



LINGUA FRANCA

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SPANISH MAJORS TEACH PRE-SCHOOLERS: NEW SPANISH LANGUAGE PROGRAM AT THE SSC PRE-SCHOOL

BY DR. NICOLE SHERF, FOREIGN LANGUAGES

The Department of Foreign Languages has a strong history of service to the North Shore community. In fact, all of the concentrations in the Bachelor of Arts in Spanish have at least one required community service component for credit towards the major. Spanish majors serve in one or more semester-long internships within the College or in the surrounding community utilizing their communicative ability in Spanish in the capacity of translator, tutor, teacher or assistant. Students are able to serve the community while gaining practical skills and earning valuable course credits.

As one of the internship options, aspiring teachers of Spanish, as well as those interested in helping others, have the opportunity to serve as a tutor in the Department's Language Resource Center, or language laboratory, supporting students in the elementary and intermediate level Spanish courses. Other

options have included tutoring or teaching after school programs in neighboring K-12 schools, offering computer assistance in Spanish at Salem Cyber Space, and translating documents in the Community Development Corporation, or CDC, in Salem.



Elise Goyette, Valerie Leal and Rebecca Santiago

This semester a new internship possibility has been established with the Salem State College Preschool. Located in a little house on South Campus, the Preschool serves the children of students, faculty and the Salem community. About 35 students a semester aged 2 years 9 months to 5 years,

have varying schedules over the course of a week. The curriculum is based on project work in an open class setting with a choice board that allows students to select from a variety of areas including math, art, library, and a play house. A project is selected at the start of each semester as a running theme to be integrated into the curriculum.

This semester's project at the Preschool, "los colores de las estaciones (*the colors of the seasons*)", was selected to coordinate with their new Spanish program. Students are exploring colors, and weave the theme into the Spanish language study as well as the rest of the Preschool curriculum, learning about the effects of colors, mixing colors, learning about Spanish artists, and making many other interesting cultural and linguistic connections. The response to Spanish instruction from preschoolers, parents and the Preschool teachers alike has been very positive, and it is expected that it will

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WHAT'S COOKING IN OUR SPANISH CLASSES?

BY DR. FÁTIMA SERRA, FOREIGN LANGUAGES

Who isn't worried about the constant headlines in the media about the alarming obesity, heart disease and diabetes rates in the U.S.? We go on our everyday routines trying to find the perfect combination of a healthy diet and a lifestyle that does not kill our love for food. Weight Watchers, the South Beach Diet and the Curves weight management programs are very popular in the U.S. and other parts of the



western world. They share some important recommendations that, as we find out in our Spanish classes, are exactly what Spaniards have been doing for centuries.

Dietitians recommend eating frequent smaller meals, every two to three hours. In Spain, a small breakfast around 8:00 a.m. is followed a few hours later by *el pincho*, a piece of bread topped with a potato omelet, pork and



lettuce or sautéed mushrooms, for example, accompanied by an espresso. Around 2:00 p.m. the main meal, *la comida*, takes place: two main courses, usually with vegetables and salad, and a dessert which usually consists of fruit. After the famous break or *siesta*, observed in smaller cities with short commutes, the next meal is at 6:00 p.m., *la merienda*. Parents usually wait until the children come

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EUROPEAN UNION QUIZ!

1. How many countries are in today's European Union?
2. How many official languages are there in the EU?
3. How many working languages are there in the EU?
4. How many gold stars are on the EU's blue flag?
5. On what date did the euro start to circulate in Europe?
6. How many countries currently use the euro as their sole currency?

Answers on page 5!



REASONS TO STUDY FOREIGN LANGUAGES: FROM A TO Z!

Analyzing skills improve when students study a foreign language.

Business skills plus foreign language skills make an employee more valuable in the market place.

Creativity is increased with the study of a foreign language.

Dealing with another culture enables people to gain a more profound understanding of their own culture.

English vocabulary skill increases

Foreign language study creates more positive attitudes and less prejudice toward people who are culturally different.

Graduates often cite foreign language courses as some of the most valuable courses they took because of the communication skills they developed in the process.

Higher order thinking skills - like problem solving, dealing with abstract concepts, and inferencing - are increased when you study a foreign language.

International travel is made easier and more pleasant through knowing a foreign language.

Job mobility and chances for promotion are often attributed to knowledge of a foreign language.

