

LINGUA FRANCA

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INSIDE THIS ISSUE

Department News _____ page 2
 Faculty News _____ page 2
 Photo Contest _____ page 2
 Student News _____ page 3
 Puerto Rican Americans _____ page 4
 Dining Out _____ page 5
 Alumni News _____ page 6
 Lateral Thinking _____ page 7
 Communications Majors _____ page 8
 The Ride of Your Life _____ page 9
 Study Abroad _____ page 10
 Greek Influence _____ page 11

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CHINESE COURSES AND EVENTS AT SSU

Starting in Fall 2010, foreign languages is offering courses in Chinese language and culture that were approved last year by the University. Currently Chinese 101 is being offered in Fall 2010 and the continuation to this course, Chinese 102, will be offered in Spring 2011. Intermediate courses were also approved and we hope that this is just the beginning of a successful program about one of the major world languages.

Chinese courses are being taught by Professor Jie Li, a native of Jilin province in north-east China. Before coming to the U.S. in 1995, Ms. Li taught at Guang Zhou University, a school that trains secondary school teachers. In addition to teaching Chinese at Salem State, she currently also teaches Chinese at Quincy College and is a court interpreter for the state of Massachusetts. Ms. Li has been teaching Chinese and ESL for the last 20 years.



Why Study Chinese?

China has one of the oldest and richest cultures in the world. Mandarin Chinese is the language with the greatest number of native speakers in the world. In the People's Republic of China alone Mandarin Chinese is the mother tongue of over 873 million people, and approximately another 400 million people speak Chinese outside of China. Chinese is also one of the six official languages of the United Nations.

China is the world's most rapidly developing country and the second largest economy of the world, which means it will play a major role in world affairs in the future. It is also one of the largest trading partners of the United

States. Proficiency in Chinese will be a great advantage in the job market and for career advancement due to the growing global importance of Chinese products and services. Many students and professionals around the world are studying Chinese, which also means learning about Chinese culture and world view. Learning the language is an essential tool in preparing oneself for careers in political science, international affairs, international business, economy, business, international law and others.

Calligraphy event at Salem State University

On Monday, November 15, 2010, expert calligraphist Jiang Tian Yuan performed a demonstration of the art of Chinese calligraphy. Mr. Jiang was accompanied and assisted by Professor Jie Li and her Chinese 101 class. The event took place in the Commons Dining Hall, lower level, North Campus.

Mr. Jiang Tian Yuan was born in 1938 in Canton, China. As a native of Taishan City, he loves the art of Chinese calligraphy and paintings. He was quite fortunate to receive the guidance of famous painting artist Professor Li Xiong Chai, and calligrapher Huang

continