

WHAT CAN YOU DO WITH YOUR BA IN FOREIGN LANGUAGES?

INTERVIEW WITH MS. MARISA DE LA PAZ, DIRECTOR OF MULTILINGUAL SERVICES FOR THE COMMONWEALTH OF MASSACHUSETTS

BY DR. FÁTIMA SERRA, FOREIGN LANGUAGES

I have come to know Marisa de la Paz through multiple encounters, professional and personal—we share common acquaintances. From the start I admired her ability to perform different jobs within our field very successfully and at the same time, be one of the most personable individuals one may encounter in life. Her position and background are one more example of how a career in Foreign Languages may be the right choice. I invited her to share some thoughts with us. Here is an excerpt of our exchange. She even promised to visit our campus at a later date, talk to the students and answer personally any questions they may have.

Dr. Serra: What educational background do you have?

Ms. de la Paz: I have a degree in Spanish-English Philology from the Universidad Complutense in Madrid. After finishing my degree, I studied English language, literature and culture in Westminster College in London, and completed a year of International law at the Université Libre de Bruxelles. By that time, the study abroad bug was in my system; the best experience in my life was having the opportunity of studying in different countries in Europe, and in different languages. I was ready for America! I did a year of business administration at Harvard and decided to settle in Massachusetts. Like many language students my first job was teaching French and Spanish in a school of a private organization that taught foreign languages as an extracurricular activity on Saturdays. Soon after, I was co-owner and following my entrepreneurial instincts, the program developed and has offered language

classes during the week and weekends to many communities: Cambridge, Nahant, Boston, Andover, Lexington, etc. Of course, after a



few years running the school, I was ready to move on, and I started my present position as Director of Multilingual Services at the Department of Workforce Development in the State of Massachusetts.

Dr. Serra: What are your responsibilities?

Ms. de la Paz: The mission of the office is to provide equal access to unemployment and employment services to limited English proficiency customers throughout Massachusetts.

Dr. Serra: And how do you exactly do that?

Ms. de la Paz: There are many branches and subdivisions, but the main services are the following: Tele-interpreters; we have people on the phone ready to respond to any inquiry about employment in Massachusetts or any aspect of particular jobs in different languages. We provide 3-way calls so that the limited English speaker and the English speaker—usually an employer or prospective employer—can communicate over the phone through our interpreter; in-person interpretation at our

office or in court hearings for people who have been denied employment and they have limited English, and written translation services in the 9 mandated languages: Spanish, Portuguese, Chinese, Vietnamese, Haitian Creole, Khmer, Laotian, Russian and Italian. Massachusetts requires by law that vital documents from the State and Federal Government be translated into these languages. Our department makes sure that those documents and translations are extremely accurate.

Dr. Serra: What are the languages that you use more in your translation services?

Ms. de la Paz: Obviously, as in the rest of the States, Spanish is dominant, with 65% of our business conducted in Spanish with increasing demand for Portuguese and Haitian Creole. But we do have to publish all the documents in the nine above mentioned languages; knowledge in those languages is highly appreciated.

Dr. Serra: What do you like the most about your job?

Ms. de la Paz: Every day is a different day. There is no routine; there is always a new project to undertake, a new colleague in a different department to coordinate efforts with and a constant flow of new people and departments that need our different services. I can't remember the last time I spent the whole day at my desk.

Dr. Serra: In your opinion, what aspect of your education is the one that helped you most in the pursuit of a career? You have some international law and business background, a degree in

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¿QUÉ PASA? QUOI DE NEUF? NOVITÀ? DEPARTMENT NEWS ABOUNDS

New Graduate-Level French Course!

The Department will offer a new course this spring! "Quebec: Culture and Literature" (FRE 762), is a graduate-level content course in French that will be offered Tuesday nights, 4:30-6:50pm in spring 2010. In this course, the culture and literature of French-speaking Québec will be explored. Through essays, literary readings, songs, works of art, and films, course participants will follow the development of this province of Canada from its origins as a French colony through the exodus of French-Canadians in the early 20th century and the "Révolution Tranquille" of the 1960's, up to the present day. The class is conducted entirely in French, three lecture hours per week. Prerequisite: intermediate to advanced fluency in written and spoken French. This course is designed to help meet the professional development needs of North Shore and other area French teachers and professionals interested in acquiring advanced French proficiency. You will be able to find registration information at: www.salemstate.edu/registrar/registration.php

Other New Courses

Mandarin Chinese to start Fall 2010! The Department will offer its first Mandarin Chinese I (CHI 101) course in Fall 2010. The Chinese language sequence was created to respond to student demand, and it dovetails with the College's new student exchange program with China. Given the economic and cultural importance of China in today's global community, and Salem's own historic connections with Asian trade routes, we feel the addition of Chinese will add an exciting new dimension to our course offerings.

The Department created a variety of new courses this year in addition to Chinese 101-102, including elementary Latin (LAT 101-102) to be offered through Continuing Education, a third-year Advanced Arabic sequence (ARA 301-302) that will launch in the day school in 2010-2011, an advanced Spanish film course (SPN 405: The Spanish-Speaking World through Film) that will be offered in Fall 2010, and Topics in Literature and Topics in Culture courses in both French (FRE 380, FRE 381) and Italian (ITL 380, ITL 381). In addition, new intensive readings courses were proposed in French (FLT 700) and Spanish (FLT 701) for graduate students in the English MA/MAT programs.

Summer Study Abroad

The Study Abroad office is working with the Department to initiate an intensive immersion program in Arabic for summer 2010. The program will be at the American University in Cairo, **Egypt**, where students will complete six credits in Arabic language courses. This program will be similar in structure to the existing summer immersion programs the Department offers in Oviedo, Spain; Florence, Italy; and Quebec City, Canada.

What are you doing next summer? Summer 2010 Intensive Study Abroad Programs in Florence, Italy and Québec City, Canada offer 6 credits of language (Italian or French) at any level, plus an incredible cultural immersion experience. Applications available in January. Deadlines for application in early April for summer 2010. See Dr. Rocca or Dr. Blood for more information.



Graduate students Rebecca Teiwes, Rebecca Hoffman, Benjamin Gerson and Kristen Artinano

¡Congratulations! They are:

Kristen Artinano	Mary Giordano
Jessica Barber	Kathryn Hanchett
Ali Carignan	Rebecca Hoffmann
Jessica Clifford	Stacey Hopkins
James Donahue	Kathryn Schulte
Benjamin Gerson	Becky Tiewes

While on the topic of MAT students, we are very proud to mention that Jessica Stryhalack, one of the graduates of the M.A.T. in Spanish program, won the graduate school's Francis Webbe prize. Competition for this prize was across disciplines and quite fierce, emphasizing more than a stellar G.P.A. Congratulations Jessica!