Knowledge of a foreign language promotes understanding of the difficulty immigrants face as they attempt to learn English.

Liberal arts training which includes foreign language study is sought more and more by prospective employers.

Memory is enhanced through foreign language study.

Non-gifted students' ACT scores show that they gain more from language study than gifted students.

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QUÉ PASA? QUOI DE NEUF? DEPARTMENT NEWS ABOUNDS

Two New MAT in Spanish Programs of Study: There are now four programs of study for the MAT in Spanish: you can seek initial or professional licensure at the elementary (P-6) or secondary (5-12) level of teaching. In May of 2005, the Graduate Education Council approved the professional licensure tracks. Please see Dr. Nicole Sherf (nsherf@salemstate.edu) for more information or for an application.

Year of Study Abroad: On November 10th, the US Senate unanimously passed a resolution designating 2006 as the "Year of Study Abroad," following the 2005 Year of Languages. The resolution encourages initiatives to promote and expand study abroad opportunities. Learn about SSC's summer programs in Oviedo, Spain and Québec, Canada. Take advantage and visit the Study Abroad Advisor, Dr. Fátima Serra, at the Center for International Education, to discuss your varied options!

Teacher Test Prep Workshop: There will be a preparation workshop for the Spanish Portion of the Massachusetts Teacher

Test on Saturday, April 15th, 2006, from 9AM to 12PM, in preparation for the May 13th test date. See Dr. Nicole Sherf (nsherf@salemstate.edu) for more information, and check for announcements as the date gets closer. Go to the Education Resource Library on the second floor



Jessica Bethel, Steve Sofronas, and Elizabeth Kinahan, celebrating their award at a tapas bar. Not pictured Nicsa Dagger-Cain.

of the Library for more information on the Communication and Literacy portions of the Test. Speak with Chris Baron (cbaron@salemstate.edu).

MAT Students Honored: The Graduate School Fall Honors Program was November 17th at 6PM in Charlotte Forten Hall. Four of our MAT in Spanish students received honors, which is set by the Depart-

ment at a GPA of 3.85 or above after having taken at least 18 credits: Jessica Bethel, Nicsa Dagger-Cain, Elizabeth Kinahan, and Steven Sofronas. Congratulations to them all!

Foreign Film Series: This fall's "Classic Foreign Films" Film Series has been a great success! Classic films by Cocteau, Buñuel and Fellini were well-received. The final film in the series, the controversial *Battle of Algiers*, examines the French-Algerian conflict during the Algerian Revolution. Join us on Thursday December 1 at 6:30 in the Underground!

French Club Events: The French Club is planning two end-of-semester events. Join us for a showing of the French film *La Haine* (*Hate*), which examines issues of racism and violence in Paris, followed by a panel discussion, on Dec. 8 at 5pm in SB107A. Free and open to the public. On a lighter note, the French Club will end the semester with a dinner at Z Crepe Café, a new creperie in Salem, on Dec. 13. Meet in Sullivan on the 1st floor at 6pm to coordinate carpool rides into Salem! ■

SPANISH MAJORS TEACH PRE-SCHOOLERS

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remain a special part of the curriculum, both of the Preschool and of the BA in Spanish.

The Preschool Spanish program, developed and supervised by Dr. Nicole Sherf of the Department of Foreign Languages, allows specially selected students from the Methodology of Teaching Spanish, Community Placements and Peer Tutoring courses to complete their Pre-Practicum or internship hours developing activities and teaching Spanish lessons to the Preschool students. A schedule has been

set up to ensure that each of the preschoolers has at least one lesson a week, though many have more. Preschool Director, Beverly Gerson, is "thrilled to be adding a Spanish language program at the Preschool." She reports that "the children are learning very quickly. Their vocabulary grows each day." The classroom teachers participate in the Spanish classes with the preschoolers and are able to use and reinforce the material throughout the day in the course of other activities.

The three SSC Spanish BA students involved in the teach-

ing at the Preschool this semester are Elise Goyette, Valerie Leal and Rebecca Santiago. They are charged with creating activities and materials, and then conducting the thirty minute lessons with the Preschool students and teachers.

The linguistic goal of the program of study is a novice level of language proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL), which is characterized by the use and listing of memorized words and phrases in specific famil-

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WHAT'S COOKING IN OUR SPANISH CLASSES?

