, YLC Staff

SELFSTUDY LANGUAGE PROGRAM

Spring Term

LT 199

Course Offerings:

Arabic

Farsi

Modern Greek

Hindi/Urdu

Korean

Nahuatl

Portuguese

Swahili

Thai

Turkish

Vietnamese

Wolof

Availability subject to enrollment. There is a \$75 instructional fee for UO students and a \$125 fee for community members.

For more information please visit:
<http://babel.uoregon.edu>.

Orientation Meeting:
Thursday, April 4,
5-7 p.m.

I had always been excited about the idea of visiting England or the United States, if only to interact and acquaint myself with the native speakers of English. I graduated with a degree in English and I have been teaching it for the last four years as a foreign language in high schools, in my country Senegal. Thus, when I saw the announcement about Fulbright Foreign Language Teaching Assistant, two of my colleagues and I applied and competed with many other teachers of English in my country. After lots of interviews and tests we were among the “lucky” six selected to come and teach Wolof in America.

Wolof is a language spoken mostly in Senegal, The Gambia, and also Mauritania; countries located in the western part of Africa. It is the most widespread and common lan-

Before coming to America, I was unclear about how much people knew about Wolof or even Senegal in general. When I arrived at the University of Oregon, I was delighted to learn that many people already knew about Senegal and Wolof, either by taking some Wolof classes at the Yamada Language Center or being in Senegal through UO internship programs. My visit began on a positive note, unlike my colleagues, posted in Atlanta and Connecticut who were subjected to prejudices and asked some weird, embarrassing questions by people who had preconceived stereotypical ideas about Africa.

One of my friends, posted to Connecticut, while reflecting back on his experience before coming

“If you make an effort to understand why others behave differently, it will not only help to build understanding about each other and but also promote peace.”

guage spoken in Senegal, although there are many other languages like: Serer, Joola, Manding, Pulaar to name a few. Wolof is not only popular because of its linguistic richness and easy acquisition, but also because most of the Senegalese populations, about 42.7% are Wolofs. Its popularity resulted in Wolof becoming the main language of commerce, transportation, popular gathering or meeting places such as markets, stadiums, and also in the media, etc. Now, it is the *lingua franca* (main language of communication) in a country of different language backgrounds and moreover, Wolof is gaining popularity in other western African countries.

to America confided to me that “I was really worried about this new experience; teaching an African language to American students. I used to be worried about how the students would behave with a foreign instructor, particularly someone coming from Africa.”

I remember how his questions used to make me nervous too. However, the orientation session we had in New York before joining our host institutions was helpful, especially for me.

For my friend in Connecticut, things weren’t so smooth; because his students started asking him some incredible questions like, is there any

civilization in Africa or have you ever seen a computer?

Although he was frustrated with his situation, he managed to control himself and attempted to provide as much information as possible about our people, language, and culture. His patience and forbearance paid off; his students actually started getting interested in our culture. Now armed with a better understanding of Senegal, they are really interested in learning the language too.

My friends in Atlanta also started off on a wrong foot; they were shocked by how they were being introduced throughout the university, as if they were aliens from another planet. Everyone they met scrutinized them, although that curiosity about the “strange people” might have helped to trigger students’ interest in learning more about them. My friends admit that the large number of students in their Wolof classes could have been a result of curiosity about them.

While my friends had a rough start, my experience here has been smooth from the beginning. Being warmly welcomed by the Yamada Language Center and having an opportunity to teach in the Selfstudy Program, which has small classes, has been a really interesting process of teaching for me. My classes are lively and students seem curious and interested in the Wolof culture and language. Yet, I am still cautious; I prefer to comply with the guidelines instead of taking my own initiative with language teaching, because I don’t want to frustrate my students or colleagues. I still feel I



Maguette Diame with his Wolof students after final presentations in Fall 2007.

have a lot to learn about American culture, so I listen a lot and rarely talk during gatherings and meetings.

My social experience in Eugene has also been a rich and diverse one. In the beginning I lived with a host family; a helpful experience, because it helped to acquaint me with people and learn more about American culture: ways of life and state of mind. Actually, it was a little bit difficult for me to get rid of some of my old habits and adapt myself to new ones. Weather, food, and particularly human relationships are completely different from Senegal; things here seem too formal to me. I really miss having tea with friends, brothers, and sisters, under the tree after lunch.

