

## WHAT'S NEW IN LANGUAGE STUDIES?

### LANGUAGE LEARNING ATTITUDES ARE CHANGING IN THE US

BY DR. NICOLE SHERF, FOREIGN LANGUAGES

Italian is the language that more students would select followed by French and then Spanish. The American Council on the Teaching of Foreign Languages just announced these surprising results of two surveys involving almost a quarter of a million students and teachers across the United States in the spring and fall of 2007. The Department of Foreign Languages of Salem State College has certainly modeled this trend, seeing an increase in demand for Italian and French language classes, and the numbers of students in Minors in those languages swell over the past few years.

In this era of governmental focus on critical need languages such as Arabic, Chinese and Japanese, the survey found that these are the selected languages of study for those interested in pursuing a career in international business. The majority of students,

however, selected the more traditionally taught languages like Italian, French and Spanish, citing their benefits for travel, recreation and enjoyment.

In addition, those students surveyed who were pursuing a career in medicine, nursing, law, and small business believed that they were likely to use their language in their future profession. An article entitled "Multilingual Workplace Can Translate into Opportunities," in the Money & Careers section of the April 20, 2008, Boston Globe, concurs with these findings, stating that "(n)early 20 percent of Americans over age 5 speak another language other than English at home, up from 14 percent in 1990." Anyone who has been on a job interview recently can report that proficiency in other languages is an asset in most fields.

In a bold move, the Massachu-

setts Association of School Superintendents has recently reacted to the increased needs of global understanding of high school graduates by publishing a position paper called "Global Education: A Call to Action" in January of this year. In it, they state the need to infuse global education into their curriculum and programs through a variety of initiatives including beginning the study of foreign language in the elementary schools, establishing an exchange with a school in a foreign country and promoting service-learning projects that focus on cross cultural understandings and support. Hopefully, Massachusetts K-12 school districts will soon be promoting longer sequences of language study to promote higher levels of proficiency in students, especially as students continue their language study in college. ☐

## MY LIFE ABOARD THE PEACE BOAT

BY PROF. RICHARD STRAGER, LECTURER IN ITALIAN

In the past couple of months, I have seen elephants and rhinos on an African safari, camped on a dune in the Namibian desert, snorkeled at coral reefs in the Seychelles, danced in a samba contest in Rio, swam with penguins in Cape Town, cruised around enormous icebergs in Antarctica, and we're only half way through our voyage.

I am an English teaching volunteer on the 60<sup>th</sup> voyage of Peace Boat, a twenty-five year-old Japanese NGO that promotes interna-

tional cultural exchange and raises awareness of important global issues by circumnavigating the world on a regular basis. Each trip lasts about three and a



Prof. Strager with two friends, Cape Town, Spring 2008

half months and carries roughly eight hundred passengers and two hundred crew. There are three round trips a year, all leaving from Yokohama, Japan, just south of Tokyo. The ship stops only for a day or two in about fifteen to twenty different countries. Each voyage is different from the one before.

Most trips follow a northern route from Asia to India to Africa, Europe and the Middle East and then to North America, through the Panama Canal and back

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## Are you smarter than your language teacher?

Take the challenge and test your knowledge by taking the quiz at:

[www.discoverlanguages.org](http://www.discoverlanguages.org)

The "Discover Languages" website also offers loads of information about the importance of language-learning and of understanding multiculturalism!



## HASTA LUEGO, GRADUATES !

The Department of Foreign Languages wishes a fond farewell and the best of luck to the following Spring 2008 graduates. Please keep in touch and let us know where your language skills take you in the future!

### MAT-Spanish

Renee Botticelli  
Jessica Celano  
Catherine Frost  
Maggie Sears

### Spanish Majors

Danielle Kurkuvelos  
Candy Melo  
Claude Pierre  
Kelly Quinn  
Kathleen Whelton

### Minors in French, Italian, Spanish or Foreign Languages

Danielle Allain (FR)  
Cristina Curcio (SP)  
Gina Curcio (SP)  
Christina Jones (SP)  
Leslie Kulakowski (SP)  
Jacqueline Latham (SP)  
Sarah Maloney (SP)  
Erina McWilliam (FR)  
Yenny Moya (SP)  
Nina Oberlin (FL)  
Heather Pert (SP)  
Saimira Risilia (SP)  
Laura Sherris (FR)  
Rosa Yrbania (SP)

### COMMENCEMENT CEREMONIES

Everybody is welcome to attend the commencement ceremonies where our graduates will receive their diplomas.

#### Undergraduate Commencement:

Saturday, May 17th at 10:00 am.

#### Graduate Commencement

Thursday, May 15th at 4:00 pm.

Both held at The O'Keefe Center.



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

### Department News

The Department of Foreign Languages has continued to see expansion of its programs this year, with the Fall 2008 schedule offering the greatest number of classes in the widest range of languages ever. The Department thanks **Dr. Jon Aske** for his tireless efforts as chair over the past three years, and welcomes a new chair, **Dr. Elizabeth Blood**.

### Faculty News

In Fall 2009, the Department will welcome a new tenure-track Spanish professor, **Dr. Michele Davila**. See more information on this page.