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back from school to have a drink of coffee, milk or chocolate with a small pastry or a *bocadillo*—literally, small bite—the equivalent of the American sandwich; of course, many conscientious mothers add a piece of fruit. And for the rest of the day, a light dinner around 9:00 or 10:00 pm, that probably includes fruit and salad again. Therefore, the day is divided in five meals, with the hefty one in the middle of the day, not at the end of the day. According to nutritionists, people who eat frequently do not go hungry and do not tend to overeat.

Another effective recommendation is “do not eat alone”: make dinnertime a social occasion. When eating alone, we tend to make poor choices and, again, to overeat. Spaniards are specialists at socializing while dining. The *tertulia*, after the meal conversation, is an obligatory part of Spanish daily life. Also, home-cooked dinners are, many days, substituted by *tapas* at the local tavern, in company of good friends. Chef Oringer, who just opened a new *tapas* restaurant, *Toro*, in the South End, describes the reason for opening this type of establishment: “People want to it casually, eat socially, which is what I want to do...[Tapas] have an amazing ability to bring people together” (*The Boston Globe*,

Nov. 9, p. C5).

Of course, in Spain, you don't get in your car to meet your friends at a restaurant;



Oviedo 2005 students during the most important time of the day

you walk to it, have one *tapa*, move on to the next one, have another *tapa*, and perhaps top it all off with some cheese at the last one. It's restaurant hopping. Needless to say, the frugal meals are accompanied by small drinks. Eat fre-

Spanish Wisdom

- ◆ Eat frequently, but not abundantly
- ◆ Drink frequently, but not abundantly
- ◆ Eat and drink in the company of others
- ◆ Eat *tapas* for dinner
- ◆ Eat fish frequently

quently, drink frequently, walk frequently, and never over do it. Isn't it great? You get to exercise and eat at the same time!

A recent study widely publicized in the media, proved that fish eaters delay dementia associated with old age by two to three years compared to people who do not consume fish regularly. I remember my mother's stories when I was a child: “Please, eat your fish, it has phosphorus and phosphorus makes you smart.” My sisters and I always thought it was a pretty strange encouragement to make us ingest

something with a head and an eye on it. Apparently, she was right! Spaniards must be very smart, because fish is a very

important part of their diet. Of course, this is not a scientific assertion, not even an objective one, I must say. But it has been proven statistically that Spain has one of the longest life expectancy rates in the world. According to *Wikipedia*, Spain's life expectancy for men and women combined is 79 (versus 77 in the U.S.!) And the

highest life expectancy in the world is held by Andorra, the territory between France and Spain (en.wikipedia.org).

In this fall's Seminar on the Cultures of Spain (SPN 710), we are experimenting with the Spanish way of life. We have discussed the *convivencia* among Jews, Muslims and Christians in the Middle Ages, we have examined the terrorists attacks of March 11th, we saw the Lincoln Brigade fight in the Spanish Civil War and... we are also trying to discern what sets apart *prosciutto* from *jamón serrano*. At the end of November, we will visit a genuine Spanish *Tapas* Restaurant: *Taberna de Haro*, 999 Beacon Street, Brookline. (We will tell you all about it in the next issue!)

If you are ready to try some Spanish cuisine, here are some other suggestions:

- ◆ *Dali Restaurant and Tapas Bar*. 415 Washington Street, Somerville. 617-661-3254
- ◆ *Tapeo*. 266 Newbury Street, Boston.
- ◆ *Solea*. Restaurant and Tapas Bar. 388 Moody Street, Waltham. 781-894-1805
- ◆ *Toro*. Washington Street, South End, Boston.

So, the moral of the story is: come to our Spanish classes, and learn the Spanish way of life. You just may live longer. ■

REASONS TO STUDY FOREIGN LANGUAGES: FROM A TO Z!

Overseas business and joint ventures mean fluency in another language is now practically a requirement for employment in many American or transnational corporations.

Personnel in the army are paid more than others if they have foreign language skills.

Quality of English writing among students improves with foreign language study.

Readings skill in English improves when students study a foreign language.

SAT scores are higher for foreign language students, particularly on the English section.

Traveling abroad enhances cultural awareness and self-concept.

Ugly Americanism as a national stereotype is partially based on our belief that the whole world speaks English.

Various verbal and even non-verbal tests of intelligence have shown bilinguals to out perform monolinguals.

