



# Words in Action

A MULTILINGUAL PERFORMANCE  
CELEBRATING LINGUISTIC DIVERSITY  
AT UC BERKELEY

APRIL  
**14**  
3 - 7 PM

DURHAM  
STUDIO  
THEATER

FREE AND OPEN TO THE PUBLIC

**ORGANIZED AND DIRECTED BY ANNAMARIA BELLEZZA  
(DEPARTMENT OF ITALIAN STUDIES)**

WITH THE PARTICIPATION OF

**Amel Belguith, Nathalie Khankan** (Arabic), **Myrna Douzjian** (Armenian),  
**Ana Belén Redondo Campillos** (Catalan), **Lihua Zhang** (Chinese),  
**Joi Barrios, Chat Aban, Karen Llagas** (Filipino), **Rachel Shuh** (French),  
**Nikolaus Euba** (German), **Cristina Farronato, Annamaria Bellezza** (Italian),  
**Yuriko Miyamoto Caltabiano** (Japanese), **Meehyei Lee** (Korean),  
**Reza Ghahramani** (Persian), **Carolina Pereira Bulcao de Figueiredo** (Portuguese),  
**Jvala Singh** (Punjabi), **Oksana Willis** (Russian),  
**Sonali Langlois** (Sanskrit/Hindi), **Karol Alzate Londono** (Spanish),  
**David Kyeu** (Swahili), **Bharathy Sankara Rajulu** (Tamil and Telugu),  
**Nataliia Goshlyk** (Ukrainian)

**SPECIAL THANKS TO**

**Jamila Cobham** - Production Manager, Durham Studio Theater  
**Emily Fassler** - Assistant Production Manager, Durham Studio Theater  
**Eugene Palmer** - Theater Supervisor, Durham Studio Theater  
**Ashley Park** - Lighting Technician  
**Haitham Mohamed** - Sound Technician  
**Keith Hernandez** - Recording and Sound Technician  
**Emily Hellmich** - Backstage Coordinator  
**Orlando Garcia** - Backstage Assistant  
**Marina Romani** - Program Designer  
**All the volunteers backstage and offstage that made this event possible!**

**Kimberly Vinall and Emily Hellmich, BLC Directors  
and  
Mark Kaiser, Rick Kern and Claire Kramsch, former BLC Directors,  
for their unwavering support and encouragement**

**WORDS IN ACTION IS SPONSORED BY  
THE BERKELEY LANGUAGE CENTER  
&  
BY A GENEROUS DONATION FROM  
BRUCE AND JUDY SCHROFFEL,  
LIFELONG ADVOCATES FOR CULTURAL DIVERSITY  
AND THE PERFORMING ARTS**

For information, please contact [ambellezza@berkeley.edu](mailto:ambellezza@berkeley.edu)

# Program

## FILIPINO

### Leron Leron Sinta

Leron Leron Sinta is a Filipino folk song. We have changed the lyrics of the second and third stanzas to emphasize our struggles for social justice. This strategy has been used in cultural performances at protest actions in the Philippines.

*Performed by the students of introductory, intermediate, and advanced Filipino*

## FEI TIAN DANCERS

### Raise Harvest 抬龙王

This is a well-known dance piece of the Yangge dance style (Chinese folk dance that originated from farming), distinguished by the widespread use of fans, handkerchiefs, and intricate footwork.

*Performed by Fei Tian Dancers*

## ARABIC

### يا حبيبي تعالى / Ya Habibi Ta3ala

Ya Habibi Ta3ala is a famous love ballad from the 1930s sung by the legendary Syrian singer and actor Asmahan in Egyptian Arabic. It has recently been discovered that this classic Middle Eastern love song is an adaptation, borrowed from a distant, obscure Cuban song El Huerfanito (1931). Here's to all the ways that sounds and cultures swim and merge, bridge and braid into each other.

*Performed by the elementary and intermediate students of Arabic*

## GERMAN

### Seufzerfamilie and Bachelor Deutschland

The first piece is the poem Seufzerfamilie (by Fred Endrikat): a “sigh” is looking for a family to be more gender-inclusive (“Seufzer = sigh” is a masculine gendered noun in German). The second piece is a skit written by students in German 102 A: the familiar game show format, but here the contestants are chosen for their German language abilities (or lack thereof).

*Performed by upper division students of German*

## **SWAHILI**

### **East African Anthem**

East African anthem is a melodic three-stanza composition written in Kiswahili by six countries of East and Central Africa. It exhorts East Africans to pursue the virtues of unity, patriotism and hard work, while cultivating a spirit of comradeship.

*Performed by the students of elementary to advanced Swahili*

## **SPANISH**

### **“Es Por Ti”: Bryan as Juanes**

Juan Esteban Aristizábal Vásquez, better known as Juanes was born in Medellín, Colombia in 1972. His songs have traveled across the globe and have become internationally renowned. His music and his musical transformations help us tell the story of a country’s recent past. This song, used in many Spanish classes across the world, will give us a window into that history.

