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The Thinking of Speaking

Issue #25 January / February 2017

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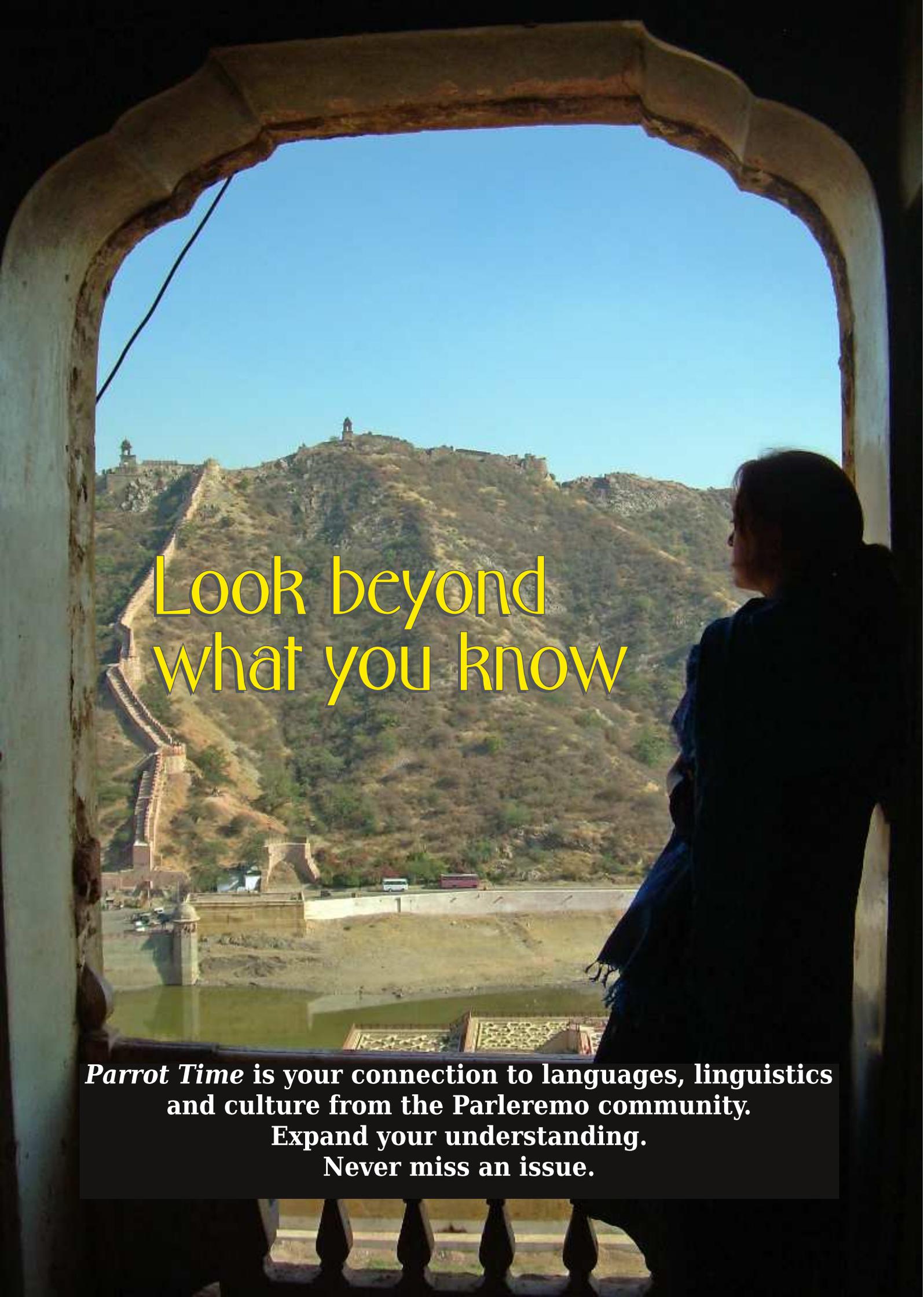
Language Groups

How to find them or make your own

Study Abroad

A history of research into these programs



A woman in silhouette is looking out of an arched window. The view outside shows a hillside with a fort on top, a long wall leading up the hill, and a dry well in the foreground. The sky is clear and blue.

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what you know

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Cover: Millions of people explore countries other than their own every year. Some do it for vacation, some for business, and some for education. They all seem to bring cameras to capture the moments.

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No Politics

The recent presidential election in the US was highly divisive. Months later, we are still bombarded daily with constant streams of news, both real and fake, about what is being said and done by people of both parties.

In an effort to get away from this, many of us have turned away from news on the television, radio, and print, as well as attempting to avoid other outlets, especially social media.



My own attempt to get my head away from it was to open another language magazine which I had recently subscribed to. You can imagine my anger and frustration when the first thing I read is another commentary on the new president in the *Letter from the Editor*. I turned the page to find a letter to the magazine talking about more politics. The next three articles I read are also politically related. I have to check the cover of the magazine to make sure I didn't open the wrong one.

Sometimes, languages are affected by the politics of a government or a group, and those news items should be treated carefully. However, this editor feels that it is a risk to any medium to inject politics where none should be. The only possible outcome is to anger part of the target audience.

It probably then seems hypocritical (and a bit surreal) for me to be telling you that we will never engage in politics in *Parrot Time* while I am, in fact, talking about politics. Well, sometimes, by their very nature, language and life are self-referencing.

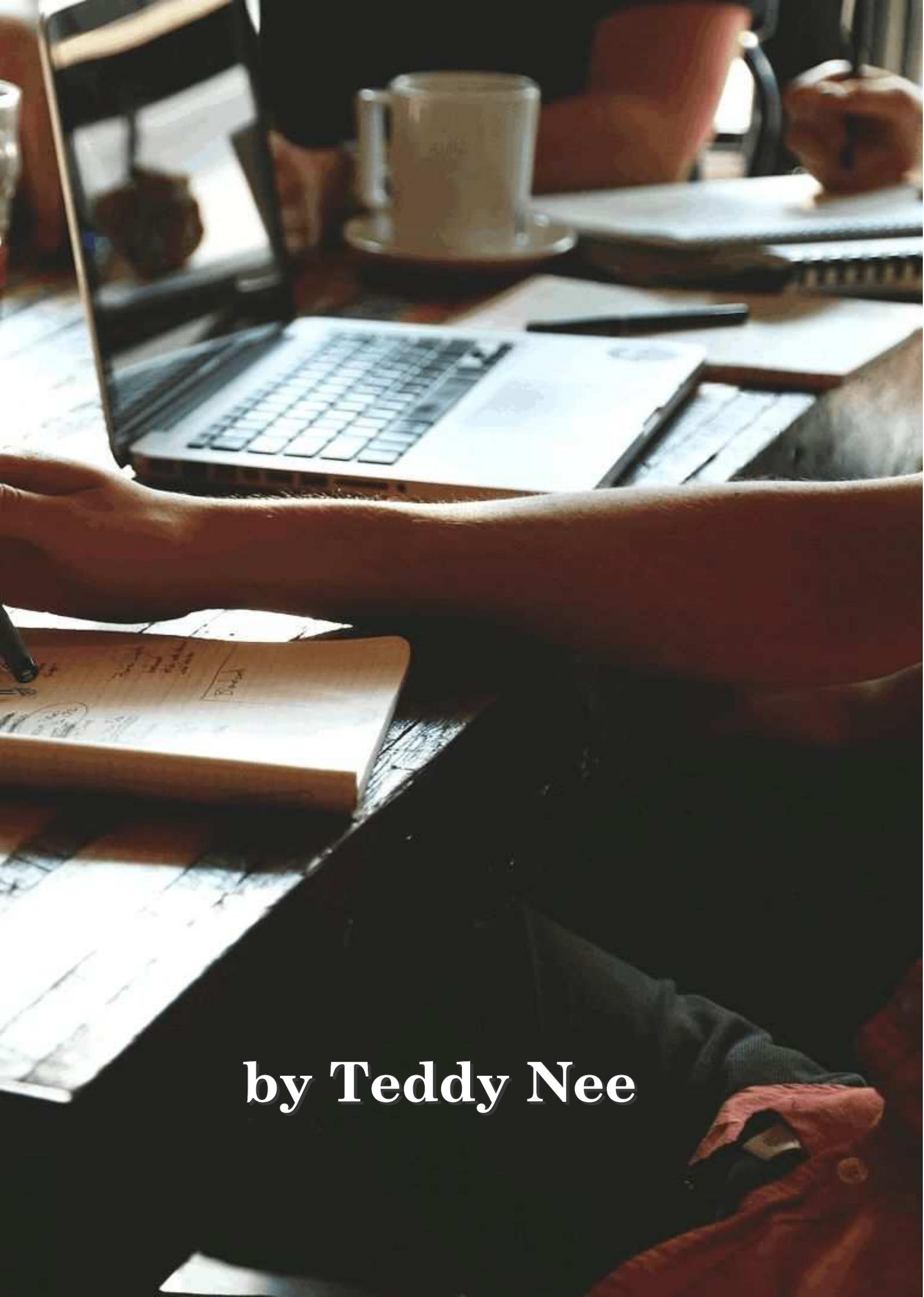
On that note, please enjoy the completely politics free rest of the magazine.

Erik Zidowecki

ERIK ZIDOWECKI
EDITOR IN CHIEF



**Make Your
Own
Language
Group**



by Teddy Nee

Have you ever heard or read somewhere about the necessity of being in the country of your target language in order to be able to learn the language well? Did you do it or are you doing it? It does help in terms of providing you with the environment of the language because wherever you go, you will see and hear the language being used all the time. But does it really help you to improve?

