

FOREIGN LANGUAGE PROGRAMS EXPAND: COSMOPOLITANISM, GLOBALIZATION, AND MULTICULTURALISM CONVERGE

BY DR. JON ASKE AND DR. ELIZABETH BLOOD, FOREIGN LANGUAGES

Salem State is a small college, where only a small minority of students are required to take a foreign language (those with the BA language requirement) and where there is no language requirement for admission. Many of our students come from backgrounds where foreign travel is not common, or from high schools where foreign language study is not emphasized. A mere seven years ago, the Department of Foreign Languages didn't even have a major, and only two languages were offered for study: Spanish and French (German and Italian were offered only through Continuing Education). Yet, our Department today is thriving. In the last few years, we have built a viable Spanish Major with four concentration options, tripled enrollments in the French Minor, and have doubled the number of languages we offer, by adding new programs in Italian and Arabic. And, of

course, there is also our thriving, two-year-old Master of Arts in Teaching Spanish program.

We attribute much of this success to the dedication of our faculty and the quality of our programs, but clearly there are other factors at work as well.

"In the last few years, we have built a viable Spanish Major with four concentrations, tripled enrollments in the French Minor, and have doubled the number of languages we offer, by adding new programs in Italian and Arabic ... and an MAT in Spanish."

The City of Salem is increasingly cosmopolitan, as our lazy historic seaport, once a hub of international trade during the colonial era, is again being revitalized by residents fleeing larger cities, bringing increased

interests in arts and cultural events. Globalization is not only a buzz-word, but an economic reality, even for many of the small businesses on the North Shore. And Salem State itself is becoming more and more diverse, with increases in international students, first- and second-generation immigrants from a wide variety of foreign countries, and a concerted focus on multiculturalism within the College's curriculum. This convergence of factors, coupled with our dedication to responding to the needs of the community, has definitely had a positive impact on our programs.

Italian was added in the daytime three years ago after a survey of students showed that, after Spanish, it was the language most students would like to take. This year, we offered two elementary Italian sections in the fall instead of one, doubling our first-year

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GET INVOLVED!: JOIN A PROFESSIONAL ORGANIZATION

BY DR. NICOLE SHERF, FOREIGN LANGUAGES

The mission of the Department of Foreign Languages is, in part, to share with students and the community at large a life-long appreciation for multilingual, multicultural, and global endeavors and to offer broad-based programs which meet the educational and professional needs of the community. Your undergraduate or graduate program is designed to guide you through the steps that will prepare you to enter the "real world," providing you with the useful skills, knowledge and training that will make you successful in your chosen career path. You all

have specific reasons for selecting Spanish or another language as an area of study. We hope that love of language and culture tops the list of reasons, but we also expect that the language



will be an integral part of your professional life. Almost two thirds of the undergraduate students and all of the gradu-

ates are seeking licensure to teach either elementary or secondary Spanish. The rest, including the Minors in French, Italian and Spanish are interested in careers for which language proficiency is an asset: banking, business, health fields, and many others.

Your professors, advisors, and college clubs and other resources provide guidance, training, and personal and professional support throughout your academic career. As you narrow down your career path, and especially once you begin your career, you will find

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A Can of Worms, Crocodiles, and More

Need an unusual gift? How about a camel or a water pump? What about a coffee mill or an emergency toilet? Or a can of worms? Want to help your fellow human beings who are (much) less fortunate than you? Want to save lives? This holiday season, give a gift that helps people in need. Go to www.oxfamamericaunwrapped.com and choose gifts starting at a mere \$18. ■



JOAQUIN ZIHUATANEJO: SPOKEN WORD ARTIST

by Sarah Silva, Spanish Major



On September 26th 2006, Joaquin Zihuatanejo came to Salem State, sponsored by the Hispanic American Society and the Campus Center, to give an amazing performance. He is a wonderful spoken word artist, mixing Spanish and English to make his poems stronger. He brings so much energy to his performance and connects to his audience. His spoken word poetry is multidimensional. Zihuatanejo deals with the realities of the world from those dying in Darfour to the prejudices he has seen throughout his life. Zihuatanejo also has many positive messages in his poetry. One such message is *tú eres tú*, you are who you are, and being true to yourself is the most beautiful you can be. Another message that he has to all those who will listen is to stand up and be heard. You can not make change happen if you just sit back and let life happen. Get out there and make a difference.