*Performed by heritage students of Spanish*

## **ARMENIAN**

### **“Mayrik” (“Mother”) by Violet Grigoryan**

“Mayrik” is a poem written from the perspective of a young adult woman, who wishes to free herself from the restrictions placed on her by her family, friends, and society. She begs everyone and everything she loves to let go of her feet so that she may fly, transcend human limitations, and, some day in the future, return to the world completely transformed. The poem is actually untitled, but the first word is "mayrik": the speaker begins with an appeal to her mother.

*Performed by beginner and intermediate students of Armenian*

## **KOREAN**

### **KBS (Korean 100B Student) News**

In this news show created by the students, an idol girl group, BlackJeans, will be interviewed by a news anchor and the group will also perform live music and dance.

It will be followed by a weather segment.

*Performed by students of advanced Korean*

## CATALAN

### **Two scenes of the play *Morir (Un moment abans de morir)* by Sergi Belbel**

*Morir/To die*: seven stories that culminate with a fatal ending for one of the characters.

*No morir/Not to die*: the same seven stories intertwined, and with a less dramatic ending.

The students of Catalan 102 are representing one of the stories with its two different endings.

*Performed by students of intermediate Catalan*

## ITALIAN

### ***Assaggio musicale: A Musical Tasting***

A special Berkeley edition of the Sanremo Music Festival, the longest-running annual TV music competition in the world on a national level, started in 1951. Students perform their rendition of the songs *L'ultimo bacio*, *Cinema Paradiso*, *Via con me*, and *Che sarà*.

*Performed by beginner, intermediate, and advanced students of Italian*

## FRENCH

### **Two scenes from Rostand's *Cyrano de Bergerac***

Scene 1: Let me count the ways you could have made fun of my nose if you had an ounce of wit.

Scene 2: Cyrano recounts his battle against 100 foes while a newly-minted fellow cadet interrupts with imprudent references to that fleshy protuberance.

*Performed by upper division students of French*

## JAPANESE

### **One Piece Show**

A collection of outfits inspired by Japanese fashion.

*Performed by students of elementary Japanese*

## RUSSIAN

### **Dramatization of the poem "Don't Leave the Room"**

Students of Russian present a poem by a great Russian poet of the 20th century, Nobel Prize

Laureate Joseph Brodsky, entitled "Don't Leave the Room." Brodsky's poetic lines are intertwined with the news headlines about natural disasters, terrorist attacks and plane crashes that took place in 1970.

*Performed by students of intermediate Russian*

## **BERKELEY LANGUAGE CENTER**

Kimberly Vinall will announce the *Exploring the Boundaries of Translation Contest* Winners

### **PUNJABI**

#### **Mirza Sahiban – Punjabi Folk Tale Skit**

The class will present a Punjabi folk tale, Mirza Sahiban, a love tragedy.

*Performed by heritage speakers of Punjabi*

### **CHINESE**

#### **Confucius' Teachings on Education**

2500 years ago, Confucius exemplified diversity, equity, inclusion, and belonging in education in his time. His views on education were recorded in the Analects of Confucius and have been passed down to this day. Students will perform Confucius' educational views through a song with modern lyrics. Alyssa and Lorenzo will be providing accompaniment on the guitar and accordion.

*Performed by students of advanced Chinese*

### **UKRAINIAN**

#### **“Melody” – Мелодія**

#### **Ukrainian poets' response to war**

This collage of contemporary Ukrainian poems responds to the challenges of the time by forging a radical new poetic, reconsidering writing. The poems talk about life and death, light and darkness, resilience, and the hope of the people of Ukraine.

*Performed by students of introductory Ukrainian*

### **PERSIAN**

#### **Choopane Dorooghoo**

This is the Persian rendition of “The Boy Who Cried Wolf”.

*Performed by students of elementary Persian*

## **TAMIL**

### **Nanbarkal**

A comic scene from a Tamil movie called "Friends". A group of four friends takes up a home renovation job under a contractor and a series of silly misunderstandings amongst themselves result in chaotic interactions with the house's owners and with each other.

*Performed by students of introductory Tamil*

## **PORTUGUESE**

### **Musica de Festa Junina**

Singing and dancing to typical songs of Festa Junina, a traditional cultural party from Brazil.

*Performed by heritage speakers of Portuguese*

## **SANSKRIT/HINDI**

### **Ganesha Vandhana**

This dance is in the Bharatanatyam style of southern India. It describes the Hindu God Ganesha, who has the head of an elephant and is the remover of obstacles.

*Performed by Sonali Langlois*

## **TELUGU**

### **Panchadara bomma**

This song describes the hero's pursuit of his beautiful love interest as he tries to convince the heroine to return his affections.

*Performed by students of elementary Telugu*

## **FEI TIAN DANCERS**

### **Unshielded Reflections 无华**

This piece delves into the complexities of our inner demons and desires, and the personas we adopt to overcome them, ultimately leaving us lost in a cycle of torment as we strive to rediscover our true selves.

*Performed by Fei Tian Dancers*