I have seen many foreigners in Taiwan that still can't speak Chinese Mandarin quite well enough to hold conversations, like in social gatherings or making complaints (yes, foreigners like to complain). In other words, these foreigners haven't immersed themselves deep enough into the local society. It is usually caused by cultural, lifestyle or ways of thinking differences between the visitor and the host community.

Limitations

I agree with the idea of moving to the country of your target language but we need to keep in mind that not everyone could have this oppor-

tunity. You need to have time and money to spend to fulfill this. It won't be so convenient if you need to move so far away just to learn the language for fun, and where will you move to if you want to learn Klingon or Esperanto?

One solution for this is to join language groups. There are two kinds of language group: one that meets face-to-face, and the other one that doesn't hold any meetings. If you are lucky enough to have any meetings held in your area, it would be the best idea to participate as often as possible, so you can feel the language being used in real-life communication. On the other hand, if there is no such group in your area, you need to find other solutions.

Paid and free language meetings

Making your own language group would be recommended but it means that you need to be more active than just participating in a meeting because you also need to do some related work, such as administering the group, arranging meetings (preferably regular





meetings), attracting more members into the group, etc.

It is not easy in the beginning because you need to face problems like where you will advertise your group, finding a good location, and how to motivate the participants to be active. At the end, you would want your participants to feel comfortable conversing with others, and attract their friends to join. For this, you may choose to arrange paid or free meetings.

1. Paid language meeting

If you own a cafe, restaurant, or any places where people can come to socialize, that's great! You can just create an event, post it in the social media, like Facebook or Meetup, or announce it to your customers.

If you don't own anything like that, you can collaborate with any owners by renting some space in their places for a certain duration of time, like 2 hours per session for language meetings.

Because you use business location, there will definitely be some fees, such as minimum purchase or entry fee with drinks included. The lowest purchase required in language cafes that I have participated in Taiwan is one glass of a drink.

2. Free language meeting

Some people would prefer to join free events because who doesn't like free stuff. In this case, you can use public places like parks or public square. These places are usually open-air spaces. You may also arrange a tour to visit free events and require participants to speak foreign languages during the tour.

You can also arrange a free language meeting as part of the promotion for something else, such as restaurants or shops. In this case, language meeting is used as a tool of advertising your business.

Online language meetings

If the mentioned solutions don't work well,



then you can consider moving your meetings to the internet. The advantage of making an online language group is that you can reach out to a much wider scope of people from around the world, as long as they have internet access. Some tools that you can use are Facebook, Skype, Whatsapp, Line or Google+.

I have made some language groups on Skype and it is quite fun to talk in the group calls almost everyday. I don't even need to worry about the time availability because the members come from different countries, so someone will still be online even when I can't sleep at night! I have also met many multilingual people that get excited with this idea, and thus, also decided to join groups of other languages.

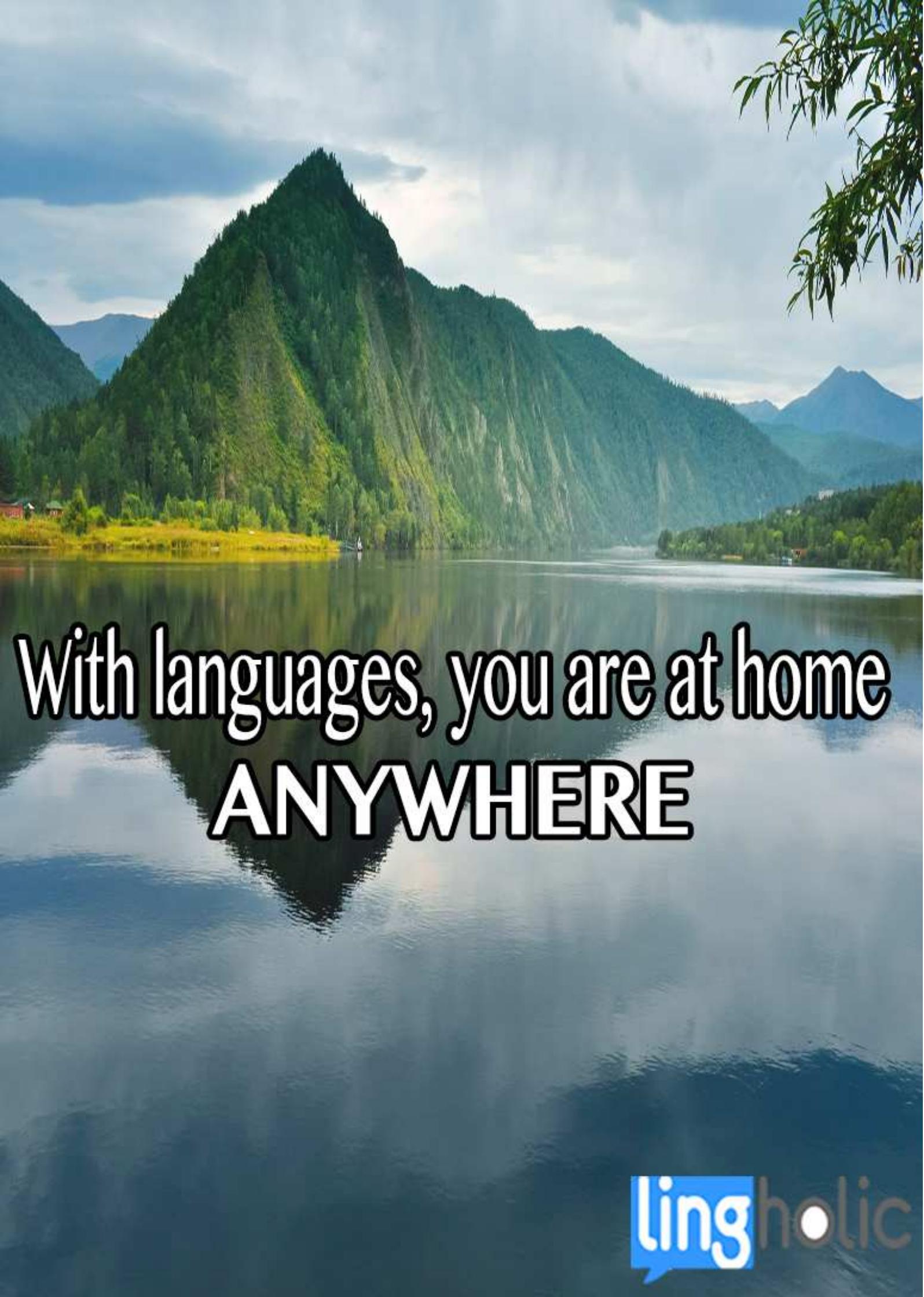
I encourage everyone to talk in the language of the group, like an English group, Spanish group, French group, etc. Since there is no set topic, everyone is free to talk about anything. Some are curious about the working culture or lifestyle of another country, and some are even curious about personal mat-

ters, which is completely fine in some cultures. In the end, the participants don't just practice languages but also learn about different cultures. **PT**

Teddy is an avid language learner, blogger, engineer, and a collector. He has a dream to make this world a better place through language learning. Apart from learning languages, he also likes reading and playing ukulele.

You can speak with him in Medan Hokkien, Indonesian, English, Chinese Mandarin, Spanish, and Esperanto. Visit his blog at www.neeslanguageblog.com





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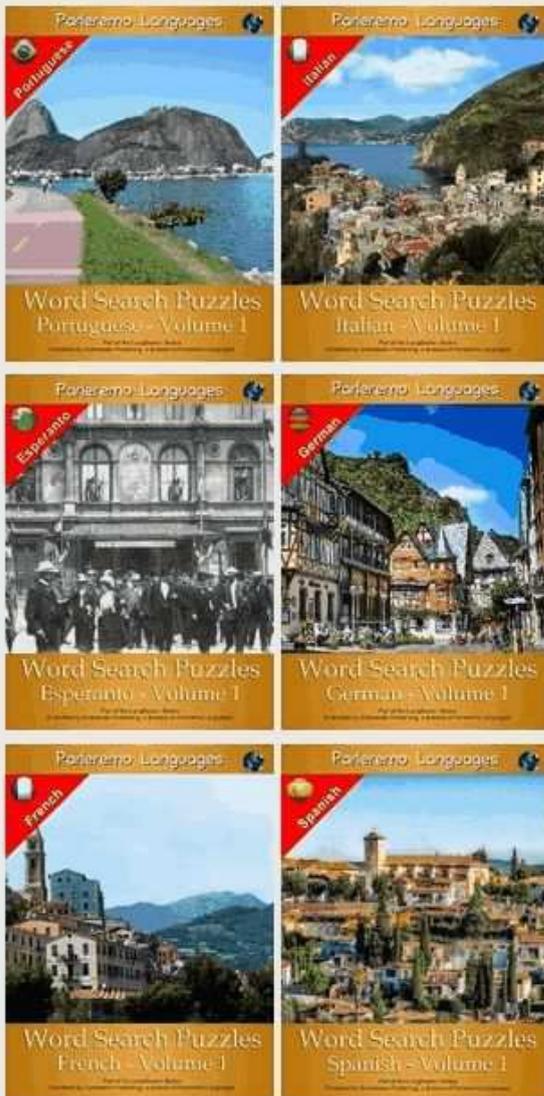
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A History of Research in Study Abroad