Working-class students do just as well in foreign language studies as middle-class students, and there is no difference between genders or race in this area.

Expertise in foreign language aids the cognitive development of children.

Years spent in studying a foreign language are proportionally correlated with an increase in SAT.

Zzzzzzzzz...Wake up and smell the café! There are lots of vocational opportunities for foreign language speakers.

(Author unknown; found on the Web)





NONA'S CAFÉ: CARIBBEAN DELICACIES AND FOOD FOR THOUGHT

BY DR. ANA ECHEVARRÍA-MORALES, FOREIGN LANGUAGES



IPC 2006 INTERNATIONAL PHOTO CONTEST II

The Foreign Languages Department announces the second edition of its successful photo contest.

The Department will select the top 12 photos to be published in a calendar for 2006-2007.

Submit your best photos (2 maximum) of an international locale between now and January 31!
Email to: eblood@salemstate.edu

The best 24 will be made into a free screensaver.

Proceeds will support student scholarships.

We still have a few copies left of the 2005-2006 paper calendar. Call x6258.

View all of last year's entries and download the screensaver:

www.lrc.salemstate.edu/pictures/ipc04/index.htm

Salem State College students and faculty welcomed Nona's Café when it opened its doors for business in June 2005. The Caribbean café-restaurant is located just across the street from the Sullivan Building on 335 Lafayette Street. Dominican entrepreneur and Salem State alumna, Dinorah Méndez (also known as "Nona") and Wilson Correa, her Puerto Rican husband, are Nona's charismatic owners.

Ms. Méndez and Mr. Correa have created an impressive menu that highlights Caribbean and Latin American delicacies that include among many other flavorful dishes, "Cubano" sandwiches, and "Mofongo" (smashed plantains with shrimp), plus the traditional Caribbean "tripleta" of rice, beans and chicken, and finally, an impressive list of tropical fruit milk shakes (batidos).

The café-restaurant is open for breakfast, lunch, and dinner and offers costumers the possibility to buy dishes individually or buffet style (a full meal for a set price that includes a main dish, a choice of rice or plantains, salad, and dessert!). Nona's costumers can sit down to eat at the charming restaurant or call in advance to order take-out; the restaurant also offers catering services for events.

On a rainy Wednesday morning, Nona's owners greeted us warmly and talked to us about their dreams and hopes for the café.

Lingua Franca: Why did you decide to open a restaurant?

Dinorah Méndez (Nona): By training, I am a teacher and a social worker, and I have worked as both in the Dominican Republic and Salem. I worked at Salem public

schools for 8 years; I lost my job after budget cuts. After that, I worked as a medical interpreter in a local hospital, but I wanted to get back into the school system.

They offered me a position at SSC as a counselor for personal development. When I started out as a student in SSC in 1985, there were not too many Latino students at

"I want Nona to be a space where people come for more than food; I want it to be a space for sharing ideas. I see it as an idea incubator."

—Nona Méndez

the college. When I came back to work at SSC there were many more Latinos in the community. Students would complain about having no place to sit down to eat and socialize. Many of them didn't have cars. I thought "Let's create a place for us". But I didn't have any experience with the restaurant business. When this location opened up, I thought this could be the perfect place.

I have received so much



that I wanted to give back to the SSC community. I thought: "This is a real possibility!" Before I knew it, I was completely immersed in the project; and I was not alone, my whole family became involved!

Lingua Franca: Who is your clientele?

Wilson Correa: We offer a diversity of dishes and serve college faculty and students as well as people from the larger Salem community. We've been adapting our offerings to our costumers' needs and wants. On a single morning you can find someone having a traditional "Anglo" breakfast of French toast and coffee while someone else is having a typical "Dominican" breakfast of mashed plantains with cheese. Our philosophy behind the business is inclusive. We want everyone to feel at home here, not just Latinos; our menu reflects that openness.

Dinorah Méndez: My dream has become a reality. We have such a diversity of people coming here that you wouldn't believe it! Many Italians first come in because "Nona", my childhood nickname, means grandmother in Italian, so they initially think it's an Italian place; after that, they keep coming back for the food. Many Japanese students come here because they love our rice; we have many Kenyan students that like to eat everything but the beans; some people come just for the plantains; others come for the desserts (specially the "flan"); and there are also those that come to try out the house specialties.

