

LINGUA FRANCA

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HISPANIC USA

Dr. Michele C. Dávila, Foreign Languages

In this past month of March the U. S. Census Bureau sent the census form to every home in the country. This made me curious to know about the Hispanic population in the United States¹ and led me to review their numbers in the past years.

It is already documented that Hispanics are the nation's largest ethnic minority, constituting 15% of the total population. As of July 1, 2008, it was estimated that there were 46.9 million Hispanics in the United States. This includes 4 million Puerto Ricans who reside in the US but not the 3.8 million Puerto Ricans, all of whom are automatically American citizens, residing on the island. Taking into account the increase of the population in the last couple of years, the projected Hispanic population in the U.S. for 2050 is 132.8 million. This is staggering, considering that in 1990 the population was only 22.4 million. It is also very interesting to note that the United States has the second largest Hispanic population worldwide; with Mexico being the first.

By the year 2007, 64% of Hispanic-origin people were of Mexican background. This should not be a surprise because until 1848 Mexico's territory contained what is known today as California, Nevada, Arizona, Utah, Colorado, New Mexico and Texas. The other percentages of Hispanic nationalities in the States are: 9% Puerto Rican, 3.5% Cuban, 3.1% Salvadoran and 2.7% Dominican. The rest is a mixture of all the other Latin American countries, Spaniards, and their descendants. The states with the largest Hispanic population are California with 13.5 million, Texas with



8.9 million, and the following states have at least a half-million: Arizona, Colorado, Nevada, Florida, Georgia, Illinois, Massachusetts, New York, New Jersey, North Carolina, Pennsylvania, Virginia and Washington.

In 2007, 35 million U.S. residents spoke Spanish. This constitutes 12% of the nation's population. More than half also speak English. In terms of economic progress, by 2002 the number of Hispanic-owned businesses was 1.6 million, 44.6% being owned by Mexican-Americans or Chicanos. The revenue generated by these businesses was \$222 billion. To understand the importance of the Hispanic population in terms of elections, 9.7 million Hispanics voted in 2004, and this only represented 50% of the Hispanic voting population. Also, by 2007, 1.1 million were serving in the U.S. armed forces.

But all this increase in population and business hasn't translated into good economic opportunities or education. The median income for Hispanic households is \$38,679 per year, the poverty rate is 21.5%, and 32.1% of

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Editors:

Dr. Jon Aske

Dr. Michele Dávila

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FOREIGN LANGUAGES
TEL: 978.542.6258
languages@salemstate.edu

¹U.S. Census Bureau News, July 15, 2009

DEPARTMENT NEWS

¡Bienvenido, Dr. Reeds!

Dr. Kenneth Reeds, who has been teaching Spanish full-time as a visiting professor for the past two years, will officially join the faculty of foreign languages this fall as a tenure-track assistant professor. Dr. Reeds holds a PhD in Comparative Literature from the University College London and specializes in Latin American literatures. He has studied in Spain and traveled throughout Europe and Latin America and is a huge advocate for study abroad. He will be teaching all levels of Spanish language and Latin American literature courses. Find out more about him at: www.kennethreeds.com.

Arabic program expands

In 2010-2011, the department will launch the third-year sequence of Arabic (ARA 301-302), for students who have completed intermediate-level Arabic and wish to continue to develop their language skills and knowledge of Arab cultures. The department wishes to thank Prof. Abdelfattah for volunteering to help us expand our curriculum in Arabic and for his service over the past two years. Dr. Abdelfattah will be teaching the advanced courses in Arabic, in addition to elementary and intermediate courses next year.

Mandarin Chinese

Mandarin Chinese 101 will be offered for the first time in the history of Salem State College in Fall 2010. This is the first course of a two-year language program in Mandarin Chinese which we think will be a wonderful addition to our current language offerings. The City of Salem has a rich history of trade with China and there are many wonderful Chinese exhibits at the Peabody Essex Museum. In addition, Salem State College has been participating in a dual degree/ educational exchange program with China since Fall 2008 through the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU). If the elementary Chinese courses do well this year, we will offer the intermediate sequence beginning Fall 2011.

Québec Delegation donates books to Salem State Library!

The Québec Delegation in Boston has made a generous donation of books to the Salem State Library in recognition of our French program's contributions to furthering the teaching and learning of Québécois culture in the U.S. The books are a collection of the most famous classics of Québécois literature and will enhance our current collection in this field. Merci beaucoup!

What are you doing this summer?

Foreign languages is offering its summer study abroad programs in Spain, Italy and Québec again this summer, but if you can't get away, you can still immerse yourself in learning a new language. We will offer elementary and intermediate Spanish, French, Italian and Arabic this summer...why not try something new?

Find course listings at: salemstate.edu/academics/541.php

Future Teachers of Italian

The department will select its first candidate for the Future Teachers of Italian fellowship established this year in conjunction with the Italian Consulate in Boston. Through this program, one Salem State College senior or recent graduate will receive a fellowship to live and study in Lombardia, Italy where they will teach English conversation in an Italian high school. The first Salem State student will teach in Italy during the 2010-2011 academic year. Antonio Ciruolo and Tania Buonopane are our first two candidates. Good luck!

Spring Events

Look for posters for our upcoming spring events, including movie nights, our annual Pétanque/Bocce tournament, our Photo Contest winners, the HOPE award, and our annual Spring Fling!

French and Italian Internships

The department has created internships in French and Italian this year. During spring 2010, three students completed internships as teaching assistants at Salem High School (French), Salem Middle School (French) and Gloucester High School (Italian).

We hope to continue and expand internship opportunities in French and Italian in the future (currently offered as directed studies). If you are enrolled in the French or Italian minor and are interested in interning during your senior year, please contact Dr. Blood or Dr. Rocca for more information.

Clarke School Spanish Pre-K Program

Dr. Serra has collaborated with the Clarke School in Swampscott to create a Spanish preschool program. Student interns volunteered to assist in the creation of the program and teach many of the classes. This program is similar to the Salem Preschool and Marblehead Elementary School Spanish programs that the Department has already been operating with student interns from the Peer Tutoring and Community Placements Spanish courses. One student, Fay Ventouris, was so inspired by the program, she has initiated creation of a Spanish preschool program in her hometown of Saugus.

STUDENT NEWS

New additions to the SSC Foreign Languages community!

MAT-Spanish student Katie Hanchett's son, Micah James Hanchett, was born on December 25th, 2009! He was 8 lbs 14 oz and 21 1/4 inches long. Katie is enjoying her time at home with him and will return to work in September. If all goes according to plan, there will be another addition to the club soon. MAT graduate Jessica Stryhalaleck is pregnant with her second child. The baby is due at the end of July... the gender will be a surprise. The baby will be joining daughter Mia, who is 4. Best of luck, Jessica!



Katie hanchett's son Micah

FACULTY NEWS

Dr. Blood will present a session entitled "Québec aujourd'hui: identité, diversité, fierté" at MaFLA's Diversity Day at Lasell College on May 1, 2010. This series of professional development workshops is for French teachers wishing to expand their knowledge of Francophone cultures.

Drs. Doll, Rocca, and Dávila presented research at the North

Hispanic and Latino Studies - NAHLS), in Baton Rouge, LA.