On a final note about the MAT program, we are happy to announce that Dr. Doll has been named the department's MAT in Spanish Coordinator for the graduate School. Dr. Doll takes over the job that Dr. Sherf held since

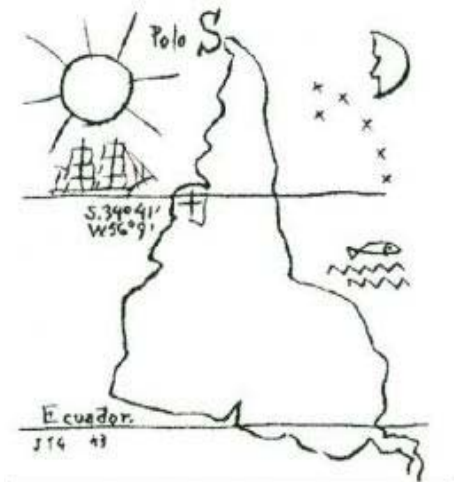


The Italian Club at the Family & Friends Carnival at Salem State College

Alex McNally, the Treasurer (in the picture above) and Natalie Dukes, the Vice-President, volunteered to be part of the Family & Friends weekend. They said it was a lot of fun, participation was great and more than 60 masks were crafted! The Carnival included musical performances, arts & crafts, food, and games that involved students, family, friends, alumni, faculty and staff.

Award for our MAT students

Please join us in recognizing the outstanding achievements of 12 of our MAT students. These students were recognized officially by the College and the Graduate School for their academic excellence - they attained a minimum GPA ranging from 3.86 to 4.0! - at a college honors celebration, Thursday Nov.12, 2009.



Map by Uruguayan artist Joaquín Torres García (1943)

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DEPARTMENT NEWS (CONTINUED)

(Continued from page 2)



Drs. Doll, Abdelghany, Rocca and Blood at MaFLA

the Spanish MAT program started. Thank to Dr. Sherf for a fantastic job over the years that has made this program so successful.

Faculty Professional Development

Sponsored by the Department of Foreign Languages, Dr. Kenneth Reeds presented the talk "The South Was Our North: From Ek Balam to Torres García, a traveler's musings on Latin America and what it means to come back home" at Salem State College on No-



Dr. Serra and Malin Sohr of the Center for International Education at the 2009 Study abroad Fair

ember 2, 2009, with a slide show presentation of photos taken during his two month and a half long adventure in Latin America.

Dr. Nicole Sherf together with Katherine Lopez Natale participated in the Panel "Negotiating the Licensure Process," a sev-

enty-five minute session at MaFLA (Massachusetts Foreign Language Association Annual Conference), on October 30, 2009. The next day she was the Panel Moderator of "Programmatic Assessment that Improves Instruction," another seventy-five minute session of MaFLA, in Sturbridge (10/31/2009). Also together with Cherie Baggs and Madelyn Gonneman, she participated in the panel "Inter-State Collaboration to Strengthen Our Profession," a sixty minute session at the 2009 American Council on the

Teaching of Foreign Languages Annual Conference, on November 21, 2009.

Dr. Elizabeth Blood and Dr. Anna Rocca, together with Dr. Louissa Abdelghany, from Simmons College, presented at the Panel: "Communicating Through Images: La Bande Dessinée," at the 43rd Annual Conference of MaFLA (Massachusetts Foreign Language Association), in Sturbridge, MA on October 29, 2009. Teaching strategies for French language and culture by the use of comics and graphic novels were offered. In addition, Dr. Elizabeth Blood, Dr. Kristine Doll and Dr. Anna Rocca, also presented at MaFLA the Panel: "About Better Community Connections." The session presented strategies used by Spanish, French, and Italian programs to connect with groups in the community.

Dr. Fátima Serra co-organized with Donald Ross and Malin Sohr from the Center for International Education the fall 2009 Study abroad Fair. More than 15 providers with programs from all over the world participated in the well attended fair. Also, she was invited to participate in the 2009 Workshop Program for US Higher Education Institutions sponsored by the Education Office of the Embassy of Spain in USA, to be held in Spain, from November 30 to December 4, 2009. The goal of this workshop is to foster faculty and student exchanges between the two countries.

Dr. Serra and Dr. Dávila participated in NECLAS (New England Council on Latin American Studies) at Union College, NY, on October 3, 2009. Dr. Fátima Serra was the Panel Chair of "Las nuevas tendencias en la narrativa latinoamericana," and presented the paper: "La cien-

cia como activadora de la memoria en La piel del cielo de Elena Poniatowska." Dr. Dávila presented "El universo caleidoscópico de Yolanda Arroyo Pizarro."

Dr. Michele C. Dávila also presented the talks "Ethnic Perceptions between Puerto Ricans and Puerto Rican-Americans," at the Worcester Polytechnic Institute (9/29/2009), and gave two workshops for teachers of the community: "Entendiendo a Puerto Rico: su historia, lenguaje y música" at Lasell College, Newton, (8/15/2009), and "Puertorriqueños y Nuyoricans: su cultura a través de la literatura, lenguaje y música" at the 43rd Annual Conference of MaFLA (Massachusetts Foreign Language Association), in Sturbridge, MA (10/29/2009). Dr. Dávila published "Andando por los márgenes: travestismo y lenguaje en Sirena Selena vestida de pena de Mayra Santos-Febres" in *La mujer en la literatura*, Vol. VIII, edited by Juana A. Arancibia (Argentina: Instituto literario y cultural hispánico, 2009); the "Prologue" of the short-story collection *Archivo de oscuridades* by Puerto Rican author José E. Santos (San Juan, P.R.: Editorial Callejón, 2009), and the "Prologue" in Rosario Ferré y Mayra Montero: *entre la espada y la cruz* by Alejandra Rengifo and Dolores Flores-Silva (México: Universidad Autónoma de Ciudad de Juárez, 2009).

Dr. Kristine Doll was an invited speaker at the Dylan Thomas Center in Swansea, Wales this past June (2009). She read several translations of Thomas' poetry, as well as those of the con-



Dr. Doll with Catalan poet, August Bover, in Wales

temporary Catalan poet, August Bover. Bover is known throughout Catalonia for his writing of *tanca* – a traditional eastern lyric form similar to that of haiku.

While at the Dylan Thomas Center, Dr. Doll also taught a poetry workshop for graduate students and local poets.

