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hosted by the UO International Student Association
<http://gladstone.uoregon.edu/~asuois/inight2004.html>

GEAR

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However, consumers proved resistant to purchasing other alternative players, Tishman said. The bookstore only offers one player that is not an iPod — a Polaroid Pocket Jam player with 123 megabytes but no accessories. The store discontinued selling other players after they sold poorly.

This kind of consumer attitude is common, Stan said. First a few consumers tend to latch onto a product, then it becomes trendy and finally it's abandoned.

"It depends on the industry, but it's all a matter of fashion," she said. "Especially with young people, they tend to congregate and use the same brands. I'm sure this belief is based on quality, but in truth it's all perceptions."

Another explanation for the accessories, at least in the case of iPods, is the large initial investment, Tishman said. Apple's 15 gigabyte base model

retails at \$299 (for students there is a \$30 academic discount).

"The 15 GB model is by far the most popular," he said. "It's all about the price for college students."

Tishman added that many buyers don't take into account the products that they will need to make their iPod useful in all the ways they want it to be. He said the 15 GB model just comes with the player and the cord for the connection to the drive.

According to Brooke Webster, a salesman at the Eugene Mac Store, the most popular products have been add-ons that help to make iPods double as different devices. Located at 61 W. Eighth Ave., the store primarily sells Apple products and products made by other companies for Macintosh users.

"We have a lot of really popular accessories," Webster said. "We have a voice recorder that a lot of the students like because they can take notes in class and then put them onto their computer and then actually copy them down to make a hard copy."

Users would have to spend \$55 for the recorder. Webster said that the store also sells a media card reader for digital cameras, which costs \$99.95.

"People like to accessorize (the iPods), and it seems like it doesn't matter how much it costs — people have fun doing it," Webster said.

Freshman Euell Macke said that he received a discount deal with his new computer package for a 10 GB iPod and has bought several accessories to go with it.

"I have a car jack accessory, because I live six hours away and when I drive home it's nice to have music," Macke said. "I bought the charger after (the purchase) for that."

He added that he plays the music on his stereo with a tape adapter, but he now wants a transmitter.

"A couple of my buddies don't have tape players in their cars, so if I want to play my music I can't," he said.

Contact the business/science/technology reporter at stevenneuman@dailyemerald.com.

LANGUAGE

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likely there to fill degree requirements and therefore, may be less motivated.

"The reasons aren't intensely personal," he said. "You can achieve quite a bit if the motivation and goals are all intrinsic."

Magoto said another factor that can determine student success is class size. Self-study language classes are generally limited to about five students, while traditional courses have about 28 students. This means students don't have the option of hiding in the back of the class, he said.

Senior Spanish major Adam Hinkley said he has taken self-study courses for about a year, and he likes the intimacy of the smaller groups. He said the learning style is also different than traditional classes in terms of course structure.

"In a more structured class they

really focus on grammar issues," he said. "In the self-study, I feel like I get a lot more practice speaking."

However, Spanish Program Director Robert Davis said self-study programs usually focus on reading and listening and less on personal interaction, which is essential for retaining a language. Here the program includes tutoring sessions for discussion, but there is still less time for personal interaction because self-study students meet less often, he said.

He said in traditional courses, speaking, writing and reading are generally emphasized evenly.

"We're trying to balance all the skill areas in our program," he said.

He said he has considered offering more nontraditional ways of learning languages such as Spanish for students who are too advanced for lower-level classes. First, he said the program needs to create a comprehensive and accurate proficiency test that can truly evaluate language skills.

"If we get that implemented ... it would make a lot of sense to have self-study programs," he said. Although he has not heard requests for such courses, students would likely be interested if they became available, he said.

Graduate student Kinsey Swartz said he's found the self-study courses to be a good way to learn the

Romance languages he studies at a faster pace. He said he is trying to learn Italian quickly, but his 200-level class is holding him back.

"I would love it if there were Italian self-study classes," he said.

Magoto said more commonly taught languages aren't offered for self-study because he doesn't want to compete with the language departments — there also is no funding for them. The program is completely self-sufficient with student fees currently covering only half of the program's costs, he said.

If the self-study program were to expand through the language center, testing would likely become a requirement and the quality of the program could be compromised, Magoto added.

"Whenever a test becomes one of the outcomes of a program, teaching changes," he said.

He said it is therefore up to other departments to offer that style of teaching if students are interested.

"We would be really eager to work with any language department," he said.

For more information on the self-study program, visit <http://babel.uoregon.edu>.

Contact the higher education/student life/student affairs reporter at chelseaduncan@dailyemerald.com.

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