I want Nona to be a space where people come for more than food; I want it to be a space for sharing ideas. I see it as an idea incubator. Sometimes I look around and I see a group of people sharing a table and talking animatedly about controversial topics; I see a student that opens up his/her laptop and is busy writing a paper, and I think "Goodness so many ideas, so much talent and it's all congregated here!" That's what I want for Nona! ■

SPANISH MAJORS TEACH PRE-SCHOOLERS

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iar contexts (classroom, family, etc.), basic question and answers, songs and finger plays. Specifically, preschool students are studying basic greetings and presentations, colors, numbers, class objects, and other such topics. The ideology of language learning at this early age is similar to that of learning a first language: immerse the student as much as possible in the target language, point to objects, pictures, act out, play games with the new words, have the students use the new words appropriately, sing songs, use rhymes, etc.

Spanish majors Goyette,

Leal and Santiago are doing a great job of designing or adapting fun, age-appropriate games, songs and activities for the preschoolers. They find children's story books and

"I was not prepared for the incredible results that have come out of only a few months of lessons. The children pick up very quickly on much of the vocabulary and use it fairly properly throughout the day."

-Rebecca Santiago, Spanish Major

songs that support the instruction, translate old favorites, like "Simón dice (*Simon Says*)," and even integrate child icons like Dora, the Explorer, into class activities.

"When I first started at the Preschool," reports Senior Rebecca Santiago, "I thought that the children would not understand the concept of another language. Due to my initial assumption, I was not prepared for the incredible results that have come out of only a few months of lessons. The children pick up very quickly on much of the vocabulary and use it fairly properly throughout the day." Santiago has been so transformed by the experience that she has considered changing her first concentration from Early Childhood Education to Spanish Elementary Education. ■



EUROPEAN UNION QUIZ: ANSWERS!

Read the questions on page 1 of the newsletter and test your knowledge of Europe! How much do you know about the EU?

Answers:

1. 25 (up from 12 a year ago)
2. 20
3. 3 (English, French, and German)
4. 12 (for the original 12 EEC countries)
5. January 1, 2002
6. 12 (Switzerland, Sweden, the UK, & Denmark are among those who have opted out! Some others have not yet qualified for it)

THE SPANISH MAJOR COMMUNITY

BY DR. JON ASKE, CHAIRPERSON, FOREIGN LANGUAGES

In our Spring issue we mentioned the eight graduating seniors and I think it is only fair that we should mention now the new majors who have joined the program since then. So here they are! A very warm welcome to Kristiana Alexandrou, Yaraliz Amezcuita, Veatrice Cuesta, Heather Cushman, Mellissa Feliciano, Sheena Forester, Eva Konomi, Leslie Kulakowski, Sarah Maloney, Lucy McCurn, Jessica Nix, Stephen Ring,

Sarah Silva, Kathleen Whelton, and Chris Wolforth.

This year the Department

is making a concerted effort to get to know the majors, and to make sure that we know and meet their needs.

Meeting students' needs isn't always easy in our small program, for we can't offer every course every semester, or even every year, especially in the evening. But we have now made an attempt to establish a schedule for most courses that should allow students to plan ahead.

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Graduation Day, May 2005

WHERE ARE THEY NOW? FRENCH & FL MINORS AFTER SSC

BY DR. ELIZABETH BLOOD, FOREIGN LANGUAGES

Are you working on a minor in French or Foreign Languages and wondering what good it will do you after graduation? Here are some alumni who have found interesting post-baccalaureate careers!

Carlos Camelo, FL Minor (French/Italian), who also studied Spanish and English at Salem State, is working in Miami as an Assistant Procurement Agent for Cordis Corporation, a Johnson & Johnson Company. His job requires frequent travel in the Caribbean, North America, and Europe.

Rachel Cupka, French Minor, has just been accepted into a Master's in Library Science graduate program in Buffalo and hopes her language skills will be useful for cataloguing foreign texts.

Heike Westendorf, FL Minor (Spanish/French) has just completed a Master's in Business Communication at the Barcelona Business School in Spain and is now training for a position in the Information and Communication division of the European Commission in Brussels, Belgium. She will use her native German and the English, Spanish, and

French she learned at Salem State in this challenging multilingual environment.

Rosena Joseph, French Minor, is using her Nursing degree to work in an area hospital. Her French and Haitian Kreyòl skills allow her to work with patients from French-Speaking Africa, Haiti and Canada.