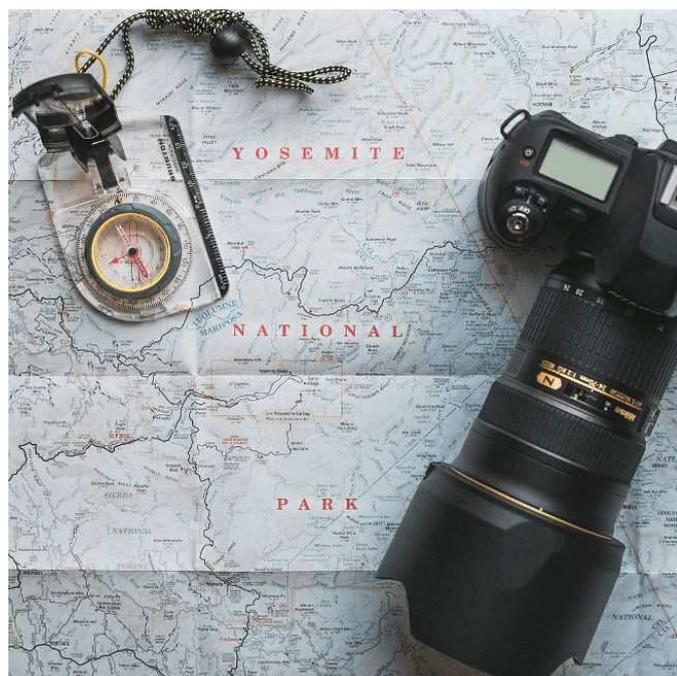




Olivier Elzingre gives us
an indepth history of
study abroad programs
and their development
on two continents.

The following article was born from a personal interest in how study abroad came about and what was said about it. What follows then is the fruit of fairly extensive, although not comprehensive exploration of the academic literature on the subject of study abroad. Much of what follows, including the phases I describe, are my own impression. I have not yet found a paper that has attempted to draw up the history of study abroad research, so this first attempt is necessarily flawed and certainly inaccurate to some degree. However, I have, in the limits of the time I had available, tried to be as systematic as I could and hope that you might find this of interest.

There certainly were options open to me as to where I could send this paper, including my base university magazine. Why did I choose *Parrot Time*? Possibly first because I am fiercely loyal and Erik was the first editor who asked me to write anything for him. Secondly, I believe that the information contained in this article may be useful to you. Either you might be considering going abroad for studying purposes, or you may have children who are thinking about it. Thirdly, because I have been able to observe the growing interest PT is generating and I like to think of several hundred people who will actually give my article a go.



Introduction

A review of Study Abroad research from its earliest origins show a general pattern of focus loosely based on the creation of the two main government controlled exchange programs (The Fulbright Program in 1946 in the US, and the Erasmus Program in 1987 in Europe) and the socio-historical contexts they were created in, reflecting the nature of potential benefits those governments aimed to gain. These programs were entirely dependent on the universities' participation, as they supplied the participants, reported on the effects of the programs on the returnees, made improvements to the programs and analysed both the short and longer term economic impacts of the partnerships created between universities.

Three broad research phases can thus be described. From the 1950s until the 1970s, cross cultural studies were mainly conducted, in an effort to answer a dual governmental objective: understanding the other and fostering a healthy sense of nationalism. The understanding was that a good understanding of foreign cultures and an appreciation for US and all it had to offer its citizens were key to sustaining the US's strengthening as a superpower and as an international mediator. In essence, the US was aiming to do their bit to preserve a very fragile world peace in the aftermath of a frankly horrible global war.

In the 1980s and 1990s, studies aiming to show a correlation between study abroad and second language acquisition appeared more systematically, backed by Europe's priority to strengthen the ties between its own member states.

The last couple of decades has seen a strong shift in research aims, particularly focused on individual experiences instead of investigating general trends of learning. This shift may reflect a reduction of government interest in the diplomatic potential of study abroad programs, or perhaps the lack of strong evidence to support claims that students will develop in any predictable manner through participation in a program abroad.



1950s-1970s: Cross-cultural studies: a shift from institutions to individuals

The earliest publications concerned with study abroad appeared between the World Wars (Byam & Leland, 1930; Holden, 1934; Kunze, 1929; Purin, 1928) and immediately after the Second World War (Doyle, 1946; Von Rohr Sauer, 1949), aiming to encourage more participation in programs abroad based on perceived benefits such as better professional prospect and increased linguistic competency. Authors in those papers frequently talked of the benefits of going abroad but few presented data which supported with any objectivity the authors' positions.

The Fulbright programme was created in 1946 and named after the senator who originated it. The intention behind the programme may have been ethically dubious (see Lebovic,

2013 for a discussion), but universities also saw an opportunity to test assumptions surrounding the effects of such programs on individuals.

Churchill's study of 24 study abroad returnees (1958) is a good illustration of the type of research which fulfilled both government and university's goals. Churchill's work focused on the development of cross-cultural learning and development of national identity. The author found that expressions of politeness could be an excellent index of more general cross-cultural learning. In addition, she commented that returnees developed a greater sense of their national identity and finally that these students needed to be given the opportunity to talk about their experiences. She identified four factors which influenced a degree of involvement in the host culture: the



participant's personality, their motives for participating in a SA program, their living arrangement in the host country and the role they assumed which overseas (traveller, student or worker). Churchill argued that "foreign study does produce changes in attitudes of students. They are more aware of themselves, of America, of other countries. But when the evidence is inspected more closely, it becomes apparent that some students have changed not at all and others have become more narrowly American and more critical of foreign values while still others have perceived Europe in clearly distorted ways" (p. 447). I was amazed at Churchill's work because many of her insights are clearly still current. For instance, she recognised the great variation in study abroad outcomes.

Another paper analysed 205 interviews and 401 questionnaires from the 1954 Fulbright participants in France who were asked about the significance and motives of their study in France (Gullahorn & Gullahorn, 1959). The study highlighted that the parti-

cipants enrolled in the programs for four reasons: professional or educational advancement, understanding of French culture, improvement in language competency and adventure. Problems in adjustments were also noted, such as language limitations, lack of living comforts and differences in educational systems. However, these challenges were helped by progress made in French and friendships. Students also explained their experiences in terms of contradictions: feeling very lonely but making long lasting friendships, rudeness of bureaucrats but unexpected helpfulness of librarians.

A key aspect of this paper is that it takes into consideration the impression made by the American students on the French who came into contact with them, as the authors reported on 161 interviews conducted with French host families, local students and professors. The interview data showed that the local French students by and large did not establish strong friendships with the American visitors. Some locals blamed the visitors'

lack of interest in the French and their greater financial resources, making it difficult for them to socialise. Some American students talked of the hermetic French family structure, which prevented them from connecting at a level beyond casual friendships. Nevertheless, the visitors were described as friendly, without complex, young and dynamic. Host families noticed differences in social customs and observed the process of adaptation they had to go through. Professors commented on lack of work from the American students, but also understood that they had to experience less *livresques* (bookish, p.259) aspects of their program.

Works from the Gullahorns and from Churchill are just two examples among others that show that the 1950s provided SA with a number of dedicated researchers. Publications were based on more rigorous empirical data than in earlier decades. Other works included Lambert and Marvin's 1956 in-depth study of 16 Indian and Pakistanese students in the U.S., Scott's 1956 longitudinal study of American students in Sweden, and a report on how European Fulbrighters benefitted from their experience in Vermont, particularly in being exposed to the American academic standard, by Smith, 1959 (both cited in Schmidt, 1961).

At a time when most publications in study abroad described activities from an organisational perspective, the afore mentioned papers, which collected data from the participants themselves, laid the foundation of study abroad research for the next few decades. Gullahorn and Gullahorn (p. 369) had stated that "there is evidence that the pur-



poses of agencies supporting educational exchange differ from those of students they sponsor." The authors showed through a comparison of various reports that there was a misalignment between the 5 most stated reasons for international programs by institutions (international understanding, promoting American culture abroad, contribution to foreign economic, social and political development, aid in professional and educational development) and the 4 most commonly stated reasons as expressed by the participants themselves (candidate's personal and professional development, service to home community through development of knowledge and skills, international understanding and advancement of collaboration with professional colleagues in the U.S).

Following in the Gullahorns' footsteps, Cohelo (1962) further investigated the reasons why students were enrolling in international programs. The author found that international understanding, technical and specialty training, personal growth and general educational development, among which language learning, encompassed those reasons. The

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author also articulated the idea that “cross-cultural education involves the overseas student as a whole person in the process of his education sojourn” (p.55), heralding the theoretical perspective from the 2000s (Coleman, 2013; Kinginger, 2009).

Thus the 1960s saw a growing interest in theories of cross-culture adaptation which fitted their understanding of the processes individuals experienced abroad. The W-curve hypothesis (Gullahorn & Gullahorn, 1963, an extension to Lysgaard 1955 U-curve hypothesis) for example described the stages of adaptation abroad: honeymoon, culture shock, initial adjustment, mental isolation and acceptance and integration. Such theories contributed to later works in educational contexts (Cormack, 1968; Selby & Woods, 1966) and in professional ones (Arnold, 1967).

Despite evident progress made in SA research in the 1950s and 1960s, Spencer and Awe (1970), in their very comprehensive review of the research up to that point, called for greater consistency in research, based on

While other papers' novelty laid in their methodology or their perspective, Schumann and Schumann's work was more radically different, being autobiographical, diary based and concerned with the author's affective response to learning a foreign language in three different contexts.

issues they identified. These included few common variables in existing research, lack of research on students' objectives, lack of definitions and inadequate methodologies, a lack of drawing on more general literature when addressing questions of cross-cultural problems, an untested emphasis on language proficiency as the outcome of study abroad and the lack of experimental program designs for research purposes (p.1). It would be fair to say that the authors' call was not answered.