**Dr. Nicole Sherf** will be very busy this summer and early fall as she prepares to chair the 2008 MaFLA conference. Check out the latest on the conference at [www.mafla.org](http://www.mafla.org)!

**Dr. Anna Rocca** has been invited to present her research on Francophone women writers at an international conference on feminism in Rabat, Morocco next fall.

### Program News

The **French Program** has created two new graduate-level courses in French on Franco-

phone cultures and literatures. One focuses on the province of Quebec while the other explores Caribbean and African Francophone cultures. The courses are designed to meet the needs of North Shore teachers seeking professional development credits in French and will be offered on a rotating basis starting in the summer of 2009.

The **Italian Program** will launch its summer study abroad program in Florence, Italy this year. Buon viaggio to our first group of participants!

### Student News

**Kelly Quinn**, double major in Social Work and Spanish, has received the prestigious Samuel Huntington Public Service Award, which provides a \$10,000 stipend for a graduating college senior to pursue one year of public service anywhere in the world. She will use this money to start an English program in Dominican Republic. After graduation she will spend a year in Nicaragua working with children in one of The Pequeños Hermanos Orphanages. Congratulations to Kelly Quinn!

Major **Marybeth Stocking** has been awarded an Internship from Global Exchange to col-

laborate in a book on Hugo Chávez.

### Club News

The **French Club** had a great year with numerous activities on and off campus, including several crêpe-fest movie nights, a free snack table during final exam week, and the annual spring "pétanque" picnic, organized in collaboration with the Italian Club this year.

The **Italian Club** also sponsored many events this semester, including two provocative new Italian film nights and a fun trip to see the Sicilian Immigration exhibit in Boston. The trip included lunch in the North End, capped off by cannoli and cappucini at Caffè Vittoria (see article below)! The Italian Club challenged the French at "bocce" (aka "pétanque") at the annual spring picnic.

The Department's clubs (French, Italian, and Spanish) are always **looking for new members**, so please join one of our email lists to get notices of meetings and events next fall! Information for joining the mailing lists is available at the clubs' web pages at [www.salemstate.edu/languages/clubs](http://www.salemstate.edu/languages/clubs).

## MICHELE C. DÁVILA GONÇALVES NEW SPANISH FACULTY MEMBER IN THE DEPARTMENT

The Foreign Languages Department would like to extend a very warm welcome to Dr. Michele C. Dávila Gonçalves as the new full-time, tenure-track faculty member in the department. Dr. Dávila, a native of Puerto Rico who also has roots in Brazil, was selected from among a pool of highly qualified candidates to be the sixth member of the Spanish program. She has a B.A. and M.A. in Comparative Literature from the University of Puerto Rico at Río Piedras, and a Ph.D. in Hispanic Literature from the University of Colorado at Boulder. Her research interest is feminine literature and the detective novel. Among her publications are *El archivo de la me-*

*moría: la novela de formación femenina de Rosa Chacel, Rosa Montero, Rosario Castellanos y Elena Poniatowska* (New Orleans: University Press of the South, 1999), "Voces en contra-

punto: dialogismo interno en *Tú, la oscuridad* de Mayra Montero" (*Con-textos* 17.35 (2005): 30-41), and "*De Pulp Fiction a metaficción literaria: las transformaciones del personaje detectivesco en la narrativa policial brasileña*" (*Chasqui* 34 (2005): 78-91). She also writes poetry and recently published a selection of her poetry in *Poetas sin Tregua: compilación de poetas puertorriqueñas de la generación del 80* (España: Publidisa, 2006).

Dr. Dávila has been teaching at Framingham State College and counts Spanish, English, and Portuguese, among her languages. We are looking forward to working with her. ■



In Wayna Pichu in March 2008

## MY LIFE ABOARD THE PEACE BOAT

(Continued from page 1)

across the Pacific to Japan. Our trip is different. We are on the southern route. From Japan, we went to Southeast Asia (Hong Kong, Singapore and Vietnam), then to Africa (Seychelles, South Africa and Namibia), to South America (Brazil, Argentina and Chile), and down into northern Antarctica, before we now head over to Easter Island, Tahiti, Australia, New Zealand, Papua New Guinea, and back to Japan once more. We left on January 12, 2008 and will return to Japan on April 28<sup>th</sup>. Peace Boat is apparently the only cruise ship ever to visit Antarctica on an around-the-world voyage.

The passenger population is made up almost entirely of Japanese adults of all ages, from teens up to 90-plus years old. About half are under 35 years old and about 150 are younger than 25. They pay the equivalent of about \$16,000 for full room and board for the voyage. Some passengers do volunteer work in Japan promoting Peace Boat and thereby receive discounts on their passage. Everyone aboard stays for the entire three and a half month duration of the cruise.