Thanks to the African community and my host family, the exciting new things counterbalance my nostalgia for familiar things—I am learning about the city of Eugene and American culture. I love shopping and I spend

most of my free time visiting places, markets, and malls.

As I teach and continue to explain to my students about Senegalese culture, I can see that they have a better understanding of my people and culture and therefore, they are getting rid of some of the stereotypes and prejudices they might have had about Senegal and Africa in general, just like I used to have about American culture.

My time in America has taught me one important thing; if you make efforts to understand why others behave differently, it will not only help to build understanding about each other and but also promote peace.

Maguette Diame is a Fulbright Language Teaching Assistant from Pout, Region of Thies, Senegal.

UO Students Reflect National Trends in LCTLs

A great deal of media attention has been given to a recent Modern Language Association (MLA) report citing dramatic enrollment gains in the study of less commonly taught languages (LCTLs). Arabic, Chinese, and Korea led the lists, and indeed, at UO each of these languages has experienced dramatic growth, especially in introductory courses. Enrollments in the World Languages Academy's four languages doubled this fall, and the Chinese language program filled everyone of its 129 seats in CHN 101 and its 56 in CHN 201.

What wasn't as widely reported were several troubling findings about the overall status of language study in the U.S. First, foreign language courses currently account for a much smaller proportion of a typical undergraduate's course of study than they did 40 years ago.

Second, university students are five times more likely to be enrolled in a first- and second year language course as they are in a third year or beyond, suggesting that many students only attain a low intermediate level of proficiency in a language.

Finally, even though Arabic and Chinese enrollments have grown dramatically in the past four years, they still only account for less than 5% of overall U.S. foreign language enrollment (more students study ASL than Arabic and Chinese combined). The report concludes with a very familiar recommendation: "the need for starting language learning earlier [K-12] and for sustained language learning is most apparent."

| | 2006-07 | 2007-08 | 2008-09 (est) |
|------------|---------|---------|---------------|
| Arabic | 180 | 323 | 369 |
| Korean | 86 | 122 | 174 |
| Portuguese | 42 | 122 | 164 |
| Swahili | 45 | 53 | 66 |
| Sahaptin | | | 38 |
| | 353 | 620 | 810 |

Enrollment Trends in the World Languages Academy: 40% Growth This Year (number of students enrolled per term, per year)

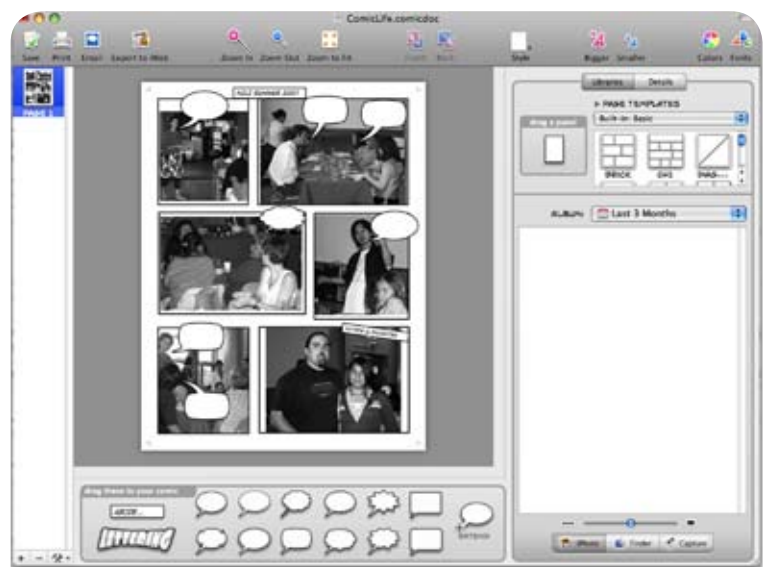
NILI Receives *Comic Life* Gift

With only four or five panels to work with, a cartoonist's job is often similar to a language teacher's: both have a very limited amount of time and space to present complex bits of language in a way that is comprehensible, culturally appropriate, and hopefully, tinged with more than a bit of humor.

Language teachers' use of comics though, has previously been limited; if they couldn't draw, they had to rely on *Peanuts* or *Stone Soup* for material. A low-cost image editing software, *Comic Life*, from Plasq Software (www.plasq.com) may provide some much needed help in this area.

Comic Life operates under the principle that the best cartoons come from the things that happen to people in everyday life. To that end it provides a large variety of templates that one uses to create comics much like the online photo albums do their work.