Zihuatanejo received his first inspiration to become a spoken word poet when he was young and went to see his uncle in prison. Joaquin Zihuatanejo stated that his uncle would sing beautiful Mexican folksongs and that was poetry to him because it was so beautiful in such an ugly place and that is what he remembers from the prison, the beauty of the folksongs instead of the dump that was the prison. If you missed the show, I encourage you to not pass up the next chance you have to see Joaquin Zihuatanejo perform. ■



QUÉ PASA? QUOI DE NEUF? DEPARTMENT NEWS

The next **Spanish Teacher Test Preparation Workshop** will be given on Saturday, April 14th, 2007, from 9AM to 12PM in Sullivan Building 201. For more information and to download a registration form, see www.salemstate.edu/languages/teachersworkshop.

At the Massachusetts Foreign Language Association 2006 Annual Conference, **Diana Buccella** was awarded the **Helen G. Agbay New Teacher Graduate Study Scholarship**. Diana graduated with a Bachelor of Arts in Spanish in 2004 and is currently teaching at Beverly High School. Congratulations!

Free Foreign Language Tutoring. Starting this semester, the Department, in collaboration with the Learning Center, is offering free language tutors for **all four languages taught**. The program is supervised by Dr. Aske. To sign up go to www.salemstate.edu/languages/tutors.

At the **Graduate Fall Honors Program** on November 15th, MAT students Renee Botticelli, Nicsa Dagger Cain, Elizabeth Kinahan, and Amy Twohig received honors. These students have completed at least eighteen credits in the program and have a GPA of 3.85 or higher. Well done!

Arabic is now formally offered at Salem State. Expect ARA 101 and ARA 201 to be



Dr. Sherf and Renee Botticelli at the Graduate Fall Honors Program

offered every fall semester and ARA 102 and ARA 202 every spring. The courses will be offered in the early afternoon so that both day



and evening students can take them. For up-to-the-minute information go to www.salemstate.edu/languages/arabic.



Advanced Italian courses to be taught starting this Spring. Three new post-intermediate courses have been added to our offerings: Italian Conversation (ITL 303), Readings in Italian (ITL 353), and Italian Composition Through Film (ITL 354). ITL 303 will be offered in the Spring 2007 MW at 2:30 and ITL354 will be of-

ferred in the Fall 2007. For up-to-the-minute information, go to www.salemstate.edu/languages/italian.

Diploma de Español como Lengua Extranjera. In May of 2007 Salem State will be once again the local test center for the DELE. Anybody can take it. Multiple levels available. More information at www.salemstate.edu/languages/dele.

Film Collection Grows: The LRC has recently acquired several dozen new foreign films. Check them out at www.lrc.salemstate.edu/films.

The **French Club**, which recently received official club status and a budget line, organized a film night in November and a trip to a French restaurant and French holiday shopping in Boston in December. We are planning more events for spring and always welcome new members! Add your name to our listserv by logging on to our webpage: www.salemstate.edu/languages/frenchclub.

There is also a new **Spanish and Italian clubs** forming as we speak. For information about the **Spanish Club**, contact **Sarah Silva** (s_silva@polaris.salemstate.edu). If interested in the **Italian Club**, contact **Grazia Crivello** (mariaAC21@aol.com). Or go to www.salemstate.edu/languages/clubs. ■

NEW GRADUATE STUDY ABROAD PROGRAM IN SPAIN!

The Department of Foreign Languages is very pleased to announce an **immersion experience for Spanish teachers**: four weeks in July, 2007, in Oviedo, Spain! This program is designed for K-12 Spanish teachers who are pursuing an advanced degree, need PDPs, or desire to refresh their Spanish and Spanish teaching skills. It involves

fifty contact hours with a professor from the Universidad de Oviedo on the following topics: the teaching of culture, grammar, vocabulary, writing and speaking. Students will develop strategies and activities for the teaching of the indicated points and compile them in a portfolio. All participants will earn 3 graduate credits from Salem State College for

SPN 900SA. Students in the Salem State College MAT-Spanish program may take SPN 900SA in Oviedo in lieu of SPN 900 for the completion of their MAT. For more information see www.salemstate.edu/languages/gradabroad. Or contact Dr. Fátima Serra (fserra@salemstate.edu) or Dr. Jon Aske (jaske@salemstate.edu). ■

SPAIN IN SALEM: A TALK BY DON CARLOS ROBLES

BY DR. FÁTIMA SERRA, FOREIGN LANGUAGES

On November 2nd we had the pleasure to receive Don Carlos Robles, General Consul of Spain. It all started with a minor bureaucratic chore at the Spanish Consulate; a form I was filing required the signature of Don Carlos. While we were chatting, Mr. Robles expressed his interest in helping all institutions of higher education in the area to strengthen ties with Spain. I mentioned that the Department of Foreign Languages at SSC had a vibrant Spanish Major and Spanish MAT. Without hesitation, he offered to come and meet the students to talk about Spain. Due to his generosity we had the chance to listen to the recent history of Spain and discuss different aspects of Spain's politics, culture and place in the world.