There are also about twenty-five volunteers on board who get free passage, including room and board. I'm one of them. When we are not working, we can do everything the paying passengers do. Eleven of us are English teachers in the intensive language program. Two are Spanish teachers and twelve are translators for the lecturers on board and guides for the passengers in port. The English and Spanish teachers come from many different countries including England, Australia, Canada, and the US. One is from Japan. The translators/guides are all Japanese except for one who is American. Our

days can sometimes be very busy and sometimes relatively open. The language teachers have the advantage of always being free in ports and able to do sightseeing or any other tourist activities we like.

What sets this trip apart from a normal cruise, other than its unusually long duration, is the educational nature of the voyage. A rich and varied program of presentations by guest lecturers is one of the hallmarks of Peace Boat cruises. Many of the talks deal with global issues such as sustainable development, protecting the environment, global warming, poverty, and the politics of war and peace. Passengers come on board not just to travel, but also to learn.

Most of the passengers, however, are not just here to be passive recipients of information. They are here to teach as well. Another outstanding feature of Peace Boat life is the hundreds of *jishu ki-*



Riccardo on India Night with students

*kaku* or self-organized events put on by the passengers themselves to teach fellow passengers some skill or craft, or just to help them relax with comedy routines or games such as mah jong or *shogi* (Japanese chess). Some ongoing passenger-led *kikaku* include musical instrument lessons (ukulele, harmonica, grass harp, etc.), dance lessons (ballroom or traditional Japanese), crafting lessons (knitting, sewing, weaving, origami, etc.) and physical fitness (yoga, tennis, ping pong, etc.). Some passengers prepare lectures and slide shows about topics that interest them. Others

are here just to enjoy the presentations and workshops. The English teachers on this trip have also done presentations on topics such as travel safety, wine tasting, Habitat for Humanity, refugee rights, star gazing, and hip-hop music.

The English program is another big draw for passengers. There are about one hundred and twenty students taking intensive English classes throughout the voyage. Lessons are one hour and twenty minutes a day and are taught on roughly half of the days we are at sea. There are between five and seven students in each class, ranging from beginner up to advanced level. I teach two classes for beginners. Students have a lot of contact with their teachers even outside of class. They can also practice their English regularly in the ports or with the international crew working on the ship.

The teachers participate in just about every ship-wide event, from dancing and singing contests to sports tournaments. We male teachers are currently working on a campy dance routine to cover the Backstreet Boys' *I want it that way*.

Also, we are frequently pressed into service when there is anything requiring a costume involved. So far, I have been a pirate, an Indian dancer, a woman in a bikini top, a shirtless samba dancer, a Japanese demon, and a seventies-era disco dancer. Boy band singer is my next gig. Who knows what is coming after that?

I am looking forward to the second half of my voyage around the world. If the first half is any indication, I expect a lot more fun-filled, unpredictable, and unforgettable adventures. ■

## 2007-2008 DEPARTMENTAL AWARDS

The Department congratulates the following students for winning awards in the following categories. Awards will be given at the year-end parties on April 28 (undergraduate) and May 1 (graduate).

### ACADEMIC EXCELLENCE

#### GRADUATE

Lilliam Duffy  
Maggie Sears  
Jessica Stryhalaleck

#### UNDERGRADUATE

Ashley Brooks  
Veatrice Cuesta  
Megan Farmer  
Danielle Kurkuevelos  
Javiera Lagunas  
Sarah Lopez-Maddox  
Marissa Neal  
Kelly Quinn  
Vanessa Roman  
Laura Sherris  
Marybeth Stocking  
Christian Zavarella

### ACADEMIC ACHIEVEMENT

#### GRADUATE

Renee Botticelli  
Scott Estes  
Catherine Frost

#### UNDERGRADUATE

Danielle Allain  
Sarah Dyer  
Melissa Feliciano  
Erin Foley  
Brenda Michel  
Matthew O'Connell  
Sarah Silva  
Monica Staszkievicz  
Ann Walker  
Katherine White

### SERVICE TO THE DEPARTMENT

Erin Foley  
Grazia Crivello  
Hannah Kanevsky  
Jocelyn Pade  
Shawn Pinette  
Erina McWilliam  
Kelley Quinn  
Maria Spagnuolo  
Ann Walker



## PROFESSIONAL ASSOCIATIONS FOR FOREIGN LANGUAGE EDUCATORS

**ACTFL:** American Council on the Teaching of Foreign Languages: [www.actfl.org](http://www.actfl.org)

**NECTFL:** Northeast Conference on the Teaching of Foreign Languages: [www.nectfl.org](http://www.nectfl.org)

**MaFLA:** Massachusetts Foreign Language Association: [www.mafla.org](http://www.mafla.org)

**AATF:** American Association of Teachers of French: [www.frenchteachers.org](http://www.frenchteachers.org)

**AATI:** American Association of Teachers of Italian: [www.aati-online.org](http://www.aati-online.org)

**AATSP:** American Association of Teachers of Spanish and Portuguese: [www.aatsp.org](http://www.aatsp.org)

**MLA:** Modern Language Association (all literatures, national): [www.mla.org](http://www.mla.org)

**NEMLA:** Northeast Modern Language Association (all literatures, regional) [www.nemla.org](http://www.nemla.org)

**ATA:** American Translators Association: [www.atanet.org](http://www.atanet.org)

**MaCIE:** Massachusetts Council for International Education (all languages, administrators): [www.umass.edu/ipo/old/maciefn.html](http://www.umass.edu/ipo/old/maciefn.html)

### GRADUATE RESEARCH SYMPOSIUM

Under the sponsorship of Dr. Kristine Doll, the following students from SPN900, the MAT-Spanish capstone course, will be presenting papers on Saturday May 3. All are invited and encouraged to attend.