If you can drag and drop, your digital photos can be turned into wonderful dialog building exercises. The Northwest Indian Language Institute (NILI) is so impressed with the software that they incorporate it in their teacher training. Native teachers often have to make all their own materials, and they're always on the outlook for tools that help them tell personal and visual stories. Plasq, the software maker, was apparently so impressed with NILI's efforts in language revitalization that they donated 60 copies of *Comic Life* to be used by this summer's participants.



Comic Life (www.plasq.com) is an easy-to-use image editing program that creates cartoons from digital images. A good dialog building tool.

Thank You, Presenters!

Foreign Language International Studies Day &

We look forward
to another very
successful FLIS
on May 2nd

Africa

Live African Fashion Show, Patrick Moneyang, Sandra Mefoude
Demasking Africa, Patrick Moneyang
Tanzania and DRC sharing music in Swahili, Marko Mwipopo
Wolof in Senegal, Maguette Diame, Rebecca Brown

Middle East

Discover Iran and its Persian culture, Zahra Foroughifar
Iraq, Maps, and You, Chris Holman
Learn Arabic in 45 mins!
Mohamed Jemmali, Heather Jemmali
Persian Music and Culture, Nargas Oskui, Elhum Oskui
Turkey: A Bit of Everything, Nilay Sevinc

East Asia

All about Chinese Characters, Denise Huang Gigliotti
Chinese Calligraphy, Jean Wu
Chinese Folk and Pop Music, Wenjia Liu
Chinese Wedding, Denise Huang Gigliotti
Chinese Zodiacs, Xiucai Zheng
Photographers of China, Julie Hackenbracht
Wushu—Chinese Martial Arts
Japanese Performing Arts: Dance & Martial Arts in Drama, Yokko Usami
Japanese Tea Ceremony, Rika Ikei
Japanese Traditional Games, Reiko Hashimoto, Sayumi Nishio
Japanese Woodblock Prints, Kathryn Barton
Origami, Naoko Nakadate
Popteen in Japan, Yoko O'Brien, Kawase Sae
Are You Tough Enough to Try Spicy Korean Food? Bomi Oh, Jasmine Park
Dipping Festivals in Taiwan, Chen-Mao Wang, Shu-Chen Fang

Eastern Europe

Across Russia by Train, Irina Shport, Anna Volkova
Russian Language, Life, And Landscape, Christopher Pike, Polina Yemelyanova
Russian Roulette, Elena Golovchanskaya

Western Europe

Crêpe Craze!, Marya Lusky, Sandra Mefoude, Sylvain Montalbano
French Poetry Reading, Antoine Bargel, Alexis Pernsteiner
“Hey, man! Wassup?” Hilary Fisher, Melanie Williams
Is this popular French music? Catherine Wiebe

Le Cinéma de Luc Besson, Anne Steinberg, Aria Dalmolin
Der Norden Deutschlands/Northern Germany, Jan Schramke
Bavaria—The Most Beautiful State of Germany, Verena Kick
Contemporary German Philosophy, Nicholas Reynolds
Experiencing Germany through Contemporary German Cinema, Zachary Tigert
From Nowhere to Rammstein, Alexis Smith, Wolfgang Barth
German Folkdancing, Helmut Plant
“Germany: November 9th, 1989”, Yvonne Toepfer
International Folk Dancing, Helmut Plant
The Infamous German Sense of Humor, Doris Pfaffinger
The Very Best of Germany, Mandy Haenelt

A Celebration of Chocolate, Joy Root
Italian Customs and Traditions, Nadia Ceccacci
Italian Gestures, Claudia Ventura
Italian Mini-Lesson, Harinder Hennesy
Let's Have Fun with Italian Cartoons, Laretta De Renzo-Huter
Let's Sing and Compose Italian Songs Together! Nicolino Applauso

El arte quijotesco, Paulo Henriquez
Designing your own immersion, M. Mónica Lara
El catalá: llengua d'Espanya, Alex Zunterstein
The First Poetry in Spanish Was in Hebrew, David Wacks, Hollie Allen
La Tomatina; Tomato War, Sayo Murcia

Scandinavia

Danish Language and Culture, Kim Mikkelsen, Anina Rosenbaum
Fun in Finnish!, Sanna Ala-Kortesmaa
Sights and Sounds of Norway, Ben Raymond Lode
Svenska? ABSOLUT!: Swedish at the UO, Anna-Minna Pavulans