On May 28 Dr. Jon Aske gave a presentation on the Basque Country, its culture, language, and politics, for Spanish and French students at Hopkinton High school, MA. More recently, he participated as an invited guest in a national workshop for teachers of Spanish on November 5-6 in Miami Beach. The workshop was called *Una Mirada al Futuro: Visualizing the Future of Spanish Education* and it was sponsored by the Wiley Faculty Network. Finally, Dr. Aske has provided two educational technology workshops this semester for SSC faculty through the Center for Teaching Innovation. ■

**LOCAL VERSUS CENTRALIZED: ANATOMY OF A PHOTO**

BY DR. KENNETH REEDS, FOREIGN LANGUAGES



The relationship between a centralized system and its individual parts has long been the source of conflict. Someone from the US

needs only to think of the tug of war between states' rights and Washington that has formed the crux of much disagreement – even contributing to our civil war. Taking another form, the same debate recently manifested itself in the awarding of this year's Nobel Prize in Economic Sciences to Elinor Ostrom. Exploring whether local communities or a government organizing from a distance was best at managing resources, Ostrom, in the words of the Nobel Committee's press release, "has challenged the conventional wisdom that common property is poorly managed and should be either regulated by central authorities or privatized".[1]

This notion that local control can lead to more efficient management reminded me of the anecdote behind a photo taken last summer in the Maya village of Ek' Balam in Mexico's Yucatan Peninsula.

In the photo it is possible to see two structures. On the left is a typical dwelling, relatively unchanged from the types of constructions the Maya have been occupying in this same village since before Europeans' arrival in the early sixteenth century. The other building, made of what seemed to me to be cinderblock, called attention to itself because of the presence of modern materials in a small town that had, in almost every sense, resisted any alteration to the lifestyle, linguistic traditions, and cultural habits that have endured despite centuries of outside influence. Almost every family had one of these more modern buildings sitting on their property. A few were occupied, others were employed as storage space, and a noticeable number lay abandoned. It was the latter which provoked me

to ask some locals about the story behind these buildings.

Their answer began in 2005 when Hurricane Wilma struck the Yucatan Peninsula, damaging Cancun and its economically important resorts as well as devastating many of the nearby vil-



Two contrasting structures at Ek' Balam, in Mexico's Yucatan Peninsula: A traditional dwelling on the left and a modern building on the right

lages. In the United States, the majority of articles written about the subject focused on the area's hotels which were an important tourist destination.[2] The Mexican press echoed this concern, but they also reported the elevated number of people left homeless in the wake of the storm's wake. Vicente Fox's government responded to this second problem by ordering the new constructions which can be seen in the photo. However, problems quickly arose when the region's high humidity and temperatures rendered the new structures difficult to inhabit. Worse still, the same temperatures and humidity also made them largely useless for food storage because much of the crop left inside went rotten. The result was the hodgepodge described above of some occupied houses, others

employed as storage, and a good number abandoned. Accompanying this story, some of Ek' Balam's residents made a complaint. While still thankful for the assistance, they pointed out that their traditional homes were superior to the new constructions in dealing with the

many complaint: instead of consulting the locals about their real problems with crop cycles, the central government had solved a homeless problem that hardly existed by constructing buildings that were more a waste of money rather than useful dwellings.

The debate between centralized authority and local management has not only lasted a long time, but it has also taken many manifestations. The reason for this is because it is a question which is not easily resolved. Without a doubt, a strong centralized government has the potential to be a positive force because it is capable of marshaling and concentrating a large number of diverse resources. At the same time, Ek' Balam's story demonstrates the importance of local input in deciding how those focused resources will be aimed. Certainly the most obvious lesson to

be learned from Mexico's relief efforts in one small town is that local information is not to be ignored. However, there is also a bigger message: be it aid in the wake of a storm or more enduring issues like poverty, problem solving requires cultural sensitivity which begins with communication. Communication begins with language and the more we understand how another community speaks, the closer we are to working together to solve problems. ■

Notes

[1] "The Prize in Economics 2009". The Official Web Site of the Nobel Foundation. 12 October 2009. 4 November 2009.

[2] On 24 November 2005, The New York Times ran the headline "Storm-Swept Yucatan Hotels Trying to Fix Up for Tourists" and on 11 December 2005, The Washington Post focused on the question "After Wilma, Is Mexico Ready For Some Fun?".



dreds of years in the storm-prone region. Instead of wasting money on the modern buildings, they argued, the funds would have been better employed helping them to restart the crop cycle that was only then, four years after Wilma, reaching normalcy. The pri-

SSC STUDENTS AND FACULTY ATTEND FOREIGN LANGUAGE CONFERENCE

BY STACEY HOPKINS & DR. NICOLE SHERF, FOREIGN LANGUAGES

The 43rd Massachusetts Foreign Language Association (MaFLA) Conference held in Sturbridge offered students and faculty a wonderful opportunity to advance their skills, collaborate with other teachers, purchase classroom materials, and learn new techniques to improve instruction. Approximately thirty Salem State College students and faculty of the Department of

nationally renowned professionals, including some of our very own SSC faculty. Dr. Michele Dávila-Goncalves, Assistant Professor at SSC, presented an interesting presentation in the Spanish strand titled "Puertorriqueños y Nuyoricans: su cultura a través de la literatura, lenguaje y música." Katherine Lopez-Natale and Nicole Sherf, 2009

partment of World Languages and French Program Coordinator, co-presented a workshop in the French strand entitled "Communicating Through Images: la Bande Dessinée." Dr. Blood and Dr. Rocca, in conjunction with Dr. Kristine Doll, MAT-Spanish Program Coordinator, presented another workshop, "About Better Community Connections," which covered the French, Italian, Spanish and Education strands. Their workshop also ties in nicely with the topic of the theme of the next MaFLA conference for 2010.

MaFLA will co-sponsor ACTFL 2010 Annual Convention and World Languages Expo in Boston November 19-21, 2010. The conference theme will be Languages: Gateway to Global Communities. This year's MaFLA conference provided attendees with a wealth of knowledge and resources to bring back to the classroom. The collaboration with ACTFL in 2010 and the interesting theme make for a conference that can only increase in quality and certainly cannot be missed!

The Massachusetts Foreign Language Association welcomed local teachers at its 43rd annual conference in Sturbridge, October 29-31. Standing in front of the 2009 Student Foreign Language Poster Contest winning entries are Bachelor of Arts Foreign Language students Michael Aliberte, Nicole Touloupoulos, and Mary Vassallo. ■



Spanish majors Michael Aliberte, Nicole Touloupoulos, and Mary Vassallo

World Languages were in attendance. In addition to attending workshops, many students volunteered their time facilitating workshops, as well as working on advocacy for MaFLA, including Katherine Lopez-Natale, SSC Visiting Lecturer and former president of MAFLA, and SSC MAT in Spanish student, Stacey Hopkins.

There were an abundance of high-quality workshops available to attendees presented by

President of MAFLA and Education Program Coordinator, presented a workshop, "Negotiating the Licensure Process," which provided clarity for teachers seeking preliminary, initial or professional licensure. Dr. Sherf also presented with a panel of experts on "Programmatic Assessments that Improve Instruction." In addition, Dr. Anna Rocca, Italian Program Coordinator, and Elizabeth Blood, Chairperson of the De-

WHAT CAN YOU DO WITH YOUR BA IN FOREIGN LANGUAGES? (CONT.)