**Jessica Bethel:** Las cinco (¿cuatro?) "Ces" de la pauta estatal de Massachusetts para lenguas extranjeras.

**Renee Botticelli:** ¡A viajar! Los beneficios de vivir con una familia hispanohablante.

**Natalie DeLaria:** ¿Ahogándose o nadando? Navegando las corrientes cambiantes de la democracia en el Nuevo Mundo.

**Catherine Gallivan Frost:** Comunicación para todos? Una evaluación de la ausencia de estudiantes con discapacidades específicas en clases de lengua extranjera.

**Carolynne McCormick - Don Juan:** la transformación de un personaje literario en un ícono cultural.

**Maggie Sears:** Un adorno de la escuela: ¿Quién decide el destino de las lenguas extranjeras en la escuela primaria?

**Jennifer Gray Tufts:** La agrupación por capacidad se traduce en éxito en clases de lengua extranjera.

**Julie Wall:** La educación global: ¿Es posible romper nuestro etnocentrismo americano?

## PROFESSIONAL ASSOCIATIONS: WHAT? WHY? HOW?

BY DR. ELIZABETH BLOOD, FOREIGN LANGUAGES

Seasoned foreign language teachers at the elementary, middle, high school and university levels often speak cryptically, using acronyms unfamiliar to outsiders: MaFLA, ACTFL, AATF, NECTFL, AATSP, AATI. These are the names of just a few of the



many professional associations open to teachers of foreign languages. New teachers, however, are often reluctant to join a professional association, unsure of what these associations do, how they can help a teacher's career, and who can participate in them. If you have ever wondered, or if you are looking to expand your teaching horizons, here is a little primer.

Professional associations are non-profit groups of professionals—and students on track to become professionals—in a particular field. For foreign language teachers, there are generally two types of associations: those that cater to teachers of all languages (like MaFLA, the Massachusetts Foreign Language Association, NECTFL, the Northeast Conference on the Teaching of Foreign Languages, and ACTFL, the American Council on the Teaching of Foreign Languages) and others that are language-specific (like the AATF, AATI, and AATSP, the American Associations of Teachers of French, Italian, and Spanish & Portuguese, respectively). There are also organizations for other languages, for international programs professionals (study abroad, etc.), for administrators, for translators, and for those with various cultural or literary research interests.

Most organizations have regional, national, and international branches. MaFLA, for example, is the regional group. Regional groups are generally smaller, and therefore friendlier, and they hold meetings in convenient nearby locations, an easy way to meet with other

teachers in your area.

*What do these associations do?*

Each organization has its own mission and goals. However, most of the associations for language teachers aim to promote foreign language teaching and to facilitate the development of teachers' pedagogical skills and content knowledge. Each association requires payment of annual membership dues which entitle the member to free copies of a newsletter or journal, access to member-only services on the association's website (job postings, member bulletin boards, summer grants, etc.), and the option to attend the association's annual conference or meeting.

The annual conference is comprised of a range of panels and presentations on topics of interest to language teachers: new teaching strategies, uses of technology in the classroom, research on language learning, discussions of advocacy efforts for foreign language teaching, and content-based culture and literature sessions. The presenters at the conference may be teachers who have found a unique way



to present material to their students, researchers at the graduate or post-graduate level who wish to present their findings, or vendors promoting various products and services geared towards language teaching. The conference almost always has a keynote speaker who addresses an issue of interest and importance, as well as an exhibit hall with vendors selling textbooks, DVDs, classroom decorations, travel packages, study abroad programs, or other services.

*How can membership help you in your career as a language teacher?* The benefits of joining a professional association (or two or three!) are many. The main attraction for many teachers is the ability to earn PDPs (professional develop-

ment points) by attending conferences. However, there are many other advantages. Reading the association's newsletter or logging on to its website, and of course attending the annual conference, can give you important information about what is happening in your profession and, more specifically, in other schools in your area. It can give you fresh ideas to improve your classroom teaching, recent research data to support requests to your administrators (for supplies, technology, travel programs, etc.), and strategies to advocate for your programs in your community. Most importantly, professional associations provide you with access to a network of others like you. One of the most rewarding professional experiences is being able to share your



thoughts, ideas, and concerns about your work with like-minded peers.