North America

American Indian Religions and Native American Language in Music, Don Addison
Languages of Oregon, Joana Jansen, Janne Underriner

Latin America

Andean Music, Nathan Whalen, Roberto Arroyo
Conozca Venezuela!, Kelley León Howarth

Cultural perspective of cinco de mayo, Antonio Rius, Uriel Plascencia
Multicultural Music, Jeffrey Contreras
“Word Play, Proverbs, and other Translation Puzzles”, Amalia Gladhart
Languages and Cultures of Suriname, Racquel Yamada
Del Bolero al Hip Hop, Italo Nocetti
El ojo en la nuca, dictatorships in Latin America, Yossa Vidal, Nora Fandino
Music and Political Violence in South America, Jaime Pena
Ritmos Brazil!, Beto Guimaraes, Samba Já
The Greatest Brazilian Celebration, Maria Santos

Caribbean

Merengue! Amy Costales
Puertorican Poetry with African Influence, Martha Colon-Witty

South Asia

Dance to Tak-Dhin-aa-dhin!, Divya Bheda, Deepa Bharadwaj
Kundalini Yoga, Harinder Kaur Hennesy
Snapshots of Exotic India, Divya Bheda
The Gods Must Be Crazy!, Divya Bheda

Southeast Asia

Learning a tonal language, Tam Nguyen
Singaporean Bites, Jaclyn Toh
Thai/Lao Storytelling Showcase and Thai Films, Language and Culture, Prasong Saihong
WOW Philippines, Stephanie Ko

Linguistics

The Genius of the Linguistics Olympiads, Thomas Payne
Compounds in Languages of the World, Linda Konnerth
Writing Systems of the World, Eric Pederson

Study Abroad

Study Abroad? I Can Go, Too? Shun Yanagishita
Studying in Italy, Nadia Ceccacci
It's Your World! Sherry Dickerson

FL Teaching/Learning

From Movie to Theatre: Cyrano de Bergerac, Alexandre Albert-Galtier
German Teachers' Luncheon, Susan Anderson
Globalized Indian Education, Divya Bheda
Middle East Geography/Social Studies, Chris Holman
ANVILL— A National Virtual Language Lab, Jeff Magoto

ANVILL: Speech-Based Toolbox for Teaching

Jeff Magoto, YLC Director

For most UO language instructors, Blackboard and media archives like YLC's Virtual Language Lab provide all the software authoring or audio-video playback capability they need. But these software tools are necessarily limited. Besides being limited to on-campus users, they don't take advantage of the web's increased ability to connect teachers and students with similar interests and needs at different locations. For those teaching at a distance, for pre-service teachers and GTFs who will leave UO, and for high school teachers, where tools like Blackboard are prohibitively expensive, something else is called for.

Since last Fall YLC has been working on a solution for these users. We call it ANVILL (A National Virtual Language Lab), and it aims to be a web-based version of what language labs were once broadly construed to be—a place where a teacher could design and deliver multimedia material, a place students could practice oral skills (pronunciation, listening, speaking) and get feedback, and a place where both teachers and students could connect with colleagues and classmates.

Our first prototype has been developed with partial funding from the Center for Applied Second Languages (CASLS) and is currently being used by several high school teachers in rural areas in

the Pacific Northwest and by graduate students in the Language Teaching (LT) and Teacher Ed (TED) program.

We have made substantial headway in a short time. Our core tools are familiar to UO language teachers. In this first version they include: a voiceboard (for asynchronous communication), a real time audio-video group chat environment (synchronous communication), and a media-based assessment tool (SQM). ANVILL also includes a lesson management tool, and media storage space for audio, video, and images.

Like the Petrarch Project which we reported on in the last newsletter, ANVILL is built with Drupal, the open source content management system. Drupal is easy to customize (we've been able to add communication tools, like wikis, quite easily) and has a relatively simple programming environment.

An important goal for the current year is to give teachers something that really

never existed in the language lab console days of old—convenience. If we make it easy for them to create, assign, collect and assess multimedia work, we're convinced they'll be eager to try it. What happens then is anyone's guess, but preliminary feedback is quite encouraging.

Please contact us if you're interested in trying it out with one of your classes.



ANVILL is YLC's latest tool for language teachers—a multimedia course authoring system

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UNIVERSITY OF OREGON

YAMADA
language center

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