The Consul spoke about the recent history of Spain in relation to his personal life. He attended college during the last years of Franco's dictatorship and he experienced first hand all the changes that came after his death, a period known as La Transición. Though a monarchy, Spain wrote a new Constitution in 1978 and since then there have been democratic elections with alternating parties in the government, the Partido Socialista, in power at present, and the conservative Partido Popular.

His talk was informative and at the same time entertaining. He retold the story of a woman who cut her swimming suit in half because women were not allowed to wear bikinis. Soon, hundreds of women in Madrid pools cut their swim-

ming attire in half, a clear sign that Spanish youth were ready for the change.

After the bloodshed of the Spanish Civil War 1936-1939 and long-lasting dictatorship, the Spanish youth were ready for the democratic process. Apart from the bikini acts of rebellion, Spanish college students participated actively in the social changes and openness of the new times. A large percent-



Don Carlos Robles with Dr. Serra and some SSC students.

age of Spanish youth participate in NGOs, Non Governmental Organizations. Their service to social causes is unparalleled in Spanish history. Young Spaniards have also reemerged as pacifists: more than 90% of Spaniards declared themselves against intervention in Iraq back in 2003 and, after the bombing of the Spanish trains, March 11th, 2004, hundreds of thousands of Spaniards came out to the streets in the largest demonstrations for peace ever seen. Another interesting aspect of the conciliatory spirit of Spain is the almost lack of a significant group of the extreme right. Whereas in Europe, 10% of the youth belong to an extreme right organization, in Spain, barely 3% do.

The Consul pointed to the joining of the European Union as Spain's definitive step towards openness, democracy and cooperation with Europe.

It also meant a rebirth of the Spanish economy, with a 360 degree shift in migration: instead of migrating to other countries, Spain has received over 4 million of immigrants in the last six years, 10% of its total population. Government policies have been favorable to immigrants out of necessity: after the incorporation of women to the workforce, the birth rate in Spain declined to be the lowest in Europe, so it

has rejuvenated its population by admitting migrants from Eastern Europe, Africa and, primarily from Latin America (50%). The cultural similarities shared with a large portion of the immigrant population, and the pacifist spirit in Spain, have created a non conflictive relationship. Nonetheless, as the Consul said, nobody knew what to expect. It won't be until after a second generation of newcomers is in place that we will be able to assess how different cultures live together.

SSC students' questions, and thoughtful answers by D. Carlos, prompted all kinds of discussion about the Iberian Peninsula. Students were very interested in the relationship between Latin America and Spain. According to D. Carlos, apart from the obvious historical-economic relationship, Spain and Latin America have a very emotional one. Many Spaniards have family on both sides of the Ocean; in a way, Spain feels proud to be a bridge between Europe and Latin America.

Of course, our students were also interested in the relationship Spain-USA. As expected, the Consul described it as kind of a love-hate relationship. Many people associate President Bush with the

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LADINO: ANOTHER VERSION OF SPANISH

by Professor Bernice J. Mitchell

While surfing the Internet in the winter of 1996, I read a book review of LADINO REVERIES by Hank Halio. As a Spanish Professor of the Jewish faith, I have always been intrigued by the history of the Sephardim (*los sefarditas* or *sefardies*), the Jews from Spain. Their culture, religious practices and even their language are entirely different from my personal background, which is called Ashkenazi, and comes from Eastern Europe.

The Sephardic Jews spoke, and still speak today, Ladino, which is also known as Djudeo-Spanish, Judezmo, Spaniolit, Kasteyano, etc. What is this language and how is it written? Ladino is an archaic form of Spanish, or medieval Spanish. It dates back to the 14th and 15th centuries when the Jews were expelled from Spain. They continued to speak Spanish. However, as they spread among the Diaspora, the language borrowed words from other cultures.

They moved throughout the Ottoman Empire, into Morocco and other countries. As a result, the Ladino that is spoken today is a mixture of mostly Spanish, along with words from Turkish, Greek, Hebrew, Arabic, French, Italian and even a little Yiddish, which was the mother tongue of the East European Jews. Ladino was originally written in the Hebrew alphabet. However, in the 20th century Ladino began to be written in the Roman alphabet. If you know Spanish and can read the Hebrew alphabet, then you can read Ladino.