Dr. Rocca also held a presentation at the Sons of Italy Woburn Ladies Lodge in Woburn, MA, entitled: "Lazio and Beyond: the Region, its Internal Dynamics and Relationship within Italy", and talked at the French Club Richelieu in Salem, MA, about her research topic and how she met Algerian female



SSC faculty at NEMLA conference in April 2010: Anna Rocca (foreign languages), Kristine Doll (foreign languages), Pierre Walker (English) and Michael Deere (philosophy)

East Modern Language Association (NEMLA) meeting in Montréal, Canada this April. Dr. Doll chaired a seminar entitled "Translation: Beyond the Personal to the Global" and presented her own research in "Translation as Transformative Experience"; Dr. Rocca chaired a seminar entitled "Postcolonial Francophone Writers Narrating Places of Creation, Transformation and Connection" and presented new research on Algerian author Assia Djebar entitled "Assia Djebar Between Spaces and Places: Words, Sounds and Bodies"; and Dr. Dávila presented her research entitled "When the Spirits Dance Mambo: African Tradition in the Puerto Rican Diaspora." Dr. Dávila also presented "Una nueva estética de la violencia: Archivo de oscuridades de José E. Santos" at the 2010 NAAAS & Affiliates National Conference (National Association of African-American Studies & National Association of

writer, historian and distinguished Professor at NYU Assia Djebar, first Algerian member of the prestigious Académie Française.

Dr. Reeds presented "Urban Pessimism and the Optimism between the Lines: Literary Latin American Cities" at the Florida International University's Seventh Biennial Conference on Spanish and Spanish-American Cultural Studies, in Miami, FL.

Dr. Aske recently published an article on "Foreign Languages and the Core" for the School of Arts and Sciences publication ASpect, with the intention of starting a discussion about the desirability of making changes to the language requirements currently in place at Salem State College. The article can be read online at this address: aspectwebsite.com/foreign-languages-and-the-core.

INTERNATIONAL PHOTO CONTEST 2010

Thank you to all who have sent pictures for the foreign languages fifth edition of its International Photo Contest.

On May 12 pictures will be selected to appear in the 2010-2011 calendar and 24 will appear in the free screensaver.

If you would like to order a copy (or more) of the paper calendar, call 978.542.6258 or email languages@salemstate.edu. They are only \$10 or \$8 if you buy 3 or more. They make great presents!

Proceeds will support student scholarships.

You can view past year's pictures by going to this page: lrc.salemstate.edu/ipc

This year's pictures and screensaver will be available there too by the end of May.

ANNOUNCEMENT

An evening of Catalan poetry, painting, and music

Saturday, May 8, 2010.

7- 9 pm.

August Bover (Barcelona), noted Catalan poet and Kristine Doll (Salem), local translator and professor, read Bover's poetry and translations, accompanied by Catalan music and art.

THE SALEM ATHENÆUM
337 Essex Street
Salem, MA 01970
(tel) 978.744.2540
(fax) 978.744.7536
salemathenaeum.net
info@salemathenaeum.net

ALUMNI NEWS: WHERE ARE THEY NOW?

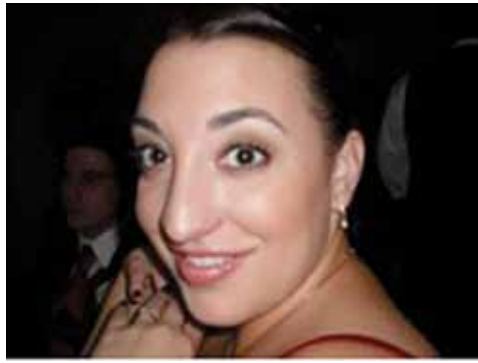
Dr. Jon Aske, Foreign Languages

A flurry of activity in the Spanish alumni mailing list has resulted in us hearing from a number of our Spanish major graduates and to learn what they've been up to. With their permission, we would like to share this with the Foreign Languages community. We hope other graduates will feel inspired and come out of hiding so that we can know what they are up to and so we can feature them in future issues of *Lingua Franca*. A lot of people care about them and would like to know what they're up to.



Chris Wolforth

I graduated in August 2008 with major in Spanish and Biology. I did a study abroad in Oviedo, Spain Summer of 2006 and Argentina in Spring of 2007. I am currently working at the National Cancer Institute for a company called SAIC doing cancer research and I am also currently enrolled at Johns Hopkins for an MS in Biotechnology and MBA (dual degree program). I am currently living in the DC area (Alexandria Virginia). I see now that my abroad experiences have made more open-minded and now I have a better feel and understanding for different cultures and people. There are people from all over the world working here at the National Cancer Institute in Frederick, MD. I have no problem with interacting and networking with all of them. On top of helping me out in life all that travel and study abroad was a lot of fun too!



Maura J. Harrington

Since graduating from SSC in 2004, I've gone on to use my Spanish Language & Literature (pedagogical track) degree and MTEL certification to teach at Revere High School for two years before deciding to go to law school. Currently, I am getting ready to graduate from the Massachusetts School of Law at Andover, in Andover, Massachusetts this June! It has been a long road but well worth the effort. I will also be preparing for the July 2010 bar examination. I hope to have my own law practice one day, in which I will be utilizing my Spanish language skills. In the interim, I've taken a few conversational classes in Portuguese. I am sure that my language skills will be of great help to me during my professional career. On a more personal note, I am engaged to wonderful and outstanding human being. His name is Manuel Rivera. Manuel is on active military duty serving the United States Coast Guard as a PO2 (petty officer, 2nd class). He will be completing his 10th year of service and plans on making the military his career. We were engaged on May 25, 2008 in Napa Valley, California (aka, wine country) and we are planning a non-traditional, tropical beach wedding on the sandy beaches of Puerto Rico! As for jobs, I am currently applying to work for the District Attorney of several Massachusetts' counties, the FBI and the CIA. I am also working as a manager at my parent's restaurant: Sebastian's on Broadway, 733 Broadway, Revere (www.sebastiansonbroadway.com). The restaurant keeps me quite busy in between my studies. I am very happy to report that despite the downward spiraling economy, my family has been

extremely lucky to keep the family business open and successful! The moral of the story here is that hard work truly does pay off, even if you don't see the results instantaneously, there is hope for anyone who truly works diligently toward making his or her dream come true!



Michael Skorker

Since graduating from Salem State I have been teaching at Medford High School. This is my fifth year there. I am the class adviser of the Class of 2010 and it's going to be sad to see them go this year (I have been doing it for the past four years!!!). In addition to that, I run the annual Talent Show. It's a lot of work, but as most of you know, I LOVE to sing. On Tuesday and Thursday nights you can find me teaching ESL to adults at Medford High. I teach for a program called the Medford Family Network. This is my first year teaching ESL so I'm still learning but I absolutely love it. If all goes as planned, in 2 years I will be teaching English in Argentina!!! I'll keep you all posted. Academically, I am almost finished with my Masters degree which I will get from Middlebury College. This summer I will be studying in Guadalajara, Mexico where I will graduate after four long summers of intense studying. I can't wait! I currently live in Malden and I absolutely love it. It seems that many of you still live in the area too. Maybe we should have an alumni get together. Let's plan it.