Indeed, research became quite experimental during the following decades, adding to the variety of research in study abroad but



doing little for confirming previous findings. Thus researchers aimed to improve the quality of programs based on data collected (Bicknese, 1974), focused increasingly on individual experiences and the participants' own perception of their stay abroad (Adler, 1974; James, 1976), questioned notions like knowledge (Flack, 1976), or made autobiographical reports on language learning in a variety of locations (Schumann & Schumann, 1977).

While other papers' novelty laid in their methodology or their perspective, Schumann and Schumann's (1977) work was more radically different, being autobiographical, diary based and concerned with the author's affective response to learning a foreign language in three different contexts. The authors kept in-depth diaries of their experiences and feelings of learning Arabic in North Africa, Persian at UCLA and Persian again in Iran. They related affective variables with progress in their language learning endeavours. Three behaviours of each author's language learning experience are related in the paper, giving account of the hopes, expectations and reactions to the learning contexts and teaching methodologies. The authors stressed the importance of personal variable factors as influencing their success in language learning. Using the pinball machine (can you get more 1970s?) as an analogy to language learning, the language learner, just like the ball in the machine, takes a path that no other ball would, despite given the exact same context. The personal variables the authors listed included motivation and anxiety as well as idiosyncratic behaviours such as nesting patterns and eavesdropping as a language leaning preference.

In addition to the above mentioned studies conducted by U.S. scholars, Willis and associates' (Willis, Doble, Sankaryya and Smithers, 1977, cited in Coleman, 1998, pp. 184–185) work investigated linguistic (speaking, listening comprehension) sociocultural knowledge and affective (attitude and anxiety) pre and post SA changes in 88 university undergraduates in either study or work place-

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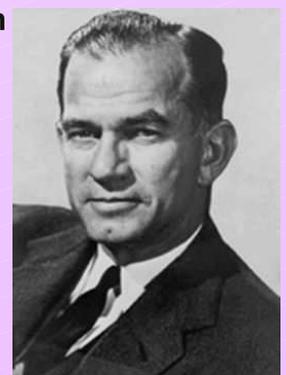
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The **Fulbright Program** is an American scholarship program for international educational exchange for students, scholars, teachers, professionals, scientists, and artists, and was founded in 1946 by United States Senator J. William Fulbright.



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ments in France and Germany during the academic years 1973/1974 and 1974/1975. The study found greater changes in those students who had been on work placement than those on study placements in conscientiousness, open-mindedness, and sense of adventure. In general, French and German hosts were seen in a more positive light, as well as English people. In terms of linguistic progress, despite students highlighting feeling that they had not been prepared enough in that respect for their placement abroad, most progressed. Only small increases were noticed in sociocultural knowledge. Correlations were found between positive attitudes and linguistic gains.

Despite frequent statements that study abroad improves language skills and in spite of the Schumanns and Willis and colleagues work, SA researchers did not take up the agenda of developing connections between a sojourn abroad and language learning in any systematic manner. Instead, until the 1980s, it has been said that there existed only two

broad research agenda to the field of study abroad and international education: “those of a sociopsychological character, exemplified by studies pertaining to the cross-cultural consequences of studying abroad, and those dealing with how best to help international students to adapt and to succeed in an alien institution and cultural environment”(Cordaro & Lulat, 1984, p. 300).

1980s-1990s: Second language acquisition in SA – correlations

While the real impact of SLA on SA research began in the 1980s, Carroll’s (1967) paper is frequently referenced to as seminal in providing a starting point for researchers, especially those comparing at home and abroad students’ linguistic progress. Carroll’s study reports on the results of foreign language proficiency tests administered to 2,782 students of French, German, Italian, Russian and Spanish in a variety of learning contexts. It showed, using statistical analysis, that “even a brief time spent abroad had a potent

effect on a student's language skills" (p.131). Carroll's paper had a profound impact on SA research because it validated the importance of study abroad. Whereas previously samples had been too small and too homogeneous to allow generalisation of the benefits identified of studying abroad, Carroll's work demonstrated the efficiency of study abroad on language learning. Carroll's work unfortunately remained fairly unique in that Study Abroad research continued to explore questions related to changes in attitude and personal growth.

The earliest publications concerned with study abroad appeared between the World Wars and immediately after the Second World War, aiming to encourage more participation in programs abroad based on perceived benefits such as better professional prospect and increased linguistic competency.

During the 1980s bibliographies relating to Study Abroad showed research focused on the regulations surrounding inter-university agreements, statistical analysis of student mobility, post exchange pathways as well as a continuation of studies interested in cross-cultural identities (Altbach, Kelly, & Lulat, 1985; Baron & Bachmann, 1987; Cordaro & Lulat, 1984). What these bibliographies show is that Study Abroad remained by and large a field for sociologists, policy maker and program coordinators (universities and study abroad organisations).

Nevertheless, a number of studies began to make connections between target language acquisition and study abroad contexts (DeKeyser, 1986; Möhle, 1984; Parr, 1988; Pica, 1983; Robertson, 1983). These papers reflected theories developed in the late 70s and early 80s about second language acquisition processes and particularly discussions around Krashen's monitor theory (see DeKeyser, 1986, pp. 3-9 for a discussion). Instruments were also created to test the theories

and measure dimensions related to L2 oral production. The Oral Proficiency Interview (OPI) became a part of the American Council on the Teaching of Foreign Language test kit and was subsequently applied in study abroad research (Freed, 1990; Magnan, 1986; Milleret, 1991). Research using OPI was able to show students' linguistic improvements but was found to lack the ability to show finer progress, especially those made by students who participated in short stays.

The 90s were marked by an increased interest in second language acquisition in the context of study abroad. Some papers looked into speaking, writing, listening and reading skills (Davie, 1996; Meara, 1994; Opper, Teichler, & Carlson, 1990), others focused on specific competency, particularly oral (Yager, 1998). In addition to these works, a seminal volume edited by Freed (1995) collected a number of papers focused on language acquisition in study abroad. Divided into 4 sec-



tions, the volume covered the prediction of linguistic gains, comparative studies, sociolinguistic studies and diary studies, which showed a concern for the representation of a variety of study abroad contexts and language dimensions, but also for the methodological approaches.

Special journal issues on linguistic gains in study abroad also appeared during this period. One was in the *Journal of Asian Pacific Communication* (1993, 4:4), which addressed questions of sociolinguistic competence (Marriot, 1993), linguistic inadequacies and self-representation (Spence-Brown, 1993), and communication in the homestay environment (Hashimoto, 1993). The newly created *Frontiers The Interdisciplinary Journal of Study Abroad* (1998, Volume IV), covered questions of methodology (Huebner, 1998), student perspectives (Pellegrino Aveni, 1998), sociolinguistics (Regan, 1998), literacy (Kline, 1998) and the European study abroad context (Coleman, 1998).

Towards the end of the 1990s two realisa-

tions took place: that the objective measurement of linguistic gains may not be possible, particularly if language is seen as unitary, and that trends based on statistical analysis did not represent the reality of individuals' experiences.

Scholars recognised that students underwent many changes through exposure to a different culture but had, until recently conceptualised the learning context as an independent factor influencing an objectively measurable improvement. The paradigm shift sweeping through the entire field of applied linguistics adopted the notion that the person, the context and the learning development were connected dynamically.

The consequences were that both study abroad context and languages were further analysed into discrete components.

2000s: Dynamic contextualisations

In an effort to describe patterns of language acquisition abroad, investigations were conducted into correlating specific dimensions of



the experience abroad with linguistic gains, rather than viewing the study abroad context as a single context (Devlin, 2014). These dimensions included homestay (Di Silvio, Donovan, & Malone, 2014; Iino, 2006; Junko & Viswat, 2015; Kinginger, 2013, 2015; Knight & Schmidt-Rinehart, 2002; Rivers, 1998; Schmidt-Rinehart & Knight, 2004), duration of the program (Alcón-Soler, 2015; Dwyer, 2004; Félix-Brasdefer, 2004; Lara, Mora, & Pérez-Vidal, 2015; Llanes Baro & Serrano Serrano, 2011; Sasaki, 2011; Vilar Beltran, 2014) and psychological dimensions of the learner and their experience such as acculturation (Lovitt, 2013; Spenader, 2011), homesickness (Hannigan, 2005; Hendrickson, Rosen, & Aune, 2011; Tilburg & Vingerhoets, 2005) and motivation (Allen, 2010; Hernández, 2010a, 2010b; Isabelli-Garcia, 2006).

A recent and important contribution in SLA in study abroad can be found in Pérez-Vidal's (2014) edited collection of studies on the SALA project. The project, spanning over two and a half years, looked at groups of

translation undergraduate students from Spain who spent a semester or a year in England. The collection of reports by numerous authors compared study abroad and stay at home students and also length of programs for aspects of linguistic progress such as oral accuracy, L2 fluency, phonological development, listening performance, academic writing and lexico-grammatical development. Summing up findings of the SALA project and placing it against previous findings, DeKeyser offered the following advice:

Maybe it is fairly easy to see why fluency should benefit more from Study Abroad than accuracy, and vocabulary more than grammar, and therefore to predict, as long as a number of learner and context parameters do not vary much, that we should find more progress in fluency and vocabulary than in accuracy and grammar in the next study to be conducted. If, however, we are to go beyond evaluating whether stays abroad are meeting their goals or not, or in what broad areas, i.e. if we are to use Study Abroad as a privileged context to





probe for psycholinguistic processes involved in the skill development that results from extensive communicative practice, we need to look at variables of an intermediate level of abstraction, i.e. not narrowly focussed on one structure or a couple of sounds, and not as broad as ‘morphosyntax’ or ‘phonology’, but variables that distinguish different learning problems while still maintaining a certain level of generalizability.