I had the occasion to visit Mr. Halio and his wife in Florida, where they invited me to their home to have coffee and visit Mr. Halio's library. He showed me newspapers all in Ladino, records, books, etc. He spoke to me in Ladino, and I responded in Spanish.

If you are interested, drop by my office, SB 204C, and I will give you a copy in Ladino of the famous "Four Questions" that are asked at the Passover Seder. I will be most delighted to help you read them. ■

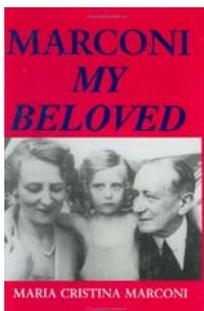




PRINCESS MARCONI VISITS NEW ENGLAND DURING ITALIAN HERITAGE MONTH BY DR. RITA CARTER, FOREIGN LANGUAGES



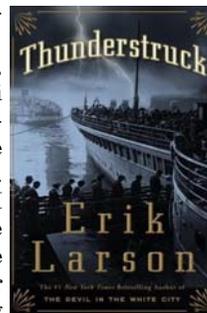
Princess Elettra Marconi, daughter of Nobel Prize winning inventor of wireless communication Guglielmo Marconi, came to New England this October to celebrate her father's achievements for **Italian Heritage Month**. Massachusetts is special to her because of the wireless station her father set up at Wellfleet. There is a Marconi Museum in Cape Cod because of his experiments there.



cally applauded by students and faculty. She also went to Woburn where she received a medal from police who were expressing their gratitude to her father for helping them do their job more efficiently. The help that Marconi's wireless gave the police is shown in Eric Larson's new book *Thunderstruck* which tells the story of Marconi and how the wireless was used to capture a famous murderer.

publisher of *Marconi My Beloved* by the Princess's mother, Michele Frattallone, President of the Comitato Tricolore and of the Galileo Legacy Foundation, Dr. Mario Fusani, chief researcher in Computer Science for the Istituto di Scienza e Tecnologie dell'Informazione in Pisa, and Senator Bruce Tarr. The event was filmed for the RAI International television.

The star was the Princess. During her speech in English, she told how her father's invention saved many people when the Titanic sank. She said her father had received honors from around the world. She also talked about how her father had an Italian father and an Irish mother and was lucky to be bilingual since this helped him get money for his work from England. She expressed enthusiasm and gratitude for Americans. ■



She visited several places, including Marconi Beach in Cape Cod, Marconi Square in Johnston, Rhode Island, and Rogers Park in Providence where there is a monument to her father and the Mayor gave her a key to the city. She also went to Newport, Rhode Island, where she received another key to a city and spoke at Salve Regina University where she was enthusiastically

On October 26th, Princess Marconi gave a press conference at the State House in Boston. My husband and I were there. Before she spoke, there were several other speakers, including the new Italian consul Liborio Stellino, Adolph Caso,

GET INVOLVED!

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that an affiliation with a local, state or national organization provides an engaging community in which to continue to develop professionally, network among colleagues, and learn about the trends and issues of your field.

The teaching profession has a great number of these organizations from which to select: our statewide organization, the Massachusetts Foreign Language Association (www.mafla.org), the national organization for teachers of all languages, the American Council on the Teaching of Foreign Languages (www.actfl.org), and the national organization for Spanish teachers, the American Association of Teachers of Spanish and Portuguese (www.aatsp.org), and others.

If you wish to direct your energies to a specific area of research or pedagogical interest, there are national groups

with state chapters that focus on teaching and technology (the Computer Assisted Language Instruction Consortium, www.calico.org), that address early language instruction (the National Network for Early Language Learning, www.nnell.org) and that represent both English language learners and bilingual educational professionals (the National Association for Bilingual Education, www.nabe.org). There are professional organizations for most every profession and area of interest: the Linguistics Society of America (www.lsadc.org) and the American Foundation for Translation and Interpretation (www.afti.org), for example.

Professional development is a necessary part of any career; staying up to date in the latest research and trends of your field not only

helps you to do your job better, but inspires you to reach new levels. Attendance at the organization's annual conference an/or workshops offers the opportunity to select session topics of interest and receive valuable information or ideas from practitioners who struggle with the same issues that you do. In addition to cutting edge research and information, the newsletter or journal and the Website of the organization will probably also contain information on state or national initiatives, a job bank, state or national award applications, grant information, etc.

Once you have joined a professional organization, and participated in its various offerings, the next step is more active participation: volunteer at the conference, submit an article for publication, or present a session at the conference. ■

INTERNATIONAL PHOTO CONTEST 2007

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

The Department will select the top 12 photos to be published in a calendar for 2007-2008.