(Continued from page 1)
philology and knowledge of several languages.

Ms. de la Paz: I believe that all helped, but if I had to pinpoint something, it would be my knowledge of five languages and my international background. Nothing opened more doors for me than the ability to communicate with diverse populations linguistically and culturally.

Dr. Serra: Do you think that your department could be a

prospective employer for our students?

Ms. de la Paz: Definitely. I would like to extend an invitation to SSC students to inquire with the department for an Internship, a practicum or gain some experience with us. We also post part-time and full time jobs periodically. I invite your students to contact me directly: mdelapaz@detma.org

I thanked Ms. de la Paz for her time, and as it is customary in

Spain, we said good bye to each other with two kisses in the cheek and multiple reassurances that the next time we would talk over some tapas.

For all our students that would love to explore an environment where translation, human interaction, helping others and the stability of the state get together in a job, I encourage them to contact Ms de la Paz. And please, call me for the *tapas*. ■

**INTERNATIONAL
PHOTO
CONTEST
2010**

The Foreign Languages Department announces the third edition of its successful international photo contest. The Department will select the top 12 photos to be published in a calendar for 2010-2011. The best 24 will be made into a free screensaver. We still have a few copies left of the 2009-2010 calendar. Call x6258. Only \$8. Proceeds will support student scholarships. For information on sending your pictures, go to this page

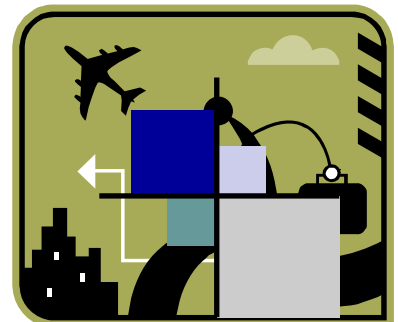
www.salemstate.edu/languages/photocontest

There you can also view the previous years' entries and download the free screensavers.

Deadline: March 1, 2010

Only high-quality digital photos will be accepted

BE A WORLD CITIZEN



**TRAVEL THE WORLD
STUDY ABROAD**



MY SERVICE LEARNING EXPERIENCE TEACHING SPANISH IN A PRE-SCHOOL

BY MICHAEL ALIBERTE, SPANISH MAJOR

INTRODUCTION BY DR. KRISTINE DOLL, FOREIGN LANGUAGES

What attracts students to foreign language study? Apart from fulfilling a requirement, developing an application for prospective employment or for admission to a graduate school, why do students take foreign language classes? Surveys both formal and informal, at public and private institutions, reveal the same interests: a desire to use the language in a practical, meaningful way and a curiosity about the foreign culture. Students are interested in developing proficiency in the language skills and in understanding the target culture. They want to be able to communicate as adults with people in whom they have expressed an interest.

Learning through community service is one type of experience that contributes to such discovery. At its best, community service "improves student learning, addresses community needs, facilitates public debate and dialogue, and creates campuses that are true partners with their communities."¹ At the very least, community service programs strive to use language in meaningful ways both within and outside of the traditional classroom setting. The Department of Foreign Languages offers several courses designed to help students develop their language skills, enhance their appreciation of cultures other than their own, experience real-world job training while also contributing in a significant way to the surrounding community.

The following article was written by Michael Aliberte, a Spanish major, who taught at a local pre-school as part of the requirements for SPN385: Community Placements. SPN 385, offered every Fall, also offers internships in legal, medical and social welfare agencies. Students have a great variety of possibilities from which to choose so they can try out a new career area or delve more deeply into one they have already experienced.

When you hear the word "service," what do you think about? Some think of the military and service to one's country. Others may think about a food service, a political service or, possibly, a religious

service. There are numerous meanings behind the word "service" and it is up to the individual to decide its meaning, specifically in the context of service learning. Your reasons for performing the service may not be apparent at first, but as I discovered through personal experience, it is all worth it.

Spanish is spoken by approximately 34 million Americans. By the year 2020, we can expect to see that number of Spanish-speakers in the U.S. almost double. These impressive numbers should reinforce the importance of the Spanish language and cultures in our community. Whether through schooling or nationality or friendship and community events, there are numerous ways to incorporate the Spanish language into our daily lives.

For my community placement, I chose to teach Spanish to children at the SSC Preschool, located on South Campus, and to a first grade class at the Glover School in Marblehead. The lessons were relatively short, anywhere from 20 to 30 minutes, depending upon the age level of the students. Although the lessons were short in length, they occurred four times a week at both locations. My friend, Dan Godden, and I chose to co-teach with one another, a decision that proved to be very beneficial. Dan and I had met the previous summer in Oviedo, Spain during a study abroad experience

through Salem State. We chose teaching as our particular service because we both want to be

ing the mini-lessons for our students each week was not as simple as one might think. It re-



teachers, and we were both majoring in Spanish as well. This was the ideal setting for us because it combined both elements.

Dr. Kristine Doll was the professor of the service class and Dr. Nicole Sherf as our site advisor. In addition to our class meetings with Dr. Doll, we had to meet with Dr. Sherf for feedback and comments on the lessons were ere preparing for the preschools. Writing and creat-

quired research on the internet because we had to find age and skills-appropriate material. None of the students in either class were native Spanish speakers, so essentially we were starting from scratch. Some of the students had previous exposure to Spanish through television, music, the internet and other "community service" courses before us, but their abilities were limited. This type of experience raises many questions about curriculum frameworks in the public schools as well as current events in our local communities. For example, the children had clearly been exposed to Spanish at a very young age, even though some of there were struggling with English, let alone another language altogether.

This experience could not have been better for me. I must admit I was nervous at first, because I was going to be dealing with preschoolers and first graders. From previous experience, I knew that this particular age group was relatively tough to

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A WORLD OF POSSIBILITIES: DEPARTMENT TO CHANGE ITS NAME

BY DR. ELIZABETH BLOOD, FOREIGN LANGUAGES



The faculty of the Department of Foreign Languages has voted to rename the department in order to better reflect our philosophy towards language education and our departmental mission statement. Effective August 1st, 2010, we will change the name of the department to: Department of World Languages.

Our reasons for making this change are several. First, the primary language we teach is Spanish, which is not a "foreign" language for many Americans nor is it



foreign to many of our students who come from Spanish-speaking backgrounds. Further, in many American households, French, Italian, Arabic, Chinese, and other languages are native languages, not foreign ones, while English may be a foreign language for new immigrants. In our Department, we often have native speakers of languages such as Spanish or French who take advanced language, literature and culture courses in their native language, just as native speakers of English would take advanced English writing or literature courses. Therefore, the label "foreign" is not the most appropriate to describe what our Department offers to the Salem State community.