Sean Batchelder, who completed a Liberal Studies major in French, is now working as a Teacher's Aide in Beverly. He continues to work on his certification to become a full-time teacher. ■



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POETRY CORNER

Solamente amigos

Por Sarah Silva

Con toda mi alma te quiero,
Pero solamente somos amigos.

Cuando me envuelves en tus
brazos
Me siento tan amada y feliz,
Pero solamente somos amigos.

Cuánto no daría por estar en tus
brazos por una eternidad
Y ser devorada por tus dulces
besos,
Pero solamente somos amigos.

Te amo pero, por miedo, me callo
Y no te digo cuánto te amo.
Porque solamente somos amigos.

Tal vez, si yo pudiera bailarte
Mis movimientos podrían decirte
lo que no puede mi boca.
Pero solamente somos amigos.

Por ahora, sólo puedo esperar
El día en que tú me digas que me
quieres y me amas.
Y sigo aguardando ese día que
quizás nunca llegará.

THE SPANISH MAJOR COMMUNITY

(Continued from page 5)

Getting to know our majors and their needs isn't always easy either, especially our 'evening' majors. Of the almost 50 current Spanish majors, about 20 are evening students, who typically work full time during the day. Keeping track of these 'evening students' is sometimes difficult because the faculty are not here when the students are here and because the college doesn't require that they have an academic advisor in the department, or even that they consult with an advisor at the Advising Center before registering for courses. This means that the department isn't always aware of their needs.

This semester we have tried to contact and personally meet with every one of those majors. If you're an evening Spanish major and haven't talked to me yet, please get in touch with me right away. We would like to make sure that you receive correct advice about the major and that we know what classes

you are going to be needing.

The relatively large number of evening students is one of the reasons why we often offer classes that meet once or twice a week at 4pm, cross-listed as both day and evening courses, so that both day and evening students can find the class they need.

Keeping track of our majors



Graduates and faculty on Graduation Day, May 2005

and keeping them happy, involved and on their way to graduation, is one of my main priorities as chair. In my view, an important part of this involves helping to maintain a **sense of community** that goes beyond working together in individual classes. It is important that students socialize together, with more senior students helping and mentoring more junior ones. To this end, I would very much like

to set up a Foreign Languages lounge as an annex to the language lab, located near the faculty's offices where people can meet informally during the day.

It was also with this idea of increasing the sense of community and mutual support that a few years ago I started the

Spanish majors' list and the **Castellano list**, to both of which all Spanish majors belong. I would like for all our Spanish majors to think of these lists as their own, to communicate with each other, something useful and fun.

I would like to encourage all Spanish majors to use **spanish-majors** to communicate with fellow majors and faculty, and to participate in **castellano** to communicate (preferably in Spanish) with the SSC community at large. There are professors, school teachers, Hispanics, and all kinds of community people on that list. It's your community. It's a great opportunity to get to know it. ■

FOUND IN TRANSLATION: SPEAKER SERIES FEATURES LOCAL BILINGUAL PROFESSIONALS IN FALL 2005

BY DR. KRISTINE DOLL, FOREIGN LANGUAGES

The Speaker Series is one facet of the multidimensional approach the Department of Foreign Languages uses to aid students in their contact with and understanding of the languages and cultures studied. Along with such cultural events as field trips, dinners, and movie nights, the Speaker Series helps to engage students in their exploration of other cultures and their relation to their own culture and language.

This semester, the Department has been pleased to have community representatives from varied fields discuss their roles, their careers and the opportunities that exist in these fields for students who are bilingual or who are preparing themselves as bilingual profes-

sionals. This semester's focus at the undergraduate level has been on the role and preparation of



bilingual, and in some cases, bicultural, translators and interpreters.

All presentations are open and free to the community and are

followed by a question and answer period. The languages highlighted this semester have been Spanish and English.

- ♦ **September 28:** Ms. Lucy Corchado, City Councilor of Ward One in the City of Salem
- ♦ **November 2:** Dr. Elisa Castillo, Psychologist, Counseling and Health Services at Salem State College
- ♦ **November 16:** The Honorable Stanley Usovich, Jr., Mayor of the City of Salem
- ♦ **December 7:** Mr. Jaime Fatás Cabeza, Accredited Medical, Business and Legal Interpreter in Massachusetts

For further information about these speakers, contact Dr. Doll (x6259). We look forward to seeing you at our next event! ■