The best 24 will be made into a free screensaver.

Submit your best photos (2 maximum) of an international locale before January 31!
Email to: eblood@salemstate.edu
Digital versions only!

We still have a few copies left of the 2006-2007 calendar. Call x6258. Only \$6.

Proceeds will support student scholarships.

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

www.salemstate.edu/languages/photocontest



FOREIGN LANGUAGE PROGRAMS EXPAND

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enrollments. We have created three new post-intermediate courses, which will be offered one per semester and which, together with the intermediate sequence, have allowed for the creation of a minor in Italian.

Arabic came in through a different route. Students of Dr. Michael Weber, a professor of Ancient and Medieval History, offered to teach Arabic language, needed for research, to students interested in advanced studies in his field. Arabic was initially offered only as an independent study course, but Dr. Weber worked with the Foreign Languages Department, to have Arabic courses officially approved. When elementary Arabic was first put in the catalog last spring for this fall, the course filled up right away and many students were closed out of the inaugural course. This exceeded our expectations and has us very excited about prospects for the future of this program.

The department received approval last year for a **new tenure-track faculty member** in French. This person will also be able to teach either **Italian or Arabic**. We are currently conducting that search and hopefully there will be a new member of the department come September 2007.

So things are going well. We are very happy about these accomplishments. However, it is obvious that the road to travel is still long. One goal of our department is to offer more world languages. Four languages are not enough options for a college (or one day university?) such as ours. Next, we would love to be able to offer the two other most populous world languages, **Chinese** and **Por-**

tuguese, and perhaps even **Russian** as well. **Exchange programs** may be one way to go. From the recent trip to China by SSC administrators



could come a beneficial exchange program. After all, learning more about China is a must for the US, given the impressive economic growth in that country.

We would also like to increase enrollments in language courses among all types of majors at the College. We live in what some call a 'globalized world,' a world where there is a lot of exchange and interdependence among nations and peoples. The need for more Americans to become bilingual and, just as importantly, to function



comfortably in contact with other cultures, becoming bicultural or, at least, culturally savvy, cannot be underestimated.

Although our programs are growing, the percentage of students who take foreign languages while at Salem State is still quite low compared to other liberal arts colleges. Learning a language as an adult is a difficult enterprise,

that is sure. It requires dedication, open-mindedness, and a willingness to take risks and feel foolish when first playing with the different sounds and words. To reach a level of fluency requires more than half a dozen college courses (out of the 40 students take in college) and years of dedication, but to reach a level of basic communication and cultural understanding, even a few courses can have magical results.

Finally, to achieve our goal of graduating more bilingual students, we want to increase the number of students who choose to **travel and study abroad**, for that is where the languages and their speakers are. Language learning is most effective when the student is placed in an **immersion experience** after having learned the basics in the classroom. The Center for International Education offers a wide range of study abroad programs, most of which can be funded with financial aid, and faculty members have organized "Travel-Study" institute courses abroad. While we want more students to take our courses and populate our foreign language classrooms, our real goal is to **make students 'go away.'**

We hope that the skills, strategies, and concepts learned in our language, culture and literature classes will inspire students to continue to study languages and explore cultures after college. After all, as each student steps off the stage on graduation day, he or she will be stepping into a cosmopolitan, multicultural, global community. We want all our students to be prepared to enter that community with ease, compassion, and a sense of excitement about the world of possibilities ahead.■

Making History: Spanish Club on the Rise

by Sarah Silva,
Spanish Major

Want to be part of history here at Salem State College? Be a part of the excitement of starting a Spanish Club at the college! At the moment we are in the process of getting the Club started and would love your help and support.

Who is the club open to? Any Salem State student part-time or full-time who enjoys the Spanish language and the cultures that use it (this may include their foods). People of all levels of Spanish proficiency are welcome.

What future events do we plan to host? Things such as a Spanish table, Spanish and Latin American movie nights, Music nights, Latin Dance lessons, Spanish and Latin American poetry readings, guest speakers, and trips to restaurants to taste the rich Spanish/Hispanic food, or to other cultural events.

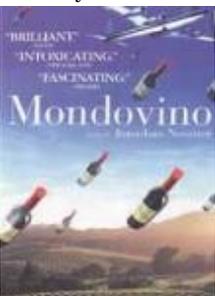
What educational activities do we plan to do? A mentoring program and a study group.