Second, we do not want our students or the Salem State community to view learning languages as something that is "foreign" or marginalizing, as something that is apart from the norm. On the contrary, we want the Salem State community to see language learning as something that connects individuals to the diverse cultures that create the United States of America, as well as to other cultures around the globe. We want our students to learn about other cultures and to learn to speak other languages in order to discover the beauty of difference but also the shared humanity that, once revealed, makes other cultures seem not so foreign after all.

Third, with the recent growth of our language programs to include three full years of Arabic and soon two years of Chinese (Elementary Mandarin Chinese I will be offered for the first time in Fall 2010), along with Italian, French, and Spanish, the languages we now offer at Salem State are native languages to people who live in North America, the Caribbean, South America, Europe, Africa, Asia and the Middle East. While we don't teach all the languages spoken in the world, we now offer enough options so that every continent is represented on our campus.

We feel, therefore, that the name "World Languages" is a better fit for us, and we hope you will join us in embracing this new identity. ■

(Continued from page 6)

deal with especially since I had not been with them the entire year. How were Dan and I supposed to simply jump into their classroom and teach them Spanish? Would they be interested in what we had to teach, or would they pay no attention to us? I would say that our biggest challenge was finding material that was age-appropriate and keeping the lessons fun yet informative.

Overall, I gained more from this one experience than I could have anywhere else. Not only was I able to teach, but I was able to incorporate Spanish into my teaching. I can honestly say that I thoroughly enjoyed every minute in the class-

room as well as outside the classroom. The cooperating teacher from the Glover School asked me to chaperone a field trip to Plymouth Plantation. Together, we created a bilingual Thanksgiving vocabulary list for the students and they helped me to realize the importance of cultural and linguistic appreciation. As Dan remarked, the kids were always a delight and "nothing beats the look on a child's face when they learn something new, especially in another language."

¹ American Association for Higher Education (AAHE): Series on Service-Learning in the Disciplines (adapted from the National and Community Service Trust Act of 1993). ■

'They Take Our Jobs!' And 20 Other Myths about Immigration, by Aviva Chomsky Beacon Press, 2007, paperback \$11.20

Professor Chomsky, of the History Department published not too long ago this book about immigrants and immigration to the United States. The book is an attempt to dispel some common ideas among Americans about this topic which Chomsky argues are myths.

Some people think that these ideas are widespread because of the existence of an anti-immigrant sentiment among a sector of the native US population, which may be based at best on reasonable misconceptions. The danger lies in that these ideas may be exploited by some in our society for political gain.

The book came out when the topic was hot in the middle of the last presidential election. The topic seems to have died down since then but you can be sure that it will be coming back to the fore soon, since it was never resolved, perhaps as soon as the health care problem is given some sort of a solution in the coming months.

Since you may have missed the book when it came out, I would like to suggest it as a good introduction to the topic of immigration, for it shows views that may be at odds with those you have heard elsewhere. If that is the case, hearing the other side of the coin will help you make a more informed decision. If you happen to agree with Dr. Chomsky from the start, her arguments will help you when discussing the topic with others who don't agree with you.

There is probably no better introduction to the book and the myths that it covers than a listing of the chapter headings, listing the myths themselves. I suggest that you check how many of these statements you agree are myths, how many you don't, and how many you are not sure. At any rate, it does make for a very interesting read, which will make you think about your preconceptions, and very likely will change how you feel about immigration and immigrants in one way or another.

The chapter titles are as follows:

1. Immigrants take American jobs
2. Immigrants compete with low-skilled workers and drive down wages
3. Unions oppose immigration because it harms the working class
4. Immigrants don't pay taxes
5. Immigrants are a drain on the economy
6. Immigrants send most of what they earn out of the country in the form of remittances
7. The rules apply to everyone, so new immigrants need to follow them just as immigrants in the past did
8. The country is being overrun by illegal immigrants
9. The United States has a generous refugee policy
10. The United States is a melting pot that has always welcomed immigrants from all over the world
11. Since we are all the descendants of immigrants here, we all start on equal footing
12. Today's immigrants threaten the national culture because they are not assimilating
13. Today's immigrants are not learning English, and bilingual education just adds to the problem
14. Immigrants only come here because they want to enjoy our higher standard of living. Case Study: The Philippines
15. The American public opposes immigration, and the debate in Congress reflects that
16. The overwhelming victory of Proposition 187 in California shows that the public opposes immigration
17. Immigration is a problem
18. Countries need to control who goes in and out
19. We need to protect our borders to prevent criminals and terrorists from entering the country
20. If people break our laws by immigrating illegally, they are criminals and should be deported
21. The problems this book raises are so huge that there's nothing we can do about them



Jarcha Time in Dr. Doll's Spanish Literature Class

Students of Dr. Kristine Doll's literature classes examine Spanish literature through themes that are at once Spanish as they are universal: love, death, the possibility of an afterlife, the role of the individual in society and the experience of patriotism. Following are several poems written by some of the program's graduate students as part of an assignment in creative writing for SPN706. These poems, selected by the class and published here anonymously, are modeled on the early "jarchas" of Spain. As the last stanzas of much lengthier poems, "jarchas" were written by men in the voice of women lamenting their separation from husbands, fiances, or friends. One of the most salient characteristics is the mixture of Arabic with early Spanish, also known as "romance".

¡Ay que pena me hace sentir!
De tu belleza no quiero salir
Sueño de tu boquita de habb al-muluk
Te suplico, espérame un poco más.

Por favor, mi habibi,
No salgas de aquí,
Porque si tú vas, no encuentro a otro
Y me muero sola.

¡Ay mi habib morenito!
Haces todo colorido
¿Pero adónde te has ido?
Te esperaré hasta el infinito.

Spanish Club Off to a New Start By Alexia Rojas, Spanish major

The Spanish Club at SSC has had its ups and downs over the years. Although there are faculty advisors, the Club is strictly a student affair and SSC students are well known for being very busy. However, we want you to know that some of us are committed to providing a big push so that we can have a successful Spring semester that will get us on the right path for successful future years, with funding from the college.

A group of your Salem State student community members have been getting together to come up with ideas to provide this fun, enriched, learning group environment. The Spanish Club would like to bring the Latino/Spanish awareness back to the college.

Our hope is to provide an open fun space for everyone to get the chance to learn about the Spanish and Latino culture, which includes the food, dance, and traditions. You do not have to be a Spanish major or minor or even know how to speak the language. We want to provide an open atmosphere for everyone who is interested and would like to meet a group of students with whom you share the same interest.

As a group we are hoping to do some fun events coming up like salsa dance lessons for beginners, intermediate and advanced dances at Rockefeller's on Wednesdays. Also we would like to continue with the tradition of Spanish language movie nights to explore further into the Spanish/Latino culture.