DeKeyser’s aim is to get to the point where a researcher can safely assume a known learning process to take place given a specific set of circumstances, and the way to achieve this is to make our linguistic foci neither too vague nor too narrow, while testing these foci by controlling factors we know affect language learning. For as long as these issues are not addressed adequately, findings in Study Abroad research are bound to remain somewhat anecdotal. DeKeyser’s advice is valid not just for research on linguistic gains, but also for research interested in non-linguistic outcomes of study abroad programs.

Conclusion

Several months of looking into academic literature has helped me develop a sense what I need to tell my students when they are considering going abroad. Only yesterday, a year 9 student approached me at the end of a lesson and told me that her and a friend had signed up to leave for France at the end of next year. At my place of work, only 1 student in the past 10 years has participated in an exchange before year 10. I almost blurted out “But you are too young!!!” But then all the above kicked in. How could I tell her she was too young when clearly those who benefit from going abroad are those who show some autonomy? I ended up saying as calmly as I could that I was very proud of her and her friend’s decision. Of course I am worried about her. I am worried about every single one of my students who goes to France for a few weeks or several months. But I need to remember that I am not their parent. **PT**

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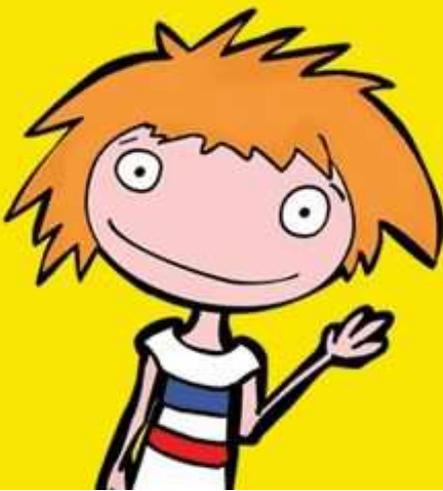
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Parrot Time

on



Many of the great works of the Renaissance period were produced as commissions, paid for by others. We like to think that artists create for the sake of creating, but that is usually not the case. Even if it starts that way, they will eventually need to be paid for what they make in order to survive.

The funds for their work often came from sponsors, or “patrons”. These were men and women, individuals and families, religious and secular groups, and even civic bodies and rulers. Without these patrons, so much of the art and architecture we now enjoy would never have been possible.

The term “patron” comes from the Old French word “patron” meaning “a lord-master, a protector”. It comes even more directly from the Medieval Latin “patronus”, meaning “bestower of a benefice; lord; master”. A more modern day definition could be “a person or group who gives financial aid or other support to a person, organization, cause, or activity”.

One of the most visible examples of patronage is in religious works from the Renaissance era. The Roman Catholic Church and Protestant groups both sponsored religious art and architecture, as seen in their churches and cathedrals, in the forms of paintings and sculptures, to promote their teachings.

But it wasn’t all paintings and pillars. Over the centuries, artists across a diversity

of fields have enjoyed the generosity of their patrons. Leonardo da Vinci, Michelangelo, and William Shakespeare are among the best known and celebrated. It also pertained to music, with figures like Mozart and Beethoven also benefiting from this system to a certain degree, before the European culture moved away from individual patronage and more into that of mass corporation sponsorship of the modern day.

That isn’t to say the idea of being a patron is gone. We still use the expression “patron of the arts” in English to speak about someone who donates to a highly skilled craft or presentation.

The idea has been reborn in one way with the website “Patreon”. There is a large variety of projects and products which need or would like financial support from modern day patrons. The content ranges from videos & film to comics to games to dance.

Now, *Parrot Time* has been added to that eclectic collection.

Becoming a Patron

The idea is surprisingly simple. Creators post about their works and people can help support their endeavours by donating a certain amount of money on a regular basis. Rather than getting a specific product for yourself, however, you are making it possible for the producers to continue their work.

The creator may form different levels, based upon preset amounts, for which a donator might get a “reward” of some kind. This could be anything from a “thank you” to access to anything they post on the Patreon page to physical rewards, such as copies of the product.

There may also be specific amounts of money that designate specific “goals”, like if that amount is reached, then a website may no longer post advertisements, have money for an upgrade in technology, or be able to pay for liability insurance (I hate to ask about that one).

Payments are made either monthly or on a “by product” basis. The first option is for anything that is simply ongoing, like a website teaching languages. The second option is for a specific item being produced on a regular basis, like a podcast, comic, or magazine.

I See Where This is Going

If you have read this far, then you have probably figured out that we, the creators of *Parrot Time*, are looking for support from you, the readership. Producing the magazine requires many hours of writing and formatting, and no one doing it is currently compensated in any way except with a “thank you”. With funding from people who already appreciate the magazine, we can work towards improving it.

The web version does have a few commercial ads, in the form of targeted ads from Google and affiliate links, but they simply don’t even cover the basic operating costs.

This is why we are now turning to Patreon, in the hopes that you, our regular readers or those who recently found our publication and would like to see it continue, might be willing to aid us. Your contribution helps to cover the cost of writing and formatting on dual platforms as well as allowing us to bring more and varied content to you in the future.

While we are not producing a great work like Michaelangelo’s *David* or Mozart’s *La clemenza di Tito*, but we do feel we are producing something of worth for a larger community which benefits everyone.

Why Patreon?

Asking for people to donate to work or a product online, called “crowdfunding”, has become popular in recent years. Sites like *Kickstarter* and *Indiegogo* are teeming with creative products requesting hundreds, sometimes thousands, of dollars to make an idea into a reality. Their campaigns run for a very limited time, and even if the target amount requested is reached, there is no guarantee that the promised project will ever become tangible.

Patreon is aimed at projects that are always in production and (hopefully) will continue to be. Rather than requesting a huge amount at one time, the patron process only asks for small donations per issue, to maintain a continued existence.

So What Do I Have To Do?

To become a patron of *Parrot Time*, you only need to create a Patreon account (it is completely free), fill in your billing information, and visit our Patreon page. There, you can select what level / amount you want to donate per issue.

We offer five levels of patronage, though you are, of course, allowed to give whatever amount you want. The levels, by title and amount, are Patron (\$1), Benefactor (\$2), Champion (\$3), Philanthropist (\$5), and Angel (\$10+).

What you pledge here is charged from you automatically each time we release an issue of



Parrot Time, which is six times a year. Doing the math, that means you would be donating \$6, \$12, \$18, \$30, or \$60+ a year, corresponding to the levels. Those rates are comparable to what you might be paying for a regular subscription magazine, but here, your donation is your choice, and you can cancel at anytime.

Why the Titles?

Glad you asked! We are already providing *Parrot Time* at no charge, so to show our appreciation for your donation, your name and contribution level will appear in the magazine's "Supporters" section. This will appear in both the online and PDF versions of the magazine, and your name will remain there as long as you are a patron.

Patronize Us!

Whether you choose to donate financially or not, we hope to continue bringing languages, linguistics, and culture to you with every issue. You are welcome to contribute to us with an article on any of those topics as well. We encourage you to share *Parrot Time* with your friends, as always, because you are the reason we write. **PT**

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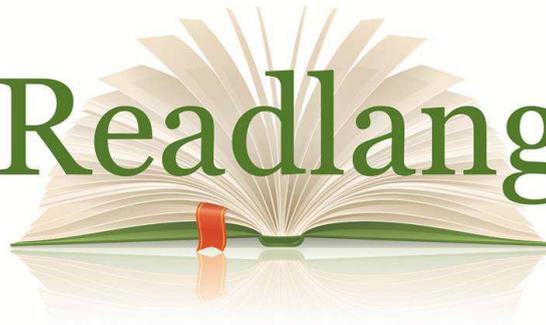
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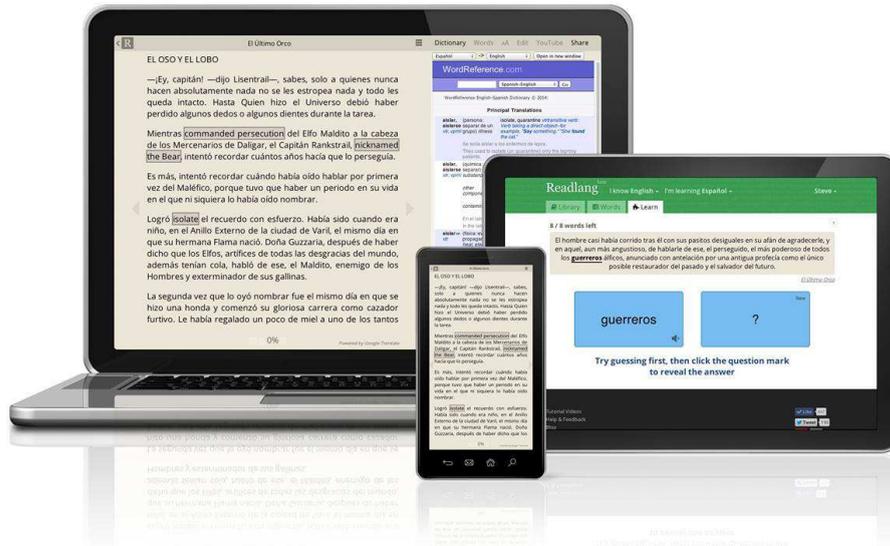


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Languages in Peril

Modern day Ainu boy,
playing traditional music
as part of an effort to
revive the dying culture

Sayonara,
Ainu

Japanese is usually considered to be a language “independent”, meaning it has no clear relationship with any other language. Despite that, it is well known and studied, with over 125 million native speakers.