Diana Buccella

I have been working as a Spanish teacher at Beverly High School since my graduation in May of 2004. I was extremely lucky to find a job so quickly. I also began working on my Master's degree shortly after in the summer of 2005. I graduated from Middlebury College in August of 2008 with my MA in Spanish. It was one of the best experiences for me, total immersion. I am currently dating a great guy, not married yet, maybe someday. My family is also doing well. I am happy to report that I finally took the plunge and bought a condo in Danvers. I am very happy in my professional and personal life. I thank Salem State for where I am today and the wonderful professors in the Foreign Language Department. I wouldn't be where I am without your guidance and instruction.



Kate Coelho

Well, since graduation in 2006, I have primarily focused on family. My husband and I now have 2 children (Andrew, age 6 and Ava, age 2). I have been home with them until the youngest starts school. We have traveled to Brazil 3 times, being totally

immersed in their language and culture (my husband is from Brazil). I have my Spanish language skills to thank for some great trips. Learning Spanish has opened a huge doorway to another language, Portuguese. I am nearly fluent in my husband's first language, which I hope we may one day be able to pass on to our children. I have taken 2 courses towards a Masters' in EDU/ESL, but have since put that on a hold, as my family is a little bit more demanding. I'm not sure what the future holds, but I look forward to applying my Spanish degree to my



career soon!

Jamie Grazio

Since I graduated in 2006, I have been working as a tour consultant for EF Educational Tours, selling travels to teachers to take their students abroad on 1 to 2 week trips all over the world. I started in the Cambridge office in November of 06 and moved out to Denver, Colorado in July of 07 to open up our west office and have lived there ever since... And I love it! I have studying abroad in Madrid during college and majoring in Spanish to thank for getting this job and getting to see the world myself. I am currently standing in the 13th country I've gotten to visit, in Africa, staring at giraffes and zebras in the wild. My goal is to fill my passport before it expires in 2012 and I'm almost there! I've definitely found that my true passion in life is traveling and have my college experience and education to thank for discovering that and getting to do it as a part of my job. So thank you, SSC!

DEPARTMENT OF FOREIGN LANGUAGES CONGRATULATIONS, SPRING 2010 GRADUATES!

to honor those students in our programs who are graduating this year. We sincerely congratulate them and wish them the best. We also hope that they will stay in touch with us in the future. We will miss them and remember them always. The following are the students who are planning to graduate in May, pending meeting all the requirements.

MAT IN SPANISH

Jessica Barber
Christina Berry
Jessica Clifford
James Donahue
Mindi Greenberg
Virginia O'Connell
Noel Tashjian
Rebecca Teiwes

BA IN SPANISH

Ana Chadbourne
Benjamin Coronel
Marilyn Duran
Iliana Puello
Angela Raimo
Raynoli Tejada
Christian Zavarella

MINOR IN SPANISH

Samantha Barias
Elizabeth Bertelli
Stephanie DeOrio
Evelyn Flores
Ryan Hall
Corinna Hendrick
Saira Saleem
Patricia Sheehan
Michael Wescott

MINOR IN FOREIGN LANGUAGES

Erika Galvan-Alvarado
Angela Voulgaris
Christian Zavarella

MINOR IN FRENCH

Alexander Côté
Julie Goldstein
Emily Laverdière

MINOR IN ITALIAN

Megan Carroll
Chandra Sheehy

SALEM STATE FRENCH FACULTY, ALUM, AND UNDERGRAD JUDGE LOCAL FRENCH CONTEST

Dr. Elizabeth Blood, Foreign Languages

On March 17, 2010, the Salem Richelieu Club sponsored its annual "Concours Oratoire," a French contest for North Shore high school students. The three judges of the contest were Richelieu members and also members of the French program at Salem State: Elizabeth Blood (associate professor of French), Joe Welch (an alum of the Salem State French Major), and Shawn Pinette (a current undergraduate French student). Student contestants from Salem High School, Swampscott High School, Marblehead High School, and Danvers High School each offered a five-minute oral presentation in French and were judged on content, pronunciation, fluency, and presentation style. The winner – the student from Salem High School – was awarded a \$400 scholarship, while the runners-up each won \$200 towards their future educational goals.

The Richelieu Club is a community organization that is dedicated to promoting the French language and Francophone cultures, while

also raising funds to donate to local charities. The Salem Richelieu Club annually donates to the Plummer Home for Boys and the St. Joseph's Food Pantry, and sponsors cultural events in Salem, including the "Conours Oratoire," a monthly dinner where all members speak only French, and a monthly French film private screening at Cinema Salem. Members include many Franco-Americans who grew up in Salem's French-speaking community and want to continue to practice and perfect their French through the club's activities, as well as a number of native speakers from France and Québec, teachers, students and former students of French. Joe Welch, who graduated from Salem State in the late 1970's, went on to complete a bilingual law degree and an MBA at McGill University in Montréal. He currently works and lives in Salem and has been a member of the Richelieu Club for many years. Dr. Blood joined the club in 2009, and student Shawn Pinette was inducted just this spring.

When asked about the contest, Shawn Pinette remarked, "It was an honor for me to participate as a judge. Being a member of the Richelieu Club is a great experience because it's one of the few avenues for me to go out and actually use my French outside of school." Dr. Blood agrees that the activities of the club are a great community service for anyone interested in practicing their French language skills. "We have developed a great relationship between the College's French program and the Salem Richelieu Club which has enriched both of our organizations. It's amazing to see current students and alumni who are still so dedicated both to using their French, promoting French activities, and contributing to community organizations. We look forward to future collaborations and to more students and alumni joining the Richelieu Club!"

For information about the Richelieu International, the club's parent organization, see: richelieu.org/fr/.



Richelieu members Shawn Pinette, Elizabeth Blood and Joe Welch judge the concours oratoire.

BUILDING BRIDGES TO THE COMMUNITY: SPANISH AT CLARKE ELEMENTARY SCHOOL, SWAMPSCOTT

Dr. Fátima Serra, Foreign Languages, with students Tania Baez and Fay Ventouris

Every Monday and Thursday, from 2:15-3:15 pm, four students from the foreign languages teach Spanish to 25 K-4 children enrolled in the Clarke Elementary school extra-curricular program in Swampscott. They are in charge of the whole process: lesson planning, activities, materials and selection of teaching techniques under the close supervision of two coordinators: Dr. Balcells, MIT Professor and Clarke parent and, Dr. Serra, foreign languages at SSC.

"This project gives us, college students, the opportunity to work with children and experience the career and or major in that we are interested in" says Tania Baez, one of the four participants in this collaborative program alongside Stephanie Deorio, Fay Ventouris and Joana Melo. Their experience, though challenging at times, is extremely rewarding for everybody. Swampscott children are showing great enthusiasm for the subject and their teachers, and SSC students are glad to be given this opportunity, and I am proud of the dedication, maturity and professionalism our students are demonstrating.

In these times of tight budgets, the Massachusetts Department of Education is not ready to fund Foreign Languages at the Elementary School level. Research shows over and over, that the ideal age to learn a foreign

language is before 12 years old. The enthusiasm and hard work of Dr. Balcells and Ms. Longin, Clarke School Principal, together with the support of Dr. Blood, chair, foreign languages, have made possible this productive, creative collaboration that has resulted in Spanish classes for children who would not tackle Spanish until middle school. It has also been an invaluable experience for future teachers.