Have any more ideas? Want to be part of any of the events above? Want to be exposed to different Spanish and Latin American cultures? Then come join our group and help us make it all happen. If we register the club this semester, we will be eligible for college funds next fall. **Don't wait!** For information about upcoming events or our progress in becoming an official club, go to www.salemstate.edu/languages/spanishclub or you can email me at s_silva@polaris.salemstate.edu. At **Facebook** group, join **Spanish Club** group (salemstate.facebook.com)!

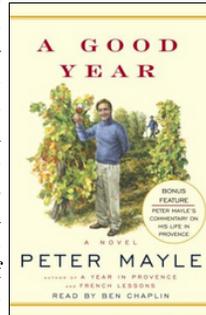


EAT, DRINK & BE MERRY: VIEWS OF FRENCH GASTRONOMY BY DR. ELIZABETH BLOOD, FOREIGN LANGUAGES

The French are famous for many things, but above all is their passion for food and wine. The French love of stinky cheese, crusty bread, and full-bodied red wine is well known. Their attachment to all things gastronomical, however, surpasses the mere pleasure of eating and drinking tasty things, it is part of the traditional French national identity...part of what makes French people French. It is an attachment to the land, the vineyards and farms that dot the French countryside, as well as an attachment to others. It is the ritual of shopping at the market, preparing the dishes, and sharing the meal. It is the feeling of tradition, family, friendship, and community, that all come together to make the experience of eating and drinking so central to the French character. North American and British authors and filmmakers are fascinated by the French and have served up, in recent years, a number of books and films exploring this aspect of the culture.



If you are interested in the world of wine, a recent documentary by filmmaker Jonathan Nossiter may be just what you need to discover how complex today's global wine industry can be and how passionate the French are about their traditional winegrowing methods. Nossiter's film, *Mondovino* (2005), looks at the world of wine through interviews with such diverse characters as winemakers, wine critics, wine salespeople, and the shifty new brand of wine consultants who are now influencing the taste of wine on a global



scale. The documentary takes you to France, Italy, California, and Argentina (interviews all have English subtitles), exposing scandals, examining the complexities of globalization, and giving the wine novice a real insight into this fascinating industry.

For a more lighthearted view of the wine industry in France, pick up a copy of Peter Mayle's *A Good Year* (2004). The novel tells the tale of an Englishman who inherits a vineyard in France and all the problems and perks that such an inheritance entails. The book has been made into a film starring Russell Crowe, in theaters this winter. Watch the trailer at www.agoodyear.com

If you want to live vicariously the life of a young American (Bostonian!) gastronome in Paris, pick up a copy of Julia Child's *My Life in France* (2006). The book chronicles her early days in France, her studies at the Cordon Bleu, and her transformation into the "French Chef" that Americans loved so much.

For those more academically-minded history buffs, try one of the following books on French food and wine. Barbard Ketcham Wheaton's *Savoring the Past: The French Kitchen and Table from 1300-1789* shows the evolution of haute cuisine and cooking in France. Donald and Pieter Kladstrup's *Wine and War: The French, the Nazis, and the Battle for France's Greatest Treasure* chronicles the Nazi search for hidden wine cellars and great vintage bottles during World War II. Richard Miller's translation of Pierre Brosard's *Camembert: A National Myth* looks at how this cheese became the most famous in France as it was marketed to American cheese-lovers.

Happy reading, happy watching, and happy eating this holiday season! ■

STUDY ABROAD AT SSC BY DR. FÁTIMA SERRA, FL

Did you know that the most popular countries among our students are Spain, Australia and England?

In 2006, 59 Salem State students participated in Study Abroad programs. Of them, 19 went to Spain (17 to Oviedo).

Next semester, 17 students will be abroad, with 3 of them going to Spain for the whole semester.

Several language minors are abroad now or going abroad next semester, and one of our majors, Chris Wolforth, is going to Argentina in the Spring for a semester.

This coming year you can join our **Quebec summer program** and the **Oviedo, Spain, summer program**. You can earn **6 language credits** and share your experience with other international students. Prof. Blood and Prof. Serra, respectively, will accompany students in these programs to ensure they have a very positive experience. There will be Registration/Information sessions in January 2007. For more information, contact them, or head for our Web site.



Next year there is an addition to our departmental summer courses: a Graduate Course for Spanish teachers in Oviedo, Spain. Four weeks of pedagogical studies, activities, portfolio building, lectures on culture, excursions and food tasting! (see article in this newsletter).