*How do I join?* Anyone working or seeking work as a foreign language teacher, or studying (undergraduate or graduate) to become a foreign language teacher can easily join by filling out a membership application and paying the annual dues. There are often special rates for student members. Visit any of the sites listed in the left-hand column and click your way to a more fulfilling career! ■

THE FOREIGN LANGUAGE STANDARDS:  
**Creating Life-Long Learners**



## GO ABROAD !

By Dr. Fatima Serra

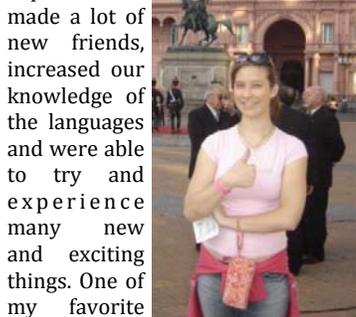
The Department of Foreign Languages encourages all of its majors and minors to study abroad, for a short summer program or for a semester...or a whole year! Although many students think they can not afford it, or worry that they won't be able to complete their degrees on time, the reality is that there are a wide range of options available and extra financial aid possibilities. With a little effort and planning, study abroad is a very real possibility. The return for your effort is an unforgettable experience of a lifetime!

I recently spoke with two students who went abroad. Jacqueline Turner loved her study abroad experience, and she urges: "I strongly suggest travel or study abroad to any language major/minor because there truly is nothing like experiencing the culture first-hand. I really enjoyed experiencing the lifestyle of the French people. I had never gotten to experience such fun nightlife before; the bars and the clubs are where all the young crowd goes, and I met a lot of new people that way."



Her sentiments are echoed by Amy Elena Castellano, who says: "Some of our best memories are from these trips. We made a lot of new friends, increased our knowledge of the languages and were able to try and experience many new and exciting things. One of my favorite experiences was trying the Argentinian food because it is nothing like what we have here in America."

Take the advice of your fellow students and consider study abroad. If you are not sure whether to take the plunge this year, there is always next year! ■



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## THE DELICIOUS HISTORY OF WORDS

BY JON ASKE, FOREIGN LANGUAGES

Have you ever wondered about, or been fascinated by, the history of a word? The study of the history of words is known as **etymology**, a word that comes from the Greek *etymon*, meaning "true sense of a word." Obviously the notion of equating original sense with true sense is quite old. This is unfortunate, however, for as any linguist will tell you, words change their meanings with time, just like their pronunciation changes, and there is nothing that can be done about it, no matter how much language pundits complain about it, languages will continue to change.

Take, for instance, the Latin word *delicatus*, meaning "pleasant", which was derived from *delicia*, meaning "joy, pleasure." From this word Spanish now has two words. The first one was passed from generation to generation of speakers, and changed its meaning and pronunciation a great deal, to become *delgado* in modern Spanish, meaning

"thin". I'll leave it up to you to speculate about the connections between *thin* and *pleasant* (and *delicate*, as well).

The other modern Spanish word derived from *delicatus* is *delicado*, which was borrowed into Spanish from written Latin as a so-called learned word ('cultismo'), after Spanish had already become a different language from Latin. Spanish *delicado* means the same as English *delicate*, a word which English also borrowed from written Latin in the Middle Ages.

Spanish also has the word *delicia*, itself a learned borrowing from Latin with the same meaning as its Latin source *delicia* (itself from *delicere*, "to allure"). The derived adjective *delicioso*, much like its English counterpart *delicious*, typically refers only to the pleasure provided by foods. The kind of meaning change we observe here is a specialization of the word from "pleasing to all senses" to "pleasing to the sense of taste."

By the way, the English analog of Spanish *delicia* is *delight* (nothing to do with *light*), which also comes from Latin, this time through Old French *delitier*, "to please, charm," (cf. Spanish *deleitar*), itself from Latin *dēlectāre*, frequentative form of *dēlicere*, "to allure," from *lacere*, "to entice." Can you see the semantic (meaning) connections? Isn't it interesting?

I think that the reason many people do not appreciate the history of words is simply that they haven't been exposed to this beautiful enterprise, which blends history, culture, and other areas of knowledge. So I thought I would begin to remedy this situation through this new *Lingua Franca* column. Perhaps I will plant the seeds of linguistic curiosity that will send you running to the etymological dictionary whenever you encounter an interesting word (you can do it online. For English, just go to

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## AVANTI! ITALIAN CLUB IN BOSTON

GRAZIA CRIVELLO, ITALIAN MINOR & PRESIDENT OF THE ITALIAN CLUB

On March 29 the Italian Club traveled to the Boston Public Library to experience the history of Sicilian immigration. We were amazed to find 120 panels dedicated to the subject! Due to the weak economy in Sicily, Sicilians came a long distance in hopes of finding a better life in the United States. The quote below, for example, shows the enthusiasm and determination Sicilians felt upon arriving in America considering its roads "paved in gold." Due to things such as the struggles of La Crisi delle Saline (Sea-Salt Works Cri-

sis), to the challenges of the strike against fishermen, Sicilians left their homeland in search of opportunity.

In the 1900's 25,000 Sicilians left Palermo for America, the highest number ever recorded. As a daughter of Sicil-

ian immigrants I have heard repeatedly growing up the stories about how in Sicily jobs were unavailable, there was poverty, the cost of living was high, and without a high degree of education, one could only turn to the sea to make a decent living. Therefore on a personal note, I felt this trip was highly beneficial.