Join the club and participate to have a great experience, meet new people and make a difference in the Salem State College community. Join our mailing list and join us on Facebook. Then make sure to participate in meetings and activities. We need you!

DO YOU KNOW WHERE YOUR ANCESTORS CAME FROM? BY DR. MICHELE C. DÁVILA, FOREIGN LANGUAGES



Have you ever been curious about your heritage? Or, do you think you know everything about your ancestors? Would you dare to learn what your DNA can reveal about yourself?

I would like to tell you about the Genographic Project, a research partnership led by National Geographic Explorer-in-Residence Dr. Spencer Wells and a team of renowned international scientists and IBM researchers that seek to chart the migratory history of the human species. With laboratory and computer analysis of DNA contributed by hundreds of thousands of people from around the world they can establish historical patterns to better understand our human genetic roots. When DNA is passed from one generation to the other, most of it is recombined through processes that give us our individuality. But some parts of the DNA chain remain intact through the generations, altered only occasionally by mutations which become known as "genetic markers." These markers allow geneticists to trace our ancestry back through the ages. Believe it or not but what the study has shown up to now is that we are all related-descended from a common African ancestor who lived 60,000 years ago.

The Project is anonymous, non-medical and non-profit, and it has three main aspects: it gathers field research data in collaboration with indigenous peoples around the world; it gathers data through the contribution of the general public to join the project by purchasing a Genographic Project Public Participation Kit (cost \$99.95, plus shipping and handling and tax if applicable), and uses the proceeds to further field research and the support for indigenous conservation and revitalization projects through the Genographic Legacy Fund. You can find more information at: genographic.nationalgeographic.com/genographic/.

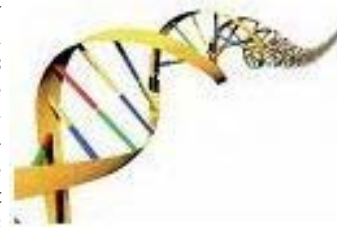
Once you have purchased your own kit you can begin the exploration the migration story of your ancestors. It first involves a cheek swab to acquire a DNA sample. You will secure the swabs inside transport tubes and mail the tubes off to the lab using the supplied envelope. If you are a female your mitochondrial DNA will be tested. The mito-

chondrial DNA is passed down each generation from mother to child and reveals the direct maternal ancestry. If you are a male you have two options: test your maternal side, or through the Y chromosome (that only males have), which is passed down from father to son, test your direct paternal ancestry. You will be able to track your test kit, step by step, through the various stages of DNA sequencing and processing.

When the results are ready, you will receive a personalized genetic analysis, including an online overview of your deep ancestral history. You will know to which haplogroup you are part of, that is, to which particular branch of the human family tree you belong to. The results will reveal how your maternal or paternal ancestors migrated around the world. But beware: this is not a genealogy study. You will not receive a percentage breakdown of your genetic background by ethnicity, race, or geographic origin (like you would receive through an independent pharmaceutical company). Nor will you receive confirmation of an association with a particular tribe or ethnic group. But even though, maybe the result will surprise you, or your family.

My results just came in and, although I really was not surprised, my mother was. My maternal DNA reveals that I am part of the Native American Groups that crossed the Bering Strait to populate the Americas. Since in Puerto Rico we had only one indigenous people, I know that I come from a line of Taíno Indians, a sub-group of the Arawakan Indians that populated the Caribbean Basin when Christopher Columbus arrived. The interesting fact of this is that we are always told in school that the Spaniards killed all the natives of the island pretty early during the conquest. Well, after learning about my family tree I can state that they didn't kill at least all the female natives. Although I don't have physically apparent indigenous characteristics (maybe only the teeth, someone told me), the book in my blood says otherwise. The journey of my ancestors doesn't stop there. Before my specific line (Haplogroup B) appeared in Central Asia, it was before Middle Eastern (Haplogroup N), and before that, African.

Now I am buying the kit for my father so I can be able to trace my other half. In the end, it is just surprising and humbling to perceive how the whole world is inside each one of us, and we are a little bit of everybody. It is the story written in our blood. ■



LINGUIST'S CORNER: SOME HIGHLIGHTS OF THE HISTORY OF THE SOUNDS OF THE ENGLISH LANGUAGE

BY DR. JON ASKE, FOREIGN LANGUAGES



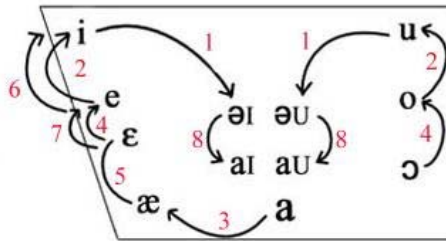
As we have seen before in this column, languages are in a constant state of change.

The change is almost always slow and imperceptible, but it is change nonetheless and it adds up after a while. Today I want to show you some salient examples of change in the sound system of English, and how this is evidenced in our erratic spelling. In many cases the spelling of English words was fixed shortly after the printing press was invented half a millennium ago and changes in pronunciation that took place afterwards are not reflected in the spelling. That, of course, is a major reason for our silent letters and crazy spelling conventions.

The history of English is usually divided into three periods. Old English is the period between the time the Angles and the Saxons, two Germanic tribes from what is now the coast of Denmark and the Netherlands, invaded what is now England when the Romans abandoned it after the Roman Empire's collapse 1500 years ago. This period lasted until the 11th century, when England was invaded by Normans (a word derived from North man or Norseman), another Germanic people also originally from Scandinavia, but which had settled in Normandy (in the north of what is now France) starting in the late 9th century and had adopted a version of French. (By the way, the Normans, also known as Vikings, a restless people, also conquered and settled southern Italy and Sicily around the same time.) The period starting then is known as the Middle English period, which lasted until the 16th century. The period from the 16th century on is known as the Modern English period. Keep in mind that these periods are somewhat arbitrary and that

language change was gradual all along.

Let's start with an example of sound change from the early period. Have you noticed that the *i* vowel in the words *child* and *children* (or *Christ* on the one hand and *Christmas* or *Christian* on the other) are different? We call them long *i* and short *i* now, respectively. Until the 7th century the vowels were the same, but the *i* was shortened in certain contexts, such as when followed by 3 consonants. The short vowels after the change was pretty much like it is now, but the long one was just a bit longer in duration, not like it is now. Later changes made the long *i* in *child* and *Christ* different, as we will



see below. Other pairs of words that evidence a shortening pattern in the same context are *please* (long) vs. *pleasant* (short) and *sane* (long) vs. *sanity* (short).