Remember, that studying abroad is an investment in your future. It enhances your résumé, your personality and your global circle of friends! Come aboard! ■

DEPARTMENT GOES HYBRID! NEW (SEMI-)ONLINE COURSE IN SPANISH BY DR. JON ASKE, FOREIGN LANGUAGES

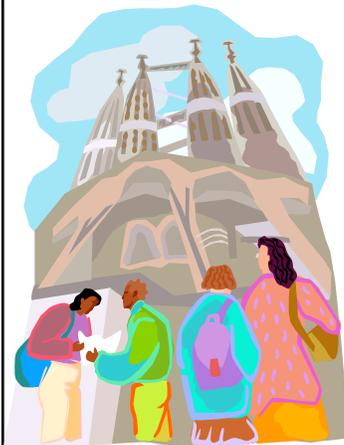
The College has been encouraging all departments to offer online courses. We've been hesitant, in part because it is hard to imagine how one would teach a language course online. This year, however, a new part-time faculty member has joined us who has experience with teaching Spanish online, Prof. Irene Fernandez, and we are going to get our feet wet in this



area with a safe course, SPN 354 Spanish Composition Through Film. Also, the course will not be completely online, since it will meet in the classroom the first couple of weeks and then as needed, perhaps every other week. This is called a **hybrid** course and it has potential for writing-intensive courses, and perhaps also for grammar courses. Students will

watch Spanish language movies at the language lab (or at home) and they will write and share impressions about them online, using **WebCT**, the new learning managing system, exchanging comments with each other and with the instructor at the speed of light. If you are shopping for a course such as this, do not be intimidated by the online part of it, and give it a chance. There will be help every step of the way. ■

New Spanish Majors!



Since the last issue of this newsletter six months ago (doesn't time fly?), 15 new Spanish majors have joined the club of nearly 60 students.

Our warmest welcome to them all: **Michael Aliberte, Maria Catalano, Mariolino Fernandes, Danielle Kurkuvolos, James LaVecchio, Kathryn Stallard, Marybeth Stocking, Carmen Vega, Sarah Lopez Maddox, Kelly Lynch, Amanda Maguire, Sovanneary Neou, Mabel Sanchez, Jacqueline Sullivan, and Christian Zavarella.**

We look forward to seeing you in our classes and having you contribute to the life of the major by getting involved in extra-curricular activities, such as the Spanish Club.

A reminder to all majors that they have to contact their **Spanish advisors** during the advising period, even if they already went to see an advisor for another major. Evening majors should contact the department chair.

If you want to find out more about our majors, you can go to see what they have written about themselves on their web pages at www.salemstate.edu/languages/majors. ■



HIGH PRAISE AT MAFLA FOR STUDENT PRESENTERS

BY DR. KRISTINE DOLL, FOREIGN LANGUAGES

The Department of Foreign Languages was well-represented by five notable educators at the 40th annual conference of the Massachusetts Foreign Language Association, held in Sturbridge from October 26-28. The theme of this year's conference "Foreign Language Learning: Memorable, Meaningful, Magical" was particularly relevant to the presentations developed by each of the participants.

Dr. Kristine Doll, professor of the MAT thesis course MAT900 and Dr. Nicole Sherf, MAT Coordinator, introduced the Masters of Arts in Teaching Spanish program at Salem State and emphasized the challenges and rewards that pursuing graduate level coursework and writing a graduate thesis entail. The presentations selected for this panel showcased the scholarly work of three graduates of the MAT900 course. Dr. Doll reviewed some of the more provocative questions that each of the participating educators encountered while developing their thesis and introduced each author to the session audience to open the discussion on "Asuntos contemporáneos y textos culturales: investigaciones sobre el mundo hispano."

Nicsa Dagger-Cain of Melrose High School presented her original work, "I Speak



Nicsa Dagger-Cain during her presentation

English, ¿para qué más?" in which she explored the often ambivalent attitude in the United States towards foreign language learning, particularly the learning of Spanish.

Elizabeth Díaz of the Furnace Brook Middle School in Marshfield presented a visually-rich and sophisticated investigation of the clash and adaptation of culture in "De

dioses demoníacos a vírgenes morenas: el desarrollo de símbolos religiosos en el México colonial."

Steven Sofronas of Hamilton-Wenham High School explored innovative strategies and the importance of motivation in the teaching and learning of foreign languages in "Soy, eres, es, somos, sois, son: los límites del aprendizaje de una lengua extranjera fuera de contexto y sin motivación."

The session was extremely well-attended and punctuated by spirited discussion of the presentations. The high-quality of the theses was noted and complimented. The Department of Foreign Languages has every reason to be extremely proud of these educators. Bravo! ■



Safronas, Doll, Dagger-Cain, Diaz-Kinahan, and Sherf.