It is also a perfect example of the consequences of when two languages “meet” and one conquers the other. In this case, the expanding Japanese empire met with the Ainu people, and one completely subsumed the other.

What we now consider Japan was once broken up into smaller regions and islands which were inhabited by various people. The northern most of these islands, Hokkaido, was home to several cultures which rose to prominence then declined to be replaced by another. Between 300 BCE and 1400 CE, some of these were the Yayoi, Muromachi, Zoku-Jomon, Satsumon, Okhotsk, and Ainu. Theoretically, the Ainu people and culture were a mix of the two preceding one, primarily the Satsumon with influences from the Okhotsk.

Meanwhile, a southern people, the ancestors of our modern Japanese people, had been

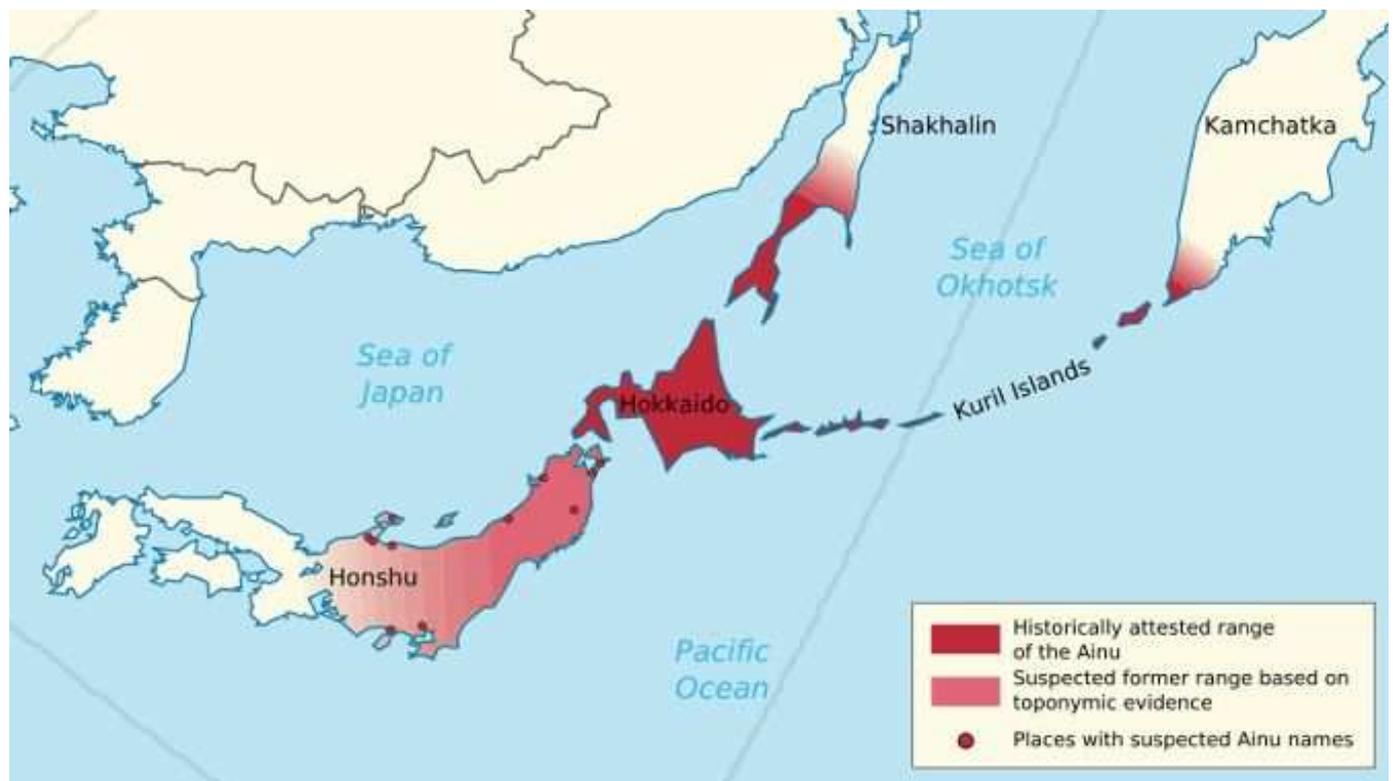
growing in power and expanding over the available land, steadily moving north over the centuries. They finally reached Hokkaido in the mid-1400s. They took over the southern part, gaining control over the Esashi and Matsumae people.

Three Wars

The Ainu people were not to be conquered easily, however. The two sides fought for over three centuries, with the three major wars. The first, the Battle of Kosyamain in 1457, was begun over a dispute over a sword, leading to the Ainu leader, Koshamain to lead an attack against the forts of the Wajin, who were the dominant native ethnic group of Japan at the time. They were eventually defeated by samurai Takeda Nobuhiro, who became one of the more famous heroes in the Japanese history of Hokkaido.

In 1669, the Battle of Syaksyain began. The Ainu chieftain Shakushain was working to bring the various Ainu clans together against the Matsumae clan, who were the representatives of the Japanese trading interests in the area. The Matsumae defeated

Map showing the historical expanse of the Ainu people



them, however, and even after they came to a peace agreement, the Matsumae assassinated the Ainu generals, including Shakushain, as they celebrated.

The last major resistance came about in 1789 when Ainu warriors attacked the Japanese on Kunashir Island and at sea. No single reason for the attack is known, but over 70 Japanese were killed, which led to 37 Ainu, who were accused of conspiracy, to be arrested and executed. After that, the Ainu people fell completely under the control of the Japanese and did not attempt to rise against them again.

For the next 80 years, the Ainu were exploited by the Japanese until the Meiji era in 1868. Before then, a government policy of assimilation was in place to take away their identity. The Ainu were forced to use Japanese customs. In 1899, the Hokkaido Aborigine Protection Act was passed. This designated them as “former aborigines”, thus formalizing a distinction between the Japanese and the Ainu.

They were granted automatic Japanese citizenship, which sounds good, but it really just took away their rights as an indigenous group. Their land was taken by the government. They became viewed as a lesser people, and their language, religion, and customs were oppressed, only to be replaced by those of the Japanese. Rather than become assimilated, they were instead discriminated against, a problem which still exists in modern time.

A group of Ainu men sitting of furs in a traditional house



Painting depicting Ainus on a Matsumae border, passing through customs

Losing The Language

The Ainu language is critically endangered, and has been listed as at risk since the mid 20th century. Most of the ethnic Ainu people, less than 15,000, speak only Japanese. By the 1980s, there were only around 100 speakers of Ainu, with less than twenty who spoke it daily. Today, there are less than a dozen native speakers living in southwestern Hokkaido.

There is perhaps some hope. An active movement is in place to revive the language. The oral literature has been documented, to be used as both as a recorded history and as a teaching tool. The Ainu Association of Hokkaido began teaching Ainu language classes in 1987 and has released materials for

learning it. Further action was taken in 1997 when the Ainu Cultural Promotion Act was passed, prompting the creation of dictionaries to further the revitalization.

Ainu is written in a modified version of the Japanese katakana syllabary, but there is also a Latin-based alphabet in use, to facilitate learning. The *Ainu Times* publishes in both.

Saving the People

In 2008, the Japanese passed a bipartisan, non-binding resolution calling upon the government to recognize the Ainu people as being indigenous to Japan. It urges an end to discrimination against the group, recognizing them as “an indigenous people with a distinct language, religion and culture”.



Men fishing in modern day Hokkaido

But is this another case of “too little, too late”? It is nearly impossible to drag a people, language, and culture back from the edge of extinction, which seems, sadly, to be the only time people decide they need to act. **PT**



Ainuwomen wearing their traditional clothes in an Ainu Museum

Language Boat

immersion language learning

Language Boat is a blog about language learning in natural environments. Here you will find personal narratives about language learning experiences, in addition to tips, ideas, technical stuff like grammar, pronunciation, etc., cultural observations, and language resources.

languageboat.com

Adventures in the Land of Maybe

An American girl's island-hopping, party-crawling, tallow-tasting, scarf-knitting, tongue-twisting, car-stalling and sheep-stalking attempts to understand what it means to be Faroese.



landofmaybe.wordpress.com

At the Cinema

La Coppia dei Campioni



La Coppia dei Campioni
 1h 28min
 Comedy
 28 April 2016 (Italy)

Country: Italy
 Language: Italian / German / English

It follows the long comedic tradition of pairing two completely opposite strangers into difficult situations and watching them fight until they learn to like each other.

This film from Italy, *La Coppia dei Campioni*, can only really be described as goofy and vulgar. It follows the long comedic tradition of pairing two completely opposite strangers into difficult situations and watching them fight until they learn to like each other.

The participants in this particular pairing are a rich Milanese industrialist, Piero Fumagalli, and a Roman warehouse employee for the same company, Remo Ricci. When a publicity contest in their company selects them both to attend the Champions League Football Final match in Prague, with the expressed mission of returning with a picture of them at the game with the company logo or they are both fired, the stakes are set. They must work together or lose their jobs.

Their first obstacle is their wives. Ricci's wife, Angela, is furious that he is planning to leave her and their son alone while she is pregnant, even if it is only for two days. She tries to force him to stay by going to her mother's, leaving their son, Daniele, alone. But Ricci calls his own mother (from next door) to come stay with Daniele.