Let us look at consonants now. Do you know the difference between a *shirt* and a *skirt*? Well, I'm sure you do, but at one time there didn't use to be any. They both referred to the same article of clothing, some kind of a long shirt. The two words come from the same original, which used to be pronounced more like *skirt* (in Icelandic it was *skyrtá*, in Swedish *skjorta*, and in Danish and Norwegian *skjorte*). The word *shirt* and others like it which have the letters "sh" in them, originally (in the language that English comes from, Proto-Germanic) had the sounds [sk] in them instead (I will use quotation marks to indicate letters and square brackets to indicate sounds). Eventually the sound [k] in the

[sk] sound sequence mutated into the sound [h], sounding something like the "sh" in *misshap*. This may seem like an odd change but actually the [h] sound, as it was pronounced then (more like the "j" sound in Spanish is now) is produced in a very similar fashion in the mouth. Eventually the two sounds [s+h] merged into the single sound that is nowadays represented by that combination of letters "sh". (In French that sound is written "ch", as in *chapeau*; in Spanish the sound does not exist and Spanish speakers learning English replace it with the sound written "ch", which is why the word shampoo became *champú* when Spanish borrowed it from English.)

So if the word *shirt* comes from the word *skirt*, then why do we still have the word *skirt* in English? That's because the word *skirt* came back into English at a later date from a sister language, probably Old Norse, brought by the Vikings to England after the sound change had already taken place in England. So, indeed, *shirt* and *skirt* were originally one and the same word.

And, of course, this sound change (k > h) didn't just happen in the word *skirt*, but in any word that had a similar combination of sounds. So perhaps now you can tell me what the relationship is between a *ship* and its *skipper*. That's right, a skipper is nothing but a "shipper", a person that runs a ship. But why do we say skipper and not "shipper"? Because the word skipper was borrowed into English later on in the 14th century from yet another sister (Germanic) language, namely Dutch, where the sound change sk > sh had not taken place.

FOR THE REMAINDER OF THIS ARTICLE GO TO THIS PAGE ON THE ONLINE VERSION OF THIS NEWSLETTER:
<http://wp.me/ppu4V-80>

Spain Calls! Language and Culture Assistants Needed!

Every year the ministry of Education of Spain gives the opportunity to 1,200 North American students to be a teacher's aide in a K-12 classroom for a year in Spain. Read the qualifications needed and visit the website at the end of the page for more information. In a couple of weeks they will open the online registration.

Program Overview

The Assistants will have the opportunity to learn about the Spanish language and culture and use their experience upon their return to the United States or Canada, thus developing cultural understanding between the citizens of Spain and the United States of America and Canada. The program provides Spanish students and teachers of English an opportunity to broaden and increase their knowledge of the English language and North American culture through interaction with native speakers. The Autonomous Regions will assign all candidates, individually, to their city and elementary or secondary school. You may not choose your city. The MEPSYD and some of the Regional Education Authorities will organize orientation seminars at the beginning of the school year.

For more information, see the full notice on the Web version of this newsletter:

<http://sslinguafranca.wordpress.com>



10TH ANNIVERSARY OF THE OVIEDO SUMMER PROGRAM

BY DR. FÁTIMA SERRA, FOREIGN LANGUAGES



Salem State's Oviedo Summer Program celebrated its 10th anniversary this past summer (2009). Fifteen students from SSC participated in the program—some for the second time—and earned 6 credits in Spanish

while enjoying a wonderful cultural and personal experience.

Preparations are already underway for the 11th set of students to go to Oviedo for 2010. Interested SSC students, please contact Dr. Serra to find out about the next information meeting or stop by the Center for International Education during her office hours (currently M 1:30-3:0 Th 2:30-4:00).

For more information you can also visit the [SSC Oviedo Page](http://tinyurl.com/sscoviedo) (tinyurl.com/sscoviedo), the page for the [University of Oviedo's Spanish Courses for Foreigners](#), or the page for the [Center for International Education](#) at SSC. You can also go to the CIE's [Facebook Page](#) (links at the [SSC Oviedo Page](#)). Or you can learn more about it from one of the 2009 trip participants in her own words in the next page. ■



THE LONG AND WINDING ROAD TO ENGLISH

BY PROFESSOR BRIGITTE LAGOUTTE, FOREIGN LANGUAGES



A Berlitz ad shows a member of the German coast guard listening to radio transmissions from passing ships. Suddenly, he receives a distress call, a desperate voice saying repeatedly: "We are sinking, we are sinking!"

He responds: "Yes, yes, I can hear you, I can hear you, but what are you "sinking" about?" The moral of the story: mastering a language means not only knowing how to speak and write it, but also to understand it in order to be able to interact with people successfully.

Many of our students struggle when learning a foreign language, and most are unaware of the fact that approximately one billion persons scattered throughout the world are experiencing a similar struggle in mastering English.

It is obvious that English has become the "Lingua Franca" or "vehicular language" of the world, but in spite of the fact that the use of English has become so prevalent in business, science, and new technologies, it remains true that being able to communicate with, and understand the speech of, another culture has no equivalent in the degree of interaction it allows. Knowing another language cuts through the cultural differences dividing people and helps promote understanding and mutual respect.

Before achieving this ideal level, students of English must embrace a new pattern of thinking. New language learners must examine the rules of their own tradition before applying them to the language they are acquiring. For instance, Asian languages do not have any plural forms for nouns. English on the other hand, has nouns where singular and plural forms are different (book, chair, etc.) as well as nouns where they are the same (weather, furniture, happiness, etc.). Therefore, it can be quite overwhelming for speakers of Asian languages when they have to differentiate between nouns which take the plural form and those which do not.

An additional complexity in language learning is the issue of culturally specific words and usages. The English language has many examples. For instance, there is no egg in eggplant, no ham in hamburger, no apple or pine in pineapple. French fries were not invented in France, and English muffins did not originate in England. Sweetbreads are not sweet, and a guinea pig is neither from Guinea nor a pig. The paradoxes of this sort go on and on. In what other language do people recite at a play and play during a recital, ship by truck and send cargo by ship, where a slim chance and a fat chance are the same, where an alarm goes off by going on, and where noses run and feet smell?

English, as all languages, comes from people and not machines, and reflects the creativity of the

human race. (There are other varieties of race, of course: for example, the horse race, and the one we are all familiar with, the rat race!) Thus, I am not going to amend my words or make amends here, but simply show how the English language can be confusing and frustrating to foreign speakers.

A main factor that causes English to be less accessible than other languages may be its many idiosyncratic rules of pronunciation, making it especially difficult for non-native speakers to pronounce. For instance, the letter "O" is pronounced in the words "dough" and "although", but not in "cough", "tough" or "through". In other examples, why do "heard" and "bird" have similar sounds but not "heard" and "beard"? And why does "here" sound like "dear" or "fear", but "there" sounds like "pear" or "bear".