After the exhibit, the Club headed to Boston's "Little Italy" to dine at Caffé Pompeii, for their gnocchi specials. Later it was

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## UNDERGRADUATE RESEARCH SYMPOSIUM

Under the sponsorship of Dr. Fátima Serra, the following students from SPN501, the Spanish major capstone and thesis course, will be presenting papers on May 2. All are invited and encouraged to attend.

**Yaraliz Amezquita.** *El español en las escuelas públicas: perspectiva del currículo de lenguas extranjeras.*

**Ellen Bergner.** *La interdependencia entre la Iglesia y el Estado durante el siglo XII que se personifica en Don Jerónimo en el "Poema del Mío Cid."*

**Veatrice Cuesta.** *Beneficios de la integración de las artes visuales en la enseñanza del español en las escuelas secundarias.*

**Anabella Dominick.** *¡Tu futuro está en tus propias manos! Estudia español y tendrás éxito en tu profesión.*

**Melissa Feliciano.** *La opción de clases bilingües en las escuelas elementales para hispanohablantes en los Estados Unidos.*

**James LaVecchio.** *La enseñanza de la cultura en la clase de español a través del uso de la tecnología.*

**Sarah Lopez-Maddox.** *La Batalla de la Guerra Civil Española aún no ha Terminado: La Realidad de la España Contemporánea y Análisis de Novelas Históricas sobre la GCE de Javier Cercas, Dulce Chacón y Manuel Rivas.*

**Kelly Quinn.** *"Lo siento, no hablo español" Traducción. "Solamente hablo inglés." El alcance de las deficiencias en el estudio de una segunda lengua en los programas universitarios acreditados de trabajo social en los Estados Unidos.*

**Sarah Silva.** *La conexión entre las lenguas extranjeras y las matemáticas: aprender una lengua extranjera mejora las habilidades matemáticas.*

**Carmen Vega.** *¿Por qué no bilingües? Como hacer niños bilingües para la siguiente generación.*

**Kathleen Whelton.** *La importancia de las ONG en el tratamiento médico del SIDA en Latinoamérica.*

## STUDENT INTERNS TEACHING SPANISH!

BY DR. NICOLE SHERF, FOREIGN LANGUAGES

A traditional responsibility of the students of the Peer Tutoring class, which is offered through the Department every spring, is to staff the Language Resource Center Tutor Area, supporting Spanish students in the beginning and elementary levels. Students seek help from these tutors in a variety of areas from review and reinforcement of class material

to conversational practice. As another internship possibility, Peer Tutoring students have had the opportunity to teach classes of Spanish in a variety of area schools different levels of students including preschooler, Kindergarteners, and fifth and sixth graders.

Spanish has been offered at the Salem State Preschool for the past three years, staffed in the fall by students in the Community Placements and Methods courses and in the spring by Peer Tutoring Students. The goal of the program is continued presentation and reinforcement presentations, class commands, colors, numbers, classroom objects, foods, body parts, and other such topics, and a wonderful opportunity to share love of language and culture with enthusiastic young children. This semester, Amy Castellano, Liza Elmstrom, Mario Fernandez, and Patrick McDermott, undergraduate students in the Bachelor of Arts in Spanish program have fully enjoyed the experience. Liza Elmstrom says, "Before I started I was nervous about working with the children, but throughout the experience I have had a lot of fun

and have become much more creative." This is largely due to the great support provided at the Preschool for the program. The teachers reinforce the



Mario Fernandez, Amy Castellano, Liza Elmström and Patrick McDermott at a meeting to discuss lesson plans, Spring 2008.

vocabulary throughout the day and participate as actively in the lessons as the preschoolers. Mario Fernandez, a native Portuguese speaker, has been studying Spanish because he liked the language. It was not until he began working with the preschoolers that he realized his strong passion for teaching. He has recently changed his concentration to work towards obtaining his teaching license. He says, "This internship has been a valuable opportunity for which I will always be grateful."

This semester, two other Peer Tutoring students, Carmen Vega and Benjamín Coronel, responded to a new internship challenge: teaching Spanish to fifth and sixth graders as a pilot Spanish program for the Saltonstall School which hopes to fund the program in the budget for next school year. In a year of severe cutback of funds and staff for the Salem Schools, Principal Peg Howard was grateful to be able to be able to offer something new and exciting to the students. Saltonstall classroom teachers Diane Caruso and Rich Stafford

explain that Carmen and Benjamín add a learning and cultural dimension that they have missed since the Spanish instruction was cut from the

Saltonstall five years ago. They describe the Salem State students as creative, making the language learning experience enjoyable. Carmen's classes are mostly for students with little to no experience with language learning, whereas Benjamín has worked with heritage speakers of

Spanish to reinforce writing and reading skills, and to work on a cultural comparison project. Benjamín Coronel, who also teaches Spanish to Kindergarteners at the Glover School in Marblehead



Benjamín Coronel and Carmen Vega, Spring 2008

has worked hard to meet the challenge of this new experience for him, and to balance the needs of the two internship sites.