Two of the participants, Tania Baez and Fay Ventouris, have shared their impressions with us:

F. Serra: What made you explore education as a career?

T. Baez: I discovered my passion working with children when given the position of leader in the Children's Ministry in the church. I have enjoyed tremendously being a teacher.

F. Ventouris: My love and passion for working with young minds gave me the insights to explore education as a possible career.

F. Serra: How do you prepare for your lessons?

T. Baez: Joana and I work closely together covering those same areas and discussing at length how to balance the activities for the different levels and abilities. It is challenging, but being part of a team, makes it easier and more productive.

F. Ventouris: Firstly, we take into



account the age of the students. Next we create an objective, such as learning the colors/numbers etc., and find activities to both educate and grasp the students' attentions in order to create connections and spark interest for further lessons.

F. Serra: Do the weekly reflections help you get prepared for your next class?

T. Baez: The weekly reflections do help. They give us the opportunity to look over what we have done and to think about better ideas for helping the students learn. If we see that the way we taught something or an activity helped the students understand what was being taught, the following week we will incorporate something similar.

F. Serra: How are the responses of the children to the classes and the learning of a Foreign Language?

T. Baez: All the students are very enthusiastic about learning Spanish. I am very proud of all my students, to this day, all of them have cooperated with us and have shown that they want to learn Spanish. We can also tell that while they are at home most of them make the attempt to go over the notes and try teaching Spanish to other family members.

F. Ventouris: The response of the children to learning the foreign language has been very positive. They love playing the games and interacting with each other and us in Spanish! They learn very quickly because they are very excited about the subject.

F. Serra: What is the most challenging part of this job?



Fay Ventouris working with children at the Clarke Elementary School

continues on page 6

T. Baez: The most challenging part of this job is meeting the expectations needed for each student, finding different ways that each student will understand what is being taught.

F. Ventouris: The most challenging part of this job is not having access to the students more times during the week.

F. Serra: What is the most rewarding aspect of this experience?

T. Baez: The most rewarding part of this experience is seeing that what you are teaching is something that they will always remember and use. People that surround us on a daily basis speak different languages and this will help them learn about different cultures and get the opportunity to meet and interact with different people. This experience has also helped me realize the importance of teaching and the passion that you need to have in order to receive what you are giving. It brightens up my day when I walk into the Clarke school and one of my students approaches me with a 'buenas tardes' or a 'hola'.

F. Ventouris: There isn't any part of this experience that I would not consider rewarding. We have fun and we learn. Seeing their eyes light up when they get an answer right and little hands waving in the air to ask me how to say a word in Spanish is a reward in itself.

F. Serra: What have you learned?

T. Baez: I have learned so many things in this little time that I have been teaching at the Clarke School. The most important thing I have learned is to manage a classroom, be aware of the students learning and be attentive to new questions and or ideas they have. I have also learned how to make lesson plans that will help me in the future.

F. Ventouris: I have gotten to know how children interact. I have gotten to know my students on a personal level in which I can provide to their personal learning styles. I have learned that not every child is the same but that they are like 'sponges' and absorb information eagerly and easily as long as the interest lays in the one who teaches.

F. Serra: Do you think it is a constructive relationship to have ties in the communities such as the one you have

started between Clarke School and SSC?

F. Ventouris: Absolutely! It is an opportunity and great means of networking for students who want to explore their professional possibilities in teaching. I strongly recommend this program. These children are eager and accept the idea of a foreign language and with more educators the experience could be passed to a greater amount of young minds more efficiently. In conclusion we could have a new generation of open-minded more communicative individuals.

We could not say it any better than Tania Baez and Fay Ventouris. It has been a happy experience for everybody, the seed that has been planted. The extra-curricular program will make life-long learners of Spanish who will use their language skills in whatever profession they choose. In the meantime, our students and the children of the community are tasting first-hand the joy of teaching and the joy of learning.

PHI SIGMA IOTA: THE INTERNATIONAL FOREIGN LANGUAGE HONOR SOCIETY

Dr. Kristine Doll & Dr. Anna Rocca, Foreign Languages, PSI Faculty Advisors

Phi Sigma Iota recognizes its newest chapter at Salem State College! We are very pleased to announce the initiation of three outstanding graduate students, ten exceptional undergraduates and four fabulous faculty members. Our chapter, Omega Alpha, held its first reception and induction ceremony on Thursday, April 29, 2010 from 6– 8pm in the Presidential Room of Alumni House, South Campus, and Dr. Jude Nixon, dean of Arts and Sciences, was our guest speaker for the evening. Phi Sigma Iota is the highest academic honor in the field of foreign languages. The Honor Society recognizes outstanding accomplishment in the study or teaching of the academic fields related to foreign language, literature, or culture. These fields include: Foreign Languages, Classics, ESL, Comparative

Literature, Foreign Language Education, Linguistics, Second Language Acquisition and other interdisciplinary programs with a significant foreign language component. New members are recruited by invitation only from established chapters of Phi Sigma Iota.

The Insignia

The Insignia of the Society was adopted in 1935. The words PHI, SIGMA, and IOTA may be understood, respectively, as Philotes (Friendship), Spoude (Zeal for languages), and Idioma (Research and Individuality).

The Key and Pin of the Society are comprised of the following elements:

- A chaplet of ivy, in honor of the birth of Horace (b.65 B.C.), the Roman poet at the height of Augustan literature who was a model for subsequent versification;
- A stem at the bottom of which the foliage "grows";
- A five-point star standing for the five languages originally recognized by the Society;
- The Greek letters PHI SIGMA IOTA imprinted over the five-point star.

The shield or coat of arms of the Society is comprised of a summary of the colors and designs of the shields of the language areas mentioned in (3) above. The colors of the Society are purple and white. For pictures of the ceremony, go to the department's picture page.

2010 Inductees

MAT-Spanish:

Jessica Barber, James Donahue, Rebecca Tiewes

BA-Spanish:

Michael Aliberte, Jessica Cox, Christine L'Heureux, Gisette Polanco, William Vasquez

Minor in French:

Erin Foley, Megan Farmer

Minor in Italian:

Robbin Crandall, Gisette Polanco, Chandra Sheehy

Professional:

Carlo Cipollone, Director of Educational Programs for the Italian Consulate in Boston

Faculty:

Michele C. Dávila, Kristine Doll, Anna Rocca, Fátima Serra

STORYCORPS

By Dr. Jon Aske, Foreign Languages

Last summer I volunteered to lead a book discussion for a group of incoming freshmen during orientation. The book in question was called *Listening Is an Act of Love* and it had been assigned to them to read as a sort of bonding experience.

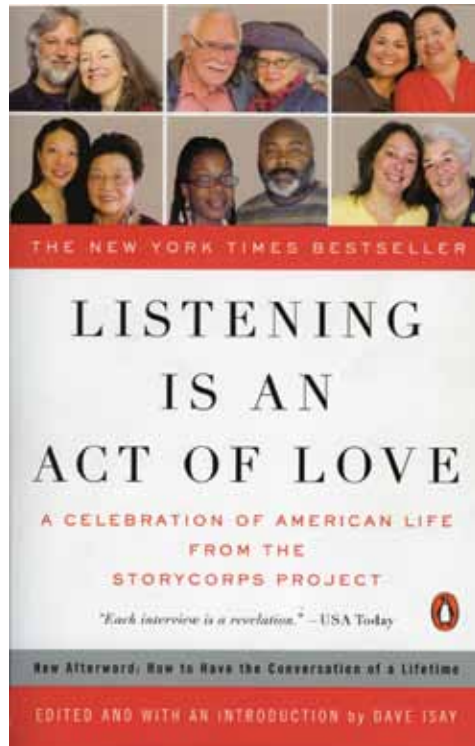
I would like to tell you a bit about this book, how it came about, and the organization that put it together: StoryCorps. StoryCorps is a non-profit organization that collects oral histories of regular people. The assumption is that everybody has stories to tell that are interesting and that are worth sharing and preserving.