Meanwhile, we see that Fumagalli has a self-centered wife, the "Contessa", a doting older daughter, Stella, and a mistress, Connie. He tells his wife that the company is forcing him on the trip while telling his mistress that his aunt has died. In fact, he didn't actually win the contest but forced the real winner, who worked for him, to give him the chosen ticket. Lovely man.

Ricci and Fumagalli meet at the airport when they are given their tickets, and immediately Fumagalli makes it known he wants nothing to do with Ricci. Their plane trip is cut short by a terrible thunderstorm and they are forced to land in Slovenia.

While Fumagalli is rude and demanding access to a VIP lounge (which the airport doesn't have), Ricci is being friendly and manages to convince two of the flight attendants to go out to dinner with him.



Ricci and Fumagalli meet for the first time



Fumagalli hooking up, while Ricci declines

Fumagalli decides to take advantage of the situation and tries to make friends with Ricci so he can join them, but Ricci knows what he is doing and demands money. When all four go out on the date, Fumagalli manages to ruin everything by asking one of the women to have sex with him while she is grieving over her parents getting a divorce.

When the plane is still unable to fly the next day due to the continuing storm, Fumagalli decides to go by train, and this time, it is Ricci that insists on them sticking together. The story continues on in this fashion, with one travel misstep after another while the men fight and use each other.

Fumagalli is particularly lecherous and uses his money to attract two women, convincing himself they love him while Ricci insists they are hookers. They bet on it, and if Ricci is right, he and his wife will have sex in Fumagalli's house (being much nicer than their own little flat). Of course, they are hookers, and in the morning Ricci finds Fumagalli stripped and handcuffed to a bed, with the women and their pimp having stolen all his money.



Our pair, hitchhiking, after crashing their car

They try to continue by train, but now the railroad is on strike, so they have to rent a car. They manage to get a pink hearse along with some marijuana, pick a fight with some tough guys in a cafe, get chased by one of them wielding a shotgun, and end up with some kids playing football in a field. In this, we learn that the one thing they really have in common is their love of porn.

The pair never makes it to the match, so they know they will be fired. The ending is pretty cliché and of course, they part as friends.

While the movie isn't rated, there are some scenes of topless women, drug use, and plenty of swearing, so if any of those things offend you, I would not advise watching it. Other than that, it's a decent comedy.

For me, it had two factors that might be of interest to others. First, along the trip, they encounter a few different languages. Besides the Italian, there is also English, German, and something I couldn't identify, possibly Slovenian.

Secondly, I have never seen so much Italian hand gesturing in any other movie. I think it was probably overdone for comedic effect, but it seemed like the main characters' hands never stopped moving.

Like I said at the start, *La Coppia dei Campioni* is goofy and vulgar, but I never felt bored or particularly offended while watching it. On a scale of 1 to 5, I would give it a 3, as I was entertained but not really drawn in. **PT**



Bonding at a smaller football game



Languages Around the Globe

A community dedicated cultural exchange and awareness through language.



Languages Around the Globe is a social media community and blog for language enthusiasts, linguists and those looking to explore a world full of cultures through language exchange. Offering reviews on cost effective or free language learning resources including programs, software, and books and support other like-minded bloggers and organizations.

LATG is also dedicated to promoting awareness for endangered languages around the world and the cultures they embody. A language loses its last speaker every two weeks. Without proper documentation the knowledge and history contained within these words will be lost forever.

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Where Are You?

This capital city is the second largest of its country, with a population of over 465 thousand. It has been recognized as the capital since as at least the 15th century and has long been an educational centre for the region, as well as the seat of the monarchy and parliament.

Historically, there is evidence of habitation of the region going back to 8500 BCE. The tribes there lived in peace for thousands of centuries until the Romans arrived at the end of the 1st century CE. By the 7th century, the people there had built a hill fort which was probably the first true fortification ever established there.

This fort was attacked in 638 and control passed to the Angles (one of the main Germanic peoples of the time and place), and they would hold it for three centuries before it fell to another group of people, the Scots.

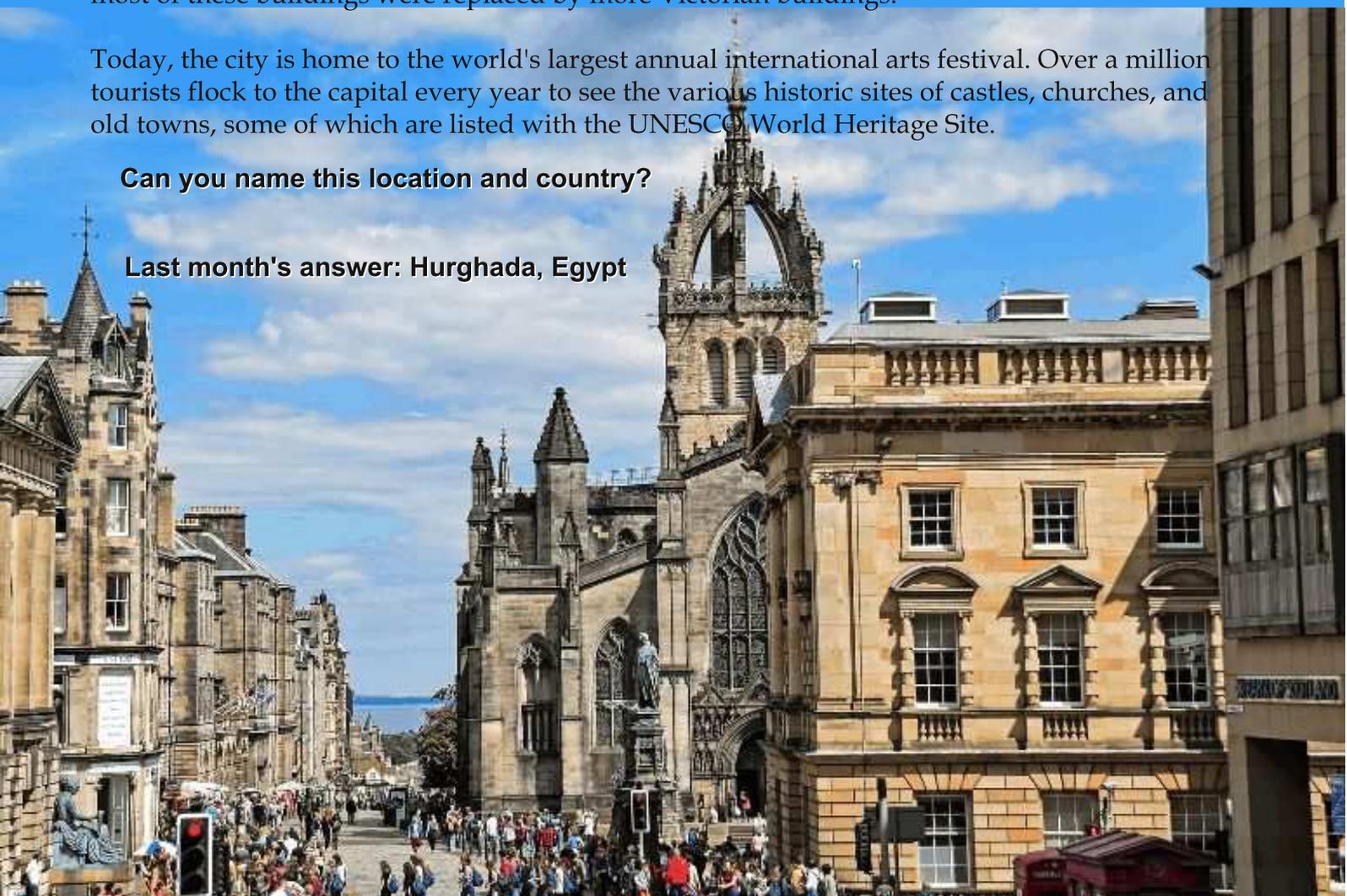
After that, it began to be truly built up as a place of power. It was turned into a royal burgh by the crown around the 12th century and was being viewed as the capital a mere two centuries later. It was attacked in 1544, but recovered enough to be the centre of events again by the end of the century.

Further growth was a problem, as the boundaries of the city were defined by the protecting town walls, and so people began building up. Many buildings became as tall as 11 storeys, being a form of ancestor to our modern day skyscrapers. When the city grew beyond the old walls, most of these buildings were replaced by more Victorian buildings.

Today, the city is home to the world's largest annual international arts festival. Over a million tourists flock to the capital every year to see the various historic sites of castles, churches, and old towns, some of which are listed with the UNESCO World Heritage Site.

Can you name this location and country?

Last month's answer: Hurghada, Egypt



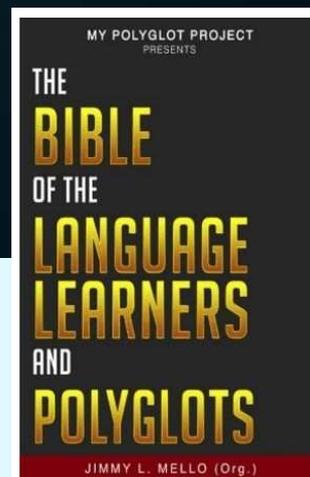
Book Look

The Bible of the Language Learners
and Polyglots

by Jimmy Mello

Language: English

Item Rating: ★★★★★



Most of us are probably at least familiar with some of the “bigger” names in the language community. We hear about them all the time, in numerous interviews or giving talks about how they learned their languages. Some of you will have even met a few of these polyglot professionals at events and gatherings, gotten your favourite dictionary signed by them, perhaps even managed to get an awkward fan picture taken with them.

For every one of those Glotgods, there are thousands of other language enthusiasts who study languages as well, and among them, there are those who might also have achieved a bit of fame or at least abilities in their own right.