SPAIN IN SALEM

(Continued from page 3)

Iraqi occupation and view that negatively. But in Spain, the biggest TV hits right now are Latin American soap operas, *Grey's Anatomy*, *Lost*, and *House*. Further, Starbucks are popping up in many cities, with a Spanish twist: you don't see one person at each table pounding on a lap-top, but rather groups of people crowding around each table in

conversation.

Perhaps that was the aspect that the Consul wanted to emphasize to our students: Spaniards are social and very welcoming. Spain is a fun place to be right now: great political openness, a vibrant economy, political pacifism, lots of cultural events...and many young people out in the cafés and plazas ready to meet and converse with students from all over the

world, especially from the United States.

The event ended on a very positive note, with the Consul chatting and greeting our students. I must say that he was impressed with their level of Spanish, the depth of their questions and their understanding of international events. I was extremely proud of all of them. ■



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WHEN A NEW ISSUE IS OUT

**FIELDTRIP TO THE ISLAMIC SOCIETY OF BOSTON
BY DR. JON ASKE, FOREIGN LANGUAGES**

On Nov. 30, Arabic instructor Aziz El-Madi organized a field trip to the Islamic Society of Boston (www.isboston.org), located in Cambridge. A group of 20 Arabic students and faculty members who tagged along first had dinner at the Marrakesh Caffe in Everett, where Professor El-Madi gave a presentation on Morocco.



Professor El-Madi gives a presentation on Morocco while the fieldtrip participants enjoy Moroccan food.

Afterwards, the group headed for the Islamic Center in Cambridge, where they listened to a presentation about Islam from representatives of the Islamic Society and had the opportunity to ask questions.

The presentation ended when local muslim men entered the male prayer room for the



evening prayer session. The Salem State College group watched the ritual from the back of the room.

All the participants were very pleased with the experience, and were left with the desire to learn more about Islamic culture.

You may view pictures of the event, as well as all other departmental events, at the picture repository at this address:

www.lrc.salemstate.edu/pictures/mosque2006.



Mosque representatives gave a presentation on Islam and answered questions.

**NEW AND RETURNING PART-TIME INSTRUCTORS ENRICH OUR CLASSES
BY DR. JON ASKE, FOREIGN LANGUAGES**

You may have noticed a few new faces around the department this semester. That's because four new part-time faculty (also known as adjuncts) have joined the Foreign Languages Department. The Department relies on a large number of part-time faculty to teach many of our courses. This year there are 8 returning adjuncts, some teaching during the day for the first time, and 4 new ones.

Returning this year are:



Guadalupe Pierce, from Ecuador, has been teaching elementary and intermediate Spanish at SSC for many years.

Brigitte Lagoutte, from France, and **Sofya Vinokur**, a native of the Ukraine, help Dr. Blood teach several of our French courses every semester.



Rita Carter, from Italy, has been teaching most of our Italian day sections for the past few years and is a major pillar of the Italian program.

Rayanne Menery, an Italian teacher at Gloucester High, and **Norina DiMascio**, an Italian and Spanish teacher at Swampscott High, teach Italian typically in the evening but also sometimes during the day.

The next three recently retired from their day jobs in local high schools but they still have a lot of energy to continue sharing their expertise:



Bernice Mitchell, who has been teaching evening courses for us since before she cares to remember, just retired from Swampscott High and is teaching in the day and evening.

Ernesto Oregel, from Mexico, now without a beard, recently retired from Salem High, and still teaches Spanish and Italian, with the kind of energy that younger folks would envy.



Sonia Kalikow, from Colombia recently retired from Salem High, and currently teaches in the evening.

Holly Giannino, is our German

evening instructor, though low enrollments have caused some of her classes to be cancelled lately.

Brand new to the department this year are...

Aziz El-Madi, from Morocco, is a chemistry lab instructor at Salem State and he also teaches our Arabic 101 course this semester. Together with Dr. Michael Weber he was one of the main instigators of the offering of Arabic courses at Salem State.



Iqbal Kurker, a Palestinian from Haifa, teaches Arabic 201 to students who took elementary Arabic with Dr. Weber last semester.

Anahí Pari-di-Monriva, an Italian-Argentinian-US native, who is indeed fully trilingual and very energetic.

Irene Fernandez Palacios, a native of Bolivia, is a full-time Spanish professor at North Shore Community College, and will be teaching our hybrid composition course in the Spring (see news article).

You can find out more about our adjuncts at their pages at the department Web site: www.salemstate.edu/languages/adjuncts. A warm welcome back to all. ■