Though demanding, time consuming and often a challenge, There is no doubt that service learning is rewarding for all involved – interns, students, and teachers. Each semester that I have the fascinating opportunity to work with a new group of students as they learn and grow through their internship, I, too, am changed by the experience. ■

## THE DELICIOUS HISTORY OF WORDS

(Continued from page 5)  
www.yourdictionary.com/search.html, www.merriam-webster.com. For Spanish: buscon.rae.es/drae1.)

Words embody so much history and culture that learning about the historical travails of a familiar word is like re-acquainting yourself with an old friend. Think about this: most of the words that we use today have lived in the minds and mouths of speakers for centuries, if not millennia, and most have changed a great deal along the way.

Since I just mentioned the word *delicious*, I thought I would start this column by looking at the origin of two words for delicious foods: orange and chocolate.

The word for **orange** has travelled as much as the fruit itself from its place of origin in China and South East Asia. Although the final origin of the word is clouded in mys-



tery, we know that European languages got the word, along with the fruit, from the Arabs during the Middle Ages. The Arabs got the word from the Persians (Iran), who got it from India, who got it from further East still. The

oldest recorded version of the word orange is probably from Sanskrit, the ancient language of India (and distantly related to English), in the form *naarangah*. In Persian it was *naarang* and in Arabic *naranj*, which Spanish students will recognize from the word *naranja*.

Oranges were seemingly introduced into England, and thus English, through France. And for some reason, the Arabic/Spanish word had lost its initial n- and had the -a- replaced by -o- by the time it got there as orange. The reason for these sound changes are not known with certainty, but it seems to be due to the association with the town of Orange in southern France (no relation to the fruit), a distribution point for oranges to northern France. As to the change from -a- to -o-, note that *or* is the French word for gold and in many languages, such as Latin, German and Hebrew, oranges are known as 'golden apples'. The n-, though, may seem to have been lost in Italy, where the fruit is called *arancia*, from *pomum aurantia*, "golden apple," before the word got to France.

Speaking of unusual names, many languages in southeastern Europe, and even modern Arabic and Farsi, the descendant of Persian and the main language of Iran, named the fruit after the country of Portugal, a distribution point for the fruit in the past, cf. Bul-

garian *portokal*, Greek *portokali*, Arabic *al-burtuqal*, and Farsi *porteghal*.

The second word I wanted to mention here, **chocolate**, has a less tortuous history. The word comes from Nahuatl, a language and a peo-



ple in what is now Mexico, which the Spanish conquered 500 years ago. The word in Nahuatl is *xocolatl*, which comes from *xococ*, "bitter," and *atl*, "water." Obviously chocolate was originally a bitter beverage made from the seed of the cacao tree, which has been cultivated in Mexico and Central America for the last 3000 years. Since chocolate nowadays typically refers to sweet and solid derivatives of the seed, it is, strictly speaking, a misnomer, not true to its etymon. But I don't think anybody is arguing for changing the name of this addictive treat.

I hope you have enjoyed learning about these words as much as you surely enjoy eating these foods. Please send me your requests for words to be analyzed in future issues of *Lingua Franca* (email ideas to [jaske@salem-state.edu](mailto:jaske@salem-state.edu)).■

## AVANTI! ITALIAN CLUB IN BOSTON

(Continued from page 5)  
on to Caffé Vittoria, where we wrapped up the trip, for their cappuccino, cannoli, and ricotta pie. Entertainment consisted of Dean Martin on the jukebox. What more could we have wanted? A relaxing end to a long trip surrounded by the Italian atmosphere of Boston's

"Little Italy". Arrivederci Boston.

Interested in joining the Italian Club? Email us at [MariaAC21@aol.com](mailto:MariaAC21@aol.com) and we'll add you to our listserv or Facebook us! A TUTTA FORZA! ■

**"Before going to America, they told me that the roads were paved with gold. When I arrived it occurred to me that the streets were not paved with gold, in fact they were not paved at all, and I was told that it would be my job to pave them". ~ Old Italian Story, Ellis Island Museum**

## THE BEACH-CHAIR TRAVELER

By Dr. Elizabeth Blood

If you love to travel, but can't get away this summer, you might want to check out the following reading suggestions sent in by the faculty, staff and students of the Department of Foreign Languages. These books promise to give you the thrill of the voyage, without leaving the comfort of your favorite chair — be it the armchair in your living room or a beach chair by the sea.

### ***The Art of Travel*, Alain de Botton**

"I enjoyed this collection of essays almost as much as de Botton's *How Proust Can Change Your Life*. This book examines the concept of travel by combining personal reflections with musings about literary (Baudelaire, Wordsworth, Flaubert, etc.) and artistic (van Gogh, Hopper, etc.) representations of travel." -Dr. Elizabeth Blood

### ***Eat, Pray, Love*, Elizabeth Gilbert**

"A serious but humorous non-fiction book about the author's travels and spiritual journey after dealing with many years of unhappiness. I very rarely re-read books, but I could probably re-read this one. When I think about the author's adventures, it brings a smile to my face!" -Robbie Dexter, Department Secretary

### ***Three Cups of Tea*, Greg Mortenson & David Oliver Relin**

This is the story of a man with an amazing spirit, building schools for girls on a shoestring budget in Pakistan. -Dr. Nicole Sherf

### ***Papillon*, Henri Charriere**

"If you've seen the movie, then you know the story, but it's pretty much about how a man who was sent to prison in French Guyana for a crime he didn't commit and his attempts to escape. Next I plan to read *Blanco*, about what happens after his escape." -Danielle Allain, French Minor

### ***Tintin in Irak?***

"I love 'BD' (cartoons), and this Tintin story is available online in English at: <http://tintin-en-irak.chiangmai-news.com/>" -Dr. Anna Rocca ■



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## VOLUNTEER ABROAD: TEACH ENGLISH, LEARN SPANISH!