If you think that this is an odd proposition and that regular people do not have much to say that could be of interest to other people, you are in for a surprise. If you read the book you will see right away that this is really interesting stuff. Surely the book contains a selection of the best stories but, still, as one reads through them one is constantly amazed and moved by the experiences people lived and one soon comes to the realization that people, all people, you and me, are part of history too.

StoryCorps was inspired by oral history projects that were done in the 1930's. The recording of StoryCorps stories started in 2003. The person telling the story always does it in front of a person close to them, a family member or a friend and, because of that, the stories sound even more real, personal and poignant. People who go to a StoryCorps booth to record a conversation receive a copy of the recording on CD. Another copy of each interview is placed at the American Folklife Center at the Library of Congress.

In 2008 StoryCorps published the first collection of stories in book form, the one I have just mentioned: *Listening Is an Act of Love: A Celebration of American Life from the StoryCorps Project*.

On April 15 of this year a second book of stories by StoryCorps became available, just in time for Mother's Day, since mothers are the topic of the stories in this book. The book is called *Mom: A Celebration of Mothers from StoryCorps*. No doubt this will make a



great Mother's Day present.

StoryCorps has other thematic projects or initiatives. For instance, in 2007 they started recording stories of African American's, recording close to 2000 stories, primarily from WWII veterans and people who participated in the civil rights movement.

More recently, in September 2009, StoryCorps started a project called StoryCorps Historias to create a collection of Hispanic/Latino stories. As they tell us, "StoryCorps Historias is an initiative to record the diverse stories and life experiences of Latinos in the United States, whether in English or Spanish. Sharing these stories celebrates our history, honors our heritage, and captures the true spirit of our community. It will also ensure that the voices of Latinos will be preserved and remembered for generations to come." Hispanics and students of Spanish will no doubt find this site very interesting.

I strongly recommend you listen or read some of these stories. You can get the books I mentioned, but you can also listen to some of the stories on National Public Radio or at the StoryCorps website.

continues on page 16

DEPARTMENTAL AWARDS

Excellence

Arabic

Timothy Gagnon
Demetra Alexandra Mousoulas

French

Erin Foley
Erika Galvan-Alvarado
Kenson Toussaint

Italian

Richard Ierardi
Tania Buonopane
Robbin Crandall
Cristina Paterno'
Gisette Polanco
Anthony Rossi

Spanish

Ana Chadbourne
Jessica Cox
Marielba Arias
Paul Couture

Achievement

Arabic

William Vasquez
Gisette Polanco
Stephen Gerorgyan
Johnathan Tobin
Michael Ahern

French

Julie Goldstein
Sandy Sprague

Italian

Angela Voulgaris
Angela Calitri
Catia Simas
Brittany Smolinsky
Brittany Bowen
Ashley Johnson

Spanish

Vanessa Risti
Jessica Silva
Roxanna Sandoval
Carmen Surillo
Chelsey Cotreau
Wendiiye Gracias Tenkodigo
Fotini Ventouris
Caroline Cunha
Vanessa Rose Risti
Jon Pellegrini
Patricia DeLeon

Service

French

Shawn Pinette

Italian

Alexander McNally

Spanish

Gisette Polanco

A REPORT FROM MIAMI AND THE SPANISH-SPEAKING WORLD

Dr. Kenneth Reeds, Foreign Languages

After Mandarin Chinese, Spanish is the second most natively spoken language in the world. Measured by population, the countries with the greatest number of Spanish-speaking people are Mexico, Spain, Colombia, Argentina and the United States. Census statistics from 2006 indicate that 15.4% of our population speaks Spanish and it seems likely that this year's count will show an increase. A unique characteristic of our Spanish speakers is the diversity of their cultural backgrounds: the melting pot attracts people from around the Spanish-speaking world and while cultural groups often settle together, taken as a whole the US has perhaps the most diverse Spanish-speaking population in the world. Aware of this profile, I was excited to be able to attend an international conference meant to examine the important issues confronting the Spanish-speaking

world two hundred years after the first Latin American countries attained their independence from Spain. The conference was held at Florida International University in Miami during the first weekend of April.

So what subjects are creating a buzz in the Spanish-speaking world? Perhaps the best place to start is the location where almost unanimously Latin Americans are coming together: the city. In 1950 41.1% of Latin Americans lived in cities and today that number has grown to 75%. This rapid urbanization has had enormous impact on family life, labor conditions, and almost every aspect of social reality. Various conference participants explored this subject, giving particular attention to the links between the evolution of globalized economics and the terrible violence plaguing urban centers like Mexico's Ciudad Juárez. Always a part of Latin America,

but too often marginalized and disenfranchised, the rise of indigenous leaders like Bolivia's Juan Evo Morales Ayma has contributed to the increasing voice and political participation of this important portion of Latin America's population.

The indigenous role in national and international dialogue was examined by various speakers, particularly with historical reanalysis challenging established ideas of the past and optimistic visions of traditional ways of life existing in today's world. A subject which naturally accompanies discussion of

indigenous issues is race and several participants gave papers exploring the realities of mixing European, African, Asian, and Indigenous heritages. While certainly revealing in their honest appraisal of the ever-present plague of racial discrimination, the speakers were also hopeful about the enormous richness such a cultural blend can offer both a society and its economy.

Often stereotyped as the land of machismo, people are sometimes surprised to learn of the number of important female political figures in Latin America including recent Chilean President Michelle Bachelet and Argentinean President Cristina Fernández de Kirchner. Conference speakers provided a profile of women in Latin America as torn between traditional roles and exploration of the new possibilities they have earned through education and the loosening of the formally male bastions of politics and business. A last mention should be given of the conference's keynote speaker Dr. George Yudice who spoke about the effects of new technologies on the world of art and the elucidation of voices which hitherto had found difficulty breaking into political discussion. Dr. Yudice's vision echoed that of many of the speakers in representing Latin America as an important participant in the world which, although plagued by many problems, has a positive future thanks to its diversity and ever-increasing modes of communication.

Issues like economic impact on cities, race relations, women's rights, and the role of new technologies in national and international dialogue probably sound familiar to people in the United States. This is unsurprising because the image of the Spanish-speaking world and the US as separate entities is an idea from the past. The reality is that we are one and the same and the problems that we face are common. Two hundred years after Latin America began its independence from Spain, Florida International University's conference made it clear that diversity provides us with the resources to confront our issues and communication is the key to making that possible.