In another instance, words with similar spelling can differ both in their pronunciation and in their meaning. Some examples are the following sentences in which two similar words have a different grammatical function as well as a distinctive way of being pronounced:

"After a **number** of injections my jaw got

(Continued on page 11)

MY OVIEDO STUDY ABROAD EXPERIENCE - SUMMER 2009

BY FAY VENTOURIS, SPANISH MAJOR, CLASS OF 2011



My experience abroad during the summer of 2009 was without a doubt a memorable time in life. My choice to travel to

Oviedo began in the fall of 2008 but carried through to the summer, by which point I could hardly wait!

From the moment I stepped off my plane in Madrid, I knew I was in for an adventure! I traveled Madrid for four incredible days without missing an opportunity to immerse myself in the culture. I sparked conversations with anyone willing to speak, saw a professional flamenco show at a night club, visited world famous museums such as the El Prado and the Thyssen, and got shivers up and down my spine as I stood in front of paintings I had only seen in books. After my short lived Madrid experience, a seven hour bus ride took me up to Oviedo, which is on the northern most part of Spain!

In Oviedo the people were warm,

welcoming and very accepting! I will never forget an older woman who lived close by our dormitories who upon finding out that we were so far from home quickly jumped to invite my friend and me over to her house for dinner as if we were her grandchildren! The food was rich in the Asturian flavors and we never missed a chance to taste some homemade sangria!

On weekdays we would have class in the early hours and then scatter in the warm weather taking busses and trains to the nearby beaches of Gijón. With good company, ice cream on hand, and nonstop laughter we spent the days there until the sun set well after ten at night! On the weekends some traveled on their own but the school's planned excursions were more than we could have imagined! Busses picked us up and toured us around the region to places that took our breaths away as we climbed up the mountain sides and descended to small villages adjacent beautiful beaches. And afterwards, back in Oviedo, we would spend the rest of the

weekends walking the stone streets, taking in the smells of Asturian cousine, and enjoying the night life Oviedo had to offer, which lasted till about the time the sun began to rise!

The experience was both educationally enriching and thrilling all at once. Traveling and studying abroad was one of the best invest-

ments I ever made to myself and I recommend it to all! It goes beyond credits and the classroom experience; it broadens our horizons, allows for us to open our eyes to different people, and different cultures. But more than anything it leaves us melancholic, missing the moments, but warm-hearted full of joy for the fond memories we will never forget. ■



Fay and her friends having a good time in Oviedo.

(Continued from page 10)

number.; "the bandage was **wound** around the **wound**"; "the **dove dove** into the bush"; "the **wind** was too strong to **wind** the sail"; "there was a **row** among the oarsmen about how to **row**".

Yet another particularity of English is its coupling of prepositions with verbs. It becomes confusing to remember the various meanings conveyed by changes of prepositions. Take for example, the verb "to look" which can become "to look at", "to look after", "to look up", "to look in", "to look over", and "to overlook." Or take the verb "to give" which can become "to give in", "to give up", "to give away", "to give back", and "to forgive".

Furthermore, some English words can have closeness or sameness in spelling and be quite opposite in their meanings.

These words are prone to frequent misuse both by non-native and native speakers. Foreigners have to be very careful when using "to overlook" and "to oversee," as well as the verb "to cleave" which means to stick, to put together but also to split, or to divide. The confusion becomes even greater when the spelling is almost the same; words such as "apposite" (pertinent, applicable) and "opposite" (contrary to). The difference between "altogether" (all in all) and "all together" (everything together), and the vast difference between "amused" (entertained) and "bemused" (confused).

Finally, the many and varied cultural aspects of language as exemplified in commercial advertising may be examined. When translated for a foreign audience, advertisements must take into consideration the underlying cultural assumptions of the target

population. Concepts and ideas in advertising, as in any form of interaction, are embedded in the culture in which they originate. Words and sentences in one culture are not necessarily meaningful in another. A literal translation is not always a successful one. There are a number of amusing occurrences that have taken place in the translation of messages. For example, a Scandinavian vacuum cleaner company attempted to use the following slogan in its American campaign "Nothing sucks like an Electrolux", conveying a message in total opposition to its purpose. General Motors could not understand why its new car, the Chevy Nova, was not selling well in Latin America, unaware of the fact that 'No va' in Spanish means "It doesn't go". In another case, when English was retained in an advertisement published abroad, misunderstandings also arose. When Esso

used the slogan "We're drivers too", in an ad campaign for the Dutch market, it was understood as "We are two motorists". Certainly, Esso intended for more than two drivers to use its product!

In the final analysis, any exploration of linguistic variabilities and idiosyncrasies will never be a completed task, whatever the language one speaks or teaches. What becomes clear, however, is that the more the various areas of confusion, humorous and otherwise, that exist in language, are examined, the more important and subtle the task of skillful education is revealed to be. The road to mastering English or any language is a long and winding one. Our mission, as teachers, is to accompany the travelers along the way, facilitate their journey, and help them enjoy the passing landscape. ■



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ITALIAN GOVERNMENT SPONSORS SALEM STATE STUDENTS AS FUTURE TEACHERS OF ITALIAN

BY DR. ANNA ROCCA, FOREIGN LANGUAGES



Under the auspices of the Consulate General of Italy in Boston, starting in Fall 2010, the Network of Autonomous Schools of the Lombardy region in Italy will sponsor one Salem State student per year who would like to become a future teacher of

Italian in the US to study and teach in Italy. With the assistance of both the Consulate General of Italy's Education Office and the Department of Italian at Dickinson College, the Network organizes a program of study, training and intercultural experiences in the secondary schools of the Lombardy region.

The study abroad/internship program, which comes in three month and eight month versions—either 300 or 500 hours—is open to undergraduate students or recent graduates (within the past 18 months) whose native language is English, who are registered at universities in North America. Applicants should be proficient in Italian, and preference

will be given to students who have taken advanced Italian courses at Salem State as part of

their undergraduate program.

The Future Teachers program provides at least 25 hours per week of training in the Network schools, of which 12 hours will be in the classroom, as English language assistants, and 13 will be for preparation, according to the training models agreed upon with the Lombardy region. A monthly study scholarship of 600 Euros (the amount is in reference to the 2008-2009 academic year) will be granted to the selected student. In



Dr. Anna Rocca, Dr. Giuseppe Strada and Dr. Carlo Cipollone signing the Memorandum of Understanding at Sturbridge, MA October 30, 2009.

addition, the Network offers students the opportunity to take courses at the local university and

provide exam session for the CELI (Certificate of Knowledge of the Italian Language) certification, accredited by the Perugia University for Foreigners. Salem State will transfer the appropriate number of credits according to the hours completed in Italy. This is a great opportunity that will certainly change some students' lives!

For information contact Dr. Anna Rocca. ■



From left to right: Dr. Elizabeth Blood, Chair of the Department of Foreign Languages, Dr. Giuseppe Strada, Coordinator of the Network, Dr. Anna Rocca, Assistant Professor of French & Italian, and Dr. Carlo Cipollone, Director of the Education Office at the Consulate General of Italy in Boston..