BY DR. FATIMA SERRA, FOREIGN LANGUAGES

Once again the end of the academic year is here—for some the end of college years—making us reflect on our plans for the summer and the future at large. What can I do for the next months that would be challenging, enriching, help build my career and myself as a person and be a lot of fun? You guessed it! Go abroad! The opportunities for SSC students are endless, but this time, I would like to direct your attention to two exciting opportunities in Chile and Spain for students completing their BA or working on a Master's.

Kathleen Whelton, a Spanish major and repeat study abroad participant, will take advantage of a great opportunity to teach English as a volunteer in Chile. During programs ranging from 10 weeks to 8 months, volunteers live with host families and work in public schools in one of the many interesting regions of Chile as English-language teaching assistants. As a volunteer, you learn Spanish, immerse yourself in local culture, and touch lives by teaching. For more information go to: [www.centrodevoluntarios.cl](http://www.centrodevoluntarios.cl). There is also a summer graduate opportunity in Chile, where graduate students or practicing teachers can

"After graduation this summer I am moving to Chile for six months as part of a team of volunteers to teach English in rural area schools to both students and teachers. I will be living with a family in a small town, teaching in the local K-12 school and leading community activities. This opportunity is a very exciting way to improve my language as well as learn about the culture. Check out my travel blog and photos at [getjealous.com](http://getjealous.com) with my username *katwhelton*."



receive academic credit for teaching. For more information on this option, see: [www.ingles.mineduc.cl](http://www.ingles.mineduc.cl)

James LaVecchio, another Spanish major, is applying to spend the year after he graduates teaching English in Spain. The North American Language and Culture Assistants program, coordinated by the Spanish Ministry of Educa-

tion and Science, offers 2,000 assistantships per year, giving recent graduates an opportunity to visit Spain and become acquainted with the Spanish education system, while sharing with them aspects of their own language and culture. Assistants receive a teaching orientation, medical insurance, a monthly

allowance and a certificate. Applicants must be US or Canadian passport holders, junior or seniors in college or recent graduates of a bachelor's or master's program at the time of application, and have an intermediate/advanced level of Spanish. More information is available at [www.mec.es/exterior/usa/en](http://www.mec.es/exterior/usa/en). Again, there are also summer graduate programs in Spain for MAT students or practicing teachers at various Spanish universities. Consider volunteering to teach abroad. If you don't this year, there is always next year! ■

## A DAUGHTER REMEMBERS DYLAN: AERONWY THOMAS WITH PETER THABIT JONES

BY DR. KRISTINE DOLL, FOREIGN LANGUAGES

Salem State welcomed the two acclaimed Welsh poets, accompanied by the Welsh tenor, Trefor Ellis on April 14. A series of readings, discussions, a workshop and a reception drew standing-room only crowds of students, faculty, staff and members of the Salem community.

The daughter of Dylan Thomas and Caitlin Thomas, Aeronwy Thomas read her own works and discussed those of her father. Recognized as a poet in her own right, Ms. Thomas is also well-known for her translations of Italian poetry. As background to her readings, she presented some of her memories of her childhood and her experiences growing up as the daughter of Dylan Thomas. In addition to her own poetry, she read several of her father's poems, including "And Death Shall Have No Dominion." She is patron of the Dylan Thomas Society, President of the Alliance of Literary Studies, and the leading figure in the movement to honor the memory of her father.

Peter Thabit Jones, recipient of several prestigious awards for his poetry, is also the founder and editor of *The Seventh Quarry*, a poetry

magazine based in Swansea, Wales. Mr. Thabit Jones read several poems, particularly from his most recent book, *The Lizard Catchers*. During a workshop on publishing, he offered suggestions designed to help poets navigate the publishing process. Trefor Ellis, husband of Aeronwy, is the leading light of the London Welsh Chorale. At Salem State, he sang parts of *Under Milk Wood* and Welsh folk songs.

The three guests had been invited to campus by Dr. Kristine Doll. The following evening, Tuesday, April 14, Thomas, Thabit Jones, and Doll read their poetry and translations at an event sponsored by Adams House and the Grolier Poetry Book Shop in Harvard Square. Ellis' tenor accompanied the readings. The Welsh artists are now touring the United States and will spend the next few weeks at campuses in New York, New Jersey and Michigan. Their visit to Salem State was sponsored by the School of Arts and Sciences, the Creative Writers' Group and the honor society, Phi Kappa Phi. ■