DESTINATION: CORSICA, FRANCE

Robbie Dexter, secretary of the Department of Foreign Languages

My daughter Jacqueline Marquis is a 2005 graduate of Salem State College. She got married on June 26, 2009, in Corsica, France. Sorry to admit, I had never heard of Corsica as

via ferry instead of flying, and the decision to take a ferry from Nice to Corsica was a great choice. The five-hour trip gave us a good amount of time to relax, and the fare was easy on

with forests), and it has the highest mountain range and more rivers than any other Mediterranean island. There are mountains that are snow-capped almost the entire year. From December to March there are a few small resorts inland that offer downhill and even cross-country skiing. Also there are over 200 beaches that line the coast and some of the finest in the Mediterranean. The climate is hot & dry during the summer, and is mild & rainy during the winter.

We were advised to rent a car. Car rental companies are at the four airports and port terminals. You should know how to drive standard, as automatic vehicles are hard to find, and although they are available, you should pre-book them a few months in advance. Boating is popular and you can rent or take a tour. Boat rental companies have different types of craft and the rates can be by the hour, day, or weekly. There are also ferries that can take you to Sardinia or mainland Italy. Regarding accommodations, there are different types from economy, mid-ranged, and high end. We stayed overnight in a complex not far from the beach that consisted of a few small bungalows. We rented one with two bedrooms, a bath with a shower and a kitchen, part of which was outside. It had the feel of a campground, so no need to dress-up.

The wedding took place in the La Castagniccia mountain region (mid-eastern Corsica) in a village called Felce. This village was founded in the 15th century by my daughter's mother-in-law's family (her maiden name being "Felce"), which made it particularly unique. It is a 45-minute drive up from the coast to the village through lush green mountains with hairpin turns and no guardrails (I guess this is typical of Europe). This village has a population of under 30 people, with a beautiful chapel and small stucco dwellings along the hillside. It appears that the other villages are similar and were more than likely settled around the same century. I'm sure they are passed down from generation to generation. In this area, the villages and farms are few and far between.

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Foreign languages secretary Robbie Dexter and daughter Jacqueline Marquis at Jacqueline's wedding in Corsica

my interests in traveling didn't include the Mediterranean. However, being the mother of the bride requires your attendance, so I immediately took great interest in that part of the world. Jacqueline studied abroad in Australia in the spring 2004 semester, and fell in love with Christophe, an Australian. Christophe's mother is from France and his grandmother lives in Corsica, so the decision to have a wedding there was a good choice as the island was a "halfway point" between the United States and Australia.

My daughter, son and I made it into a whirlwind adventure. We met up with Jacqueline (arriving from Australia) in Paris, rented an apartment, and stayed there for three days. We took a train from Paris through the south of France to Nice where we spent four days in another apartment rental and met up with her friends. We headed to Corsica

our pocketbooks. The ferry itself was surprisingly more like a small cruise ship. You can also rent a car in Nice and put it on the ferry to make your travels a little less hectic.

Corsica is in the eastern part of the Mediterranean. It was an Italian possession until 1768 when it was purchased by France. The largest ports are Bastia, Calvi, Bonifacio and Ajaccio (the island's capital and Napoleon's birthplace). The population is about 261,000, and the languages spoken are French, Corsican French (Corsu) and Italian. It wasn't difficult to find English-speaking people, but it is good to learn to speak some French, even if it's simple. It is a great place for outdoor activities and I read it has one of the most challenging and most famous hiking trails in Europe (the GR20). The center of the island is mostly mountains (some rugged, some

ENGLISH SPELLING AS A SOCIETAL AND EDUCATIONAL PROBLEM

Dr. Jon Aske, Foreign Languages

English spelling is a royal mess. That's not a secret. It's probably one of the messiest spelling (alphabetic writing) systems around, which has consequences for native and non-native speakers alike. It doesn't have to be that way. Other languages have spelling systems that are much more logical and sane. Actually every other Western spelling system, with the possible exception of French, is much more logical than the one English has. Actually, French underwent a reform in 1990 that changed the spelling of some 2000 words, so they at least are trying to improve things by making them simpler.

Many scholars and even politicians, such as Benjamin Franklin, have attempted to reform English spelling, which became fixed as it is now a few hundred years ago. For the previous several hundred years in which English was written, people had considerable leeway as to how they spelled words, trying to consistently represent sounds with the same characters, but not always succeeding. The lack of success is due to several reasons. A major one is that the English alphabet, which as you know is derived from the Latin alphabet, was not designed for the sounds of English, but for the sounds of Latin, which were different in many respects. Also there is the fact that people don't use the same sounds all over the English speaking world, so it is hard to expect a single spelling system to faithfully represent the sounds of the language. Another problem is that the pronunciation of English words has changed much over the last 1000 years. If you were wondering where the silent GH letters in the word night came from, for instance, or the silent K in KNOW, the reason is that they used to be pronounced at one time, but they are not anymore, but nobody bothered to change the spelling of those words.

There is an interesting story that blames the chaos in English spelling in part to something that happened 500 years ago. This was the time right after Guttenberg invented the printing press and when there was no agreed single way to spell words. It so happened that the first and most important book that

most people in England had in their homes in those days, the one they used to learn to read and write, was the Bible. But in the early 1500's it was forbidden to print the Bible in anything but Latin in Western Europe (England was still Catholic then) and so the first commonly available English Bible was not printed in England. Rather, it was typeset and printed in Germany, by German typesetters and printers who didn't know English and who were working from a hand-written original which was itself imperfect. This Bible was then smuggled into England and became the first printed book that most families ever owned for many years to come. You can imagine the mistakes and inconsistencies that were bound to be in that book. English spelling never recovered. It might have if there had been an official or unofficial body to reform spelling, but that never happened. Not that it would have necessarily been a panacea. France has a well-known language academy, but French spelling is anything but sane, despite the recent reforms.

So English spelling sometimes reflects pronunciations from an earlier era and it often reflects inconsistencies created by earlier scribes and typesetters from different dialects or with different personal preferences. Since you are obviously a literate English speaker, I don't need to show you how difficult and inconsistent English spelling is, but if you need some reminding, you can head to this site: www.englishspellingproblems.co.uk.

The messy spelling is not just a quaint fact about English. Some have argued that it has serious consequences for literacy and happiness in English speaking countries. The Spelling Society in Great Britain is an organization that attempts to educate people about the need for spelling reform and the consequences of our spelling system. They argue that it takes the average English speaking child 12 years to learn to spell English well, whereas it only takes an average Italian speaking child 2 years to learn to spell Italian well, since the Italian spelling system is so much more consistent than the English

one. Furthermore, they claim that around 20% of all British and American adults are functionally illiterate, which they attribute to the difficulties of the English spelling system. Some have also argued that there is a link between illiteracy and low self-esteem and even crime rates! Although not everybody has serious difficulties acquiring English spelling, even if it is not easy, some people have legitimate cognitive issues which could be eased greatly if the spelling system was not so chaotic.

To conclude, I thought you might like to see what a reformed spelling system might look like. What follows is an example of one of the many spelling reforms that have been proposed. It is called Cut Spelling (CS) and it does away with much irregularity. The following paragraph, is taken from the Spelling Society's website (<http://www.spellingsociety.org/aboutsss/leaflets/cutspelng.php>):

Th foloing paragraphs sho CS in action. We first notice it is not hard to read, even without noing its rules, and with practis we read it as esily as traditionl spelng. Most words ar unchanjed (over 3/4 in th previus sentnce), and we hav th impression not of a totaly new riting systm, but of norml script with letrs misng here and ther. Th basic shape of most words, by wich we recognize them, is not fundmently altrd, and nearly al those that ar mor substantialy chanjed ar quikly decoded; very few ar truly puzng. This means that, if al printd matr sudnly apeard in CS tomoro, peples readng ability wud not be seriously afectd. Foren lernrs in particulr ar helpd by th clearr indication of pronunciation, as wen pairs like lo/cow, danjer/angr, undrmine/determn cese to look like ryms. With groing familiarity, users apreciate CS as a streamlined but mor acurat representation of spoken english. Its novlty lies in th disapearnce of much of th arbitrary clutr that makes ritn english so confusing and causes most of th mistakes peple now make.