Jimmy Mello, one of the big names himself (as in “The Brazilian Polyglot” big) decided to showcase a few of these individuals in his book *The Bible of the Language Learners and Polyglots*. In it, we can learn the stories, thoughts, and views of fourteen characters of the community stage: Maureen Millward, Jimmy Mello, Tetsu Yung, Matteo Villarosa, Teddy Nee, Antonio Rivera, Siskia Lagomarsino, Daniel Wieser, Hannah Peek, Bryan Cheung, Sydney Saur, Khady Ndoye, Mark Levinson, and Lýdia Machová.

Each of them contributes something about themselves and their learning experiences. Some talk about what brought them to languages, others talk about their processes of studying. You might know some of the names, might even be good friends with some of them, but I am betting you will learn something new about them. As for the ones you have never heard of, you now have a chance to hear from another enthusiast.

Many of the contributors have their own blogs, websites, or other creations, which are listed along with their texts, allowing for you to read more of their writing or participate in their work. For example, Siskia Lagomarsino, whom we have interviewed for *Parrot Time* previously, is in here, along with a link to her blog, The Polyglotist.

The name of the book is rather interesting. When not using the term “The Bible” to refer to the actual Christian holy book, it would be applied to a reference book, like “The Plumber’s Bible” for those who want to fix leaky pipes. In a way, this is a reference book, but more to people’s stories, rather than occupations or products.

In that regard, it is closer to the Christian version, which was a collection of “books” written by different religious figures in history.

Jimmy took the analogy one step further. Each person’s section is titled “The Polyglot Gospel of...”, and the sections are further divided into “chapters” and “verses”. This sounds strange and takes a little getting used to, but once you do, you will find it actually aids in the reading the book. You can also, if you ever feel the need, make direct references to some of the text using the common Bible notation of name and numbers. For example, Teddy Nee 3:9 “It is always fun to learn a new language”.

I do have a few problems with the book, however, and they lie mainly in the formatting. My first concern is not having the “books” of the bible listed in order at the beginning. Even if it might not be possible to put in page numbers (something which is meaningless in a Kindle book), it would help with finding who you wanted to read. A list of contributors is given in the acknowledgements, but not in order. I had to manually go through the book and pull out the proper order, which I have given in the list above.

Second of all is the right justification. Now there will always be a debate about which is better for books: having the right margin justified or leaving it “ragged right”, with the lines being in varied printed lengths. The main detractor from justification is that, in order for it to happen, extra spaces have to be added in between words in the line. So if, let us say, the line was three characters shorter than the fixed width, three extra spaces would be placed randomly between other words, causing the eye to “trip” while reading. In extreme cases, spaces may even put between the letters of a single word.

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"One of my favorite parts of learning a language is the ability to poke your head into a culture that is not your own."



Right justification can be acceptable when you have long lines, so that the “tripping” is kept to a minimal. However, in this situation, the printed book is split into two columns on each page, with margins, causing there to be a lot of spaces being placed everywhere. I would have much preferred the “ragged right” method.

Formatting aside, I really enjoyed reading the stories in the book. I learned new things about my friends, was introduced to previously unknown enthusiasts, and was entertained and enlightened by the variety of backgrounds of everyone and their views on languages and learning.

The book is available in both Kindle and printed formats from Amazon and I would highly recommend it to those interested in the people of the language community and not just the languages themselves. You might be surprised at what you learn about them, and yourself. **PT**

About the Author

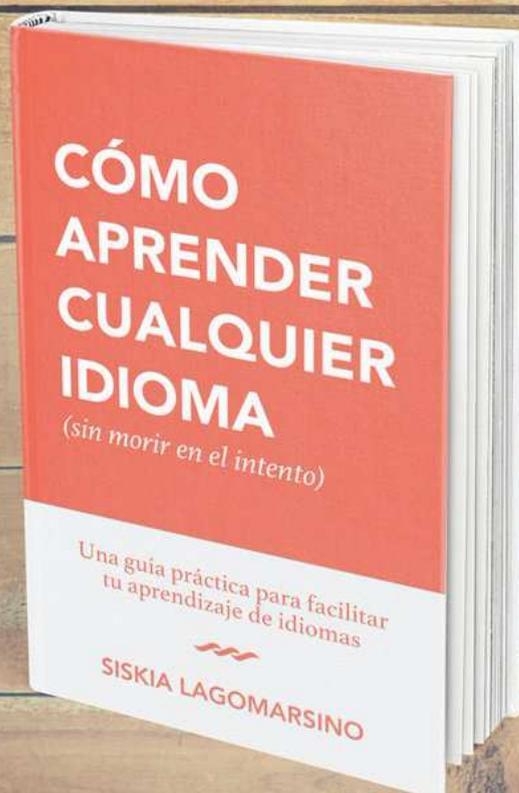
Jimmy Mello is a neurolinguist, polyglot, and teacher. He is fluent in English, Spanish, Italian and Portuguese, and he can also speak Catalan, French, German, Romanian, Esperanto, Dutch and Polish at different levels. He has developed a new method suitable for teaching any foreign language, called "The Mello Method". You can find out more about him at:

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Good morning.	Bună dimineața.
Good afternoon.	Bună ziua.
Good night.	Noapte bună.
Hello.	Salut.
How are you?	Ce mai faci?
Fine, thank you.	Mulumesc, bine.
What is your name?	Cum vă numiți?
My name is ...	Numele meu e ...
Nice to meet you.	Încântat.
Goodbye	La revedere
Yes	Da
No	Nu
Please	Vă rog

Thank you	Mulțumesc
You're welcome	Cu plăcere
I do not understand.	Nu înțeleg.
Where is the toilet?	Unde e toaleta?
Excuse me.	Pardon.
I beg your pardon!	Pardon!
I don't speak Romanian.	Nu vorbesc românește.
I speak a little Romanian.	Vorbesc un pic românește.
Do you speak English?	Vorbiti engleza?
Help!	Ajutor!
Look out!	Atentie!
Have a nice day.	Vă doresc o zi plăcută.



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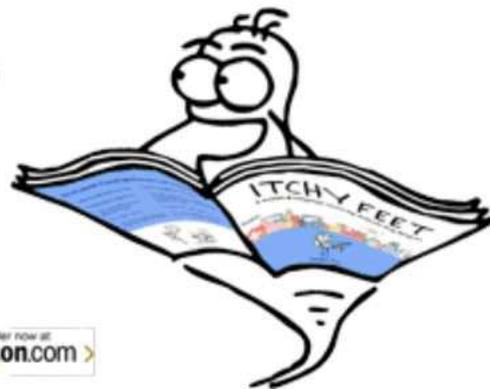
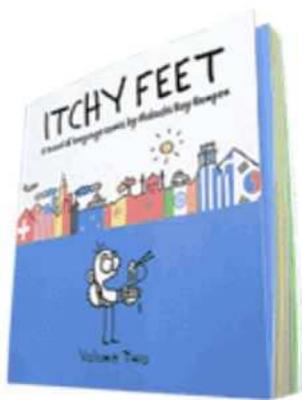
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Japanese



Language Tandems

Adult Education Tutor Support

This site has useful things for tutoring English, but the tips and subjects can naturally be used for other languages as well.

<http://www.eastideliteracy.org/tutorsupport/ESL/ESLTalkTimeTopics.htm>



Maps

Perry-Castañeda Library Map Collection

The Perry-Castañeda Library Map Collection is an extensive collection of maps at The University of Texas at Austin. Many have been scanned and are available online, most of which are public domain.

<http://www.lib.utexas.edu/maps/>



Software

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French



Yookoso

Yookoso! is a portal for those who study the Japanese language and writing and those who want to travel to Japan or learn more about Japanese culture, life, music and more.

<http://www.yookoso.com/>

Japanese



Newspapers & Magazines

Draugas

Draugas (Friend) is the oldest continuously published Lithuanian language newspaper anywhere in the world.

<http://www.draugas.org/>

Lithuanian



Adevărul

Adevarul is a Romanian language daily, published in Bucharest, Romania, and currently having the largest circulation in the country.

<http://adevarul.ro/>

Romanian





Why do I bother?
I don't get anything
the teacher says.

Learning a language feels
like a drag sometimes, doesn't it?

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Hi! My name is Siskia, and I'm the crazy mind behind The Polyglotist. I started learning Japanese in my twenties, but not before just about everybody scared me about how difficult it was going to be. I tried learning it every way I could, and failed. Then I started learning it my own way, and **succeeded**. Now I teach the language. 😎

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A History of Research in Study Abroad

Writer: Olivier Elzingre

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Writer: Erik Zidowecki

Languages in Peril - Sayonara, Ainu

Writer: Erik Zidowecki

Images:

ArnoldPlaton: Map showing historical expanse of the Ainu people

Torbenbrinker: Ainus wearing traditional clothes

Petey: Music player (splash page); Ainu men sitting in traditional house; Painting Ainus on a Matsumae border; Men fishing in modern day Hokkaido

Sources:

- "Ainu language" Wikipedia <https://en.wikipedia.org/wiki/Ainu_language>
- "Ainu people" Wikipedia <https://en.wikipedia.org/wiki/Ainu_people>
- "The Ainu People" Ainu Museum <<http://www.ainu-museum.or.jp/en/study/eng01.html>>

At The Cinema - La Coppia dei Campioni

Writer: Erik Zidowecki

Sources:

- "La Coppia dei Campioni" Internet Movie Databas <<http://www.imdb.com/title/tt5198944/>>
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Where Are You?

Writer: Sonja Krüger

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