THE URGENCY OF INTEGRATING TECHNOLOGY INTO OUR CLASSES

James A. Donahue, MAT-Spanish Student

Educators tend to acknowledge the benefits of integrating technology into the classroom, yet they also tend to admit that they do not integrate it enough. Here are 5 things a teacher cannot say:

- 1. My school doesn't have technology.**
The technological situation of a school is never perfect. Perhaps the technology isn't even very good. You have to find what you have and use it to its maximum potential and the best of your ability.
- 2. I don't know enough about technology.** This phrase should not longer be used as an excuse. It's a warning flag! We are teaching 21st century thinkers and learners. If you don't know enough about technology, you need to get help either in person or online. If you do know enough, share your knowledge!
- 3. Professional development doesn't help.** This is like a student saying, "I don't get it." It's a dead end. So back up and rethink what you really mean. Do you think that professional development should be differentiated so that technologically advanced teachers help others? Should it be hands on? Should you have to create lessons using technology instead of passively listening to a presentation? Don't complain about professional development -- advocate to change it.
- 4. I don't have time to make lessons technological.** Start small and change one lesson per unit. In September have students email you in the language. By June they'll be creating a Wiki. It gets easier the more you do it.
- 5. I'm too old/this technology stuff is not necessary.** Expectations for teaching and learning change and evolve. Just because it wasn't necessary in 1990 or even 2000 doesn't mean that it's not necessary today. If you are truly unwilling to change, it is time to evaluate other career possibilities.

Our challenge and mission, as foreign language teachers, is to take what we are given and go above and beyond what we think we can do. Here are reasons and ways to use technology as a teaching tool:

- 1. Kids are technological, and hard to impress.** Designing lessons to incorporate how kids already learn outside of the classroom, such as Internet searches and social networking sites, provides automatic legitimacy to the activity. Don't lower standards, just be willing to change how you and the students get there.
- 2. Technology IS communication.**
Break the barriers of the physical classroom:
 - a. Speak!** Everyone agrees that an essential part of a foreign language class should be meaningful verbal communication in the classroom. Take it to the next level by using a language lab. Go further by talking with kids outside the classroom via the Internet. Add in video. This is global communication.
 - b. Write!** Instead of writing a composition on paper, nowadays it is more common to type it on a computer and print it. Have a student write in a Google Doc and they can share it with you where you can add comments and notes in real time. Peer editing can now cross time zones.
 - c. Text!** So maybe allowing text messaging in class isn't the best idea. What about making a virtual classroom where kids can discuss, debate and ask both in a computer lab and from a home or library computer. Get more global by inviting a class from around the world to participate.
 - d. Travel!** Interacting with a foreign culture is much easier than it used to be, and it doesn't mean that airfare is cheaper. The authentic, real-world resources that are available online are limitless. Go to the Picasso museum in Malaga in just a few clicks.
- 3. Technology IS collaboration and creation.** If students want to do a "poster project" they either have

to be in the same place at the same time or work separately and then combine the work at the end. Here are some ideas on how to let kids create and collaborate using technology:

- a. Write a story in a Google Docs presentation (similar to Powerpoint).** Students work on the exact same document, so there is no correct version to worry about. They can illustrate the story with images from the web. Then they can publish their creation as a webpage to share with the entire class, and world.
- b. Make a website using Google Sites.** The students all have access to edit the site so it works much like a wiki. Have students work in small groups to make small websites. Be daring and let an entire class make a much bigger website with more detailed information. Reach for the sky and let multiple classes work on the same site. I currently have 65 students working to build a (fictional) job posting website, complete with job listings, job searching advice, resume advice, a "find your ideal career" survey, and more.
- 4. Who is going to get the job?** There are two people applying for the same job and their qualifications are practically equal. They both speak Spanish, but one applicant knows how to navigate Spanish websites, collaborate online, chat around the world, and more. The other applicant only knows how to type a document. Don't you want to be the teacher that helped develop the first applicant's technological competence?
- 5. No one cares about foreign language.** The only way to demonstrate the legitimacy and necessity of quality foreign language instruction from K-12 is to lead the way in teaching practices, which includes meaningful technology incorporation. It is essential that foreign language teachers allow students to use technology available to communicate, collaborate, and create. Technology grows and changes every day, so the longer you wait, the further behind you and your students will be!

ITALIAN STUDENTS AT SSC: “FORZA RAGAZZI!”

Dr. Anna Rocca, Foreign Languages

“Forza ragazzi!” is an Italian expression that highlights success while emphasizing encouragement. In this case I will use it to recognize the value, effort and tenacity of our undergraduate students of Italian. The Italian minor, recently established thanks to the efforts of Dr. Elizabeth Blood, has really started to shine in the last academic year. For the first time, two upper-level courses ran: in Fall 2009, ITL 354, Italian Composition Through Film, and in Spring 2010, ITL 353, Readings in Italian. Both hybrids, they had an exceptional enrollment of thirteen and twelve students. We often wonder what makes a minor successful, and as is often the case, it is the result of a combination of people’s efforts and the right circumstances.

The first factor accounting for the success of the program comes from a newly established fellowship by the Italian Government. Now SSC students of Italian that are planning to become future teachers have the opportunity to spend three to eight months in Italy. Signed in October 2009,

between Dr. Carlo Cipollone from the General Consulate of Italy in Boston and myself, the agreement will give one fellowship per year to our students, which includes: a monthly stipend of approximately \$800 and the opportunity of attending Italian universities for free while learning teaching methodology in high schools of northern Italy. Two of our students, Tania Buonopane and Antonio Ciruolo, recently applied for a fellowship in January 2010.

A second major factor in our success is the devoted work, all too often under-recognized, of our part-time Italian professors: Richard Strager, Lisa Di Nanno, and Rayanne Menery. The success of lower-level courses is in fact the first step of our development! Other factors are no doubt initiatives such as movie nights, guest speakers, and the implementation of the affordable summer study program in Florence. Collaboration with the outside world has also been important. This semester, for example, Alex McNally, treasurer of the Italian Club, has been invited to the first Student

Intercollegiate Italian Summit Boston meeting held at Harvard University, with the aim of connecting SSC students of Italian to the larger community of colleges in the Boston area.

Last but not least, the success of the Italian program comes thanks to the incredible variety, energy and enthusiasm of our often nontraditional students, bringing to class the flavor of their heritage.

The following are some of our students’ comments about the Italian program, their experiences in Italy and personal relationships with the Italian language:

Tania Buonopane: “This past summer I traveled to Florence, Italy. As an Italian minor at SSC, I decided a great way to truly learn Italian was to immerse myself in the culture and language at La Università di Firenze. The city was beautiful and the classes were wonderful. Very educational, and fun at the same time. People from all over the world were studying there and I made lasting friendships. It was difficult at first to get used to the different culture, but SSC Study Abroad did a great job in preparing me, and Professor Rocca was just an e-mail away! I would highly recommend the Florence summer program as a study choice for Italian minors. A great city, a great school, and a great culture, Florence has it all!”

Alex McNally: “Firenze, Italia, is a destination of mine for this coming summer, where I will attend the Florence summer program. I have always wanted to study abroad in Italia, the origin of my family roots. My interest in the language and culture of Italy became inherent as a child, cooking with my aunts and mother. I believe that an immersion into the culture and language of Italy will offer me better communication skills and the ability to teach using first-hand experiences. During the Italian conference at Harvard I was given the advice to go abroad anytime I am able. I learned that there are many other students who share my same enthusiasm for the culture and language of Italy. Listening to the experiences of previous abroad studies



ITL 353 students



ITL 202 students

I discovered that the opportunity to go should be fought for with passion and determination. To gain the ability to experience Italy within the schools on its soil would be an honor and privilege to be cherished. I hope to further my passion for Italy so I can fall in love with Italian, an expression given to the passion needed to teach Italian in its fullest."

Gissette Polanco: "While I have happily forgotten most of the Latin I learned during that high school academic year, I still remember that twelve day Grand Tour of Italy by EF Tours most of the class participated in. The experience was more than worth-while. I could spend hours at art museums admiring works by Renaissance artists, eating Italian cuisine, and taking photos of beautiful buildings. Thanks to the two years of Italian I have taken at SSC, I have actually retained some of the information and the next time I go to Italy, I will actually be able to

understand some of the language, partake in some conversations, and thereby improve my Italian. I will go abroad this summer and participate in the Italian Language Summer Program in Florence for various reasons, including my desire to improve my Italian language skills. If my Italian drastically improves, I may not struggle so much when I take the Italian MTEL this fall. If I am fortunate enough, I may even be able to lodge with an interesting Italian family to give me an insider's guide to daily life in Italy. Next step? Become a future teacher of Italian in the US, of course."

Robbin Crandall: "I love studying Italian. It's my minor. I'm very excited to be able to go to Italy this summer to study at the University of Florence and I'm also entertaining the idea of teaching abroad as well. I love everything about Italy: its beauty, its people, and of course, its food!"

Chandra Sheehy: "In middle school and high school, I studied Spanish for

six years, and to this day I still cannot speak even the most basic sentence. When I was a senior, I began to study Italian and found I had a facility for the language. I felt the language had such a wonderful cadence, I wanted to be fluent. Upon entering the Italian program at SSC, after more than a year off, I expected to struggle. However, my experience here has been a surprise. The professors make it easy to learn, the classes are fun, and ultimately you are encouraged to continue."

Kayleen Rossio: "My motivation to study the Italian language and culture began in music. While studying opera I started to sing and learn about Italian art. I now hope to continue to pursue my interest in Italian and study and live abroad."

Angela Calitri: "I'm an Italian minor and studied in Rome, Italy, during the spring semester of 2008. Studying abroad in another country was the best experience I have ever had. I lived right next to the Vatican City. Every day it was an adventure for me and every weekend I traveled to another country. It was a fantastic opportunity and if you have the chance, do it! I would not trade it for anything in the world."

Cristina Paternò: "I'm an Italian minor and my family is from Sicily. In the past, I lived in Sicily for three years and it was an unforgettable experience. I became familiar with a completely different culture. In Sicily, they have a traditional lifestyle and they are very modest. People are friendlier and this is why I like to go there at least once a year."

Lyndsey Frithsen: "Last year, I went to study in Florence at the Lorenzo de Medici School. I took classes of Italian literature. I wanted to go to Italy because I love the culture and the language and wanted to be completely exposed. Life in Italy is very different than here. They enjoy life and do everything slowly. I felt safe in the small city of Florence."

Jillian McNamara: "I study Italian because I want to understand my heritage. Although no one ever believes me, I am half Italian. Through studying Italian at SSC I have felt more connected to my Italian family than ever. Italian is such a beautiful language and one day I hope to travel to Italy and be able to truly appreciate the culture."

Continued from page 1

HISPANIC USA

Dr. Michele C. Dávila, Foreign Languages

the Hispanic population lacks health insurance.

Of all the Hispanic population only 3.6 million have a bachelor's degree, and 1 million have advanced degrees. By 2007, 12% were college students, and 20% were enrolled in elementary and high schools.

One last bit of information that I found interesting is that four Hispanic surnames for the first time ranked among the first 15 most common in 2000. The intriguing factor for me is that all of them are names that require an accent mark in Spanish but that now they have lost that trademark. They are in order: Garcia (8th in the list), Rodriguez (9th in the list), Martinez (11th) and Hernandez (15th). (<http://www.census.gov/genealogy/www/data/2000surnames/index.html>)

In a country in which some still view Hispanics, Latinos, and Chicanos, with suspicion, the numbers here attest to the fact that Hispanics are a well established group in the United States, and cannot be avoided, silenced or ignored. I am very curious to see what the new census numbers will be.

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STORYCORPS

By Dr. Jon Aske, Foreign Languages

Relevant links

- Official StoryCorps website: <http://storycorps.org/>
- StoryCorps on Twitter: <http://twitter.com/storycorps>
- StoryCorps on Facebook: <http://www.facebook.com/StoryCorps>
- StoryCorps Historias: <http://storycorps.org/historias> (Spanish) or <http://storycorps.org/historias-en> (English)
- StoryCorps on NPR: <http://tinyurl.com/StoryCorpsNPR>
- Listen to or read the 11/08/07 NPR program about StoryCorps' book *Listening Is an Act of Love*: npr.org/templates/story/story.php?storyId=16088311



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DESTINATION: CORSICA, FRANCE

Robbie Dexter, secretary of the Department of Foreign Languages

To my disbelief, we passed two restaurants in this remote place, which you would think the locals must use and bring their friends. Tourists would have a difficult time finding these establishments, although I'm sure the true travelers would find their way.

Two days after the wedding my daughter and her husband drove me over 100 miles down the coast to see Bonifacio. The drive was pleasant. It is on the southern tip of Corsica and on a clear day, you can see the Italian island of Sardinia; pretty much the way you can see Martha's Vineyard from Wood's Hole, maybe just a little further. Around the marina area, there are centuries-old buildings that house shops and restaurants. When you look up the hillside, there are numerous stairs to climb to a fortress on the side of a cliff that once protected an entire town. After climbing up and walking on what was once a drawbridge and through the fortress, we entered onto narrow streets and alleyways where there are residences, B & B's, restaurants, cafes and shops. I thought it had the same look as some of the neighborhoods in historic Paris. Looking down, the water on the immediate coastline is emerald green in spots, which I understand is not all that common to see. There are huge limestone cliffs that line the shore. You cannot go to Corsica without visiting Bonifacio. On my next visit, I will spend more time there.

The next day, I took a flight back to Paris from Bastia airport, and it took just under 2 hours to get to Charles DeGaulle. The best time of the year to visit Corsica is June. The weather is warm, breezy and the crowds are very manageable. Go to corsica-isula.com, for more information.

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FOREIGN LANGUAGES

TEL: 978.542.6258

languages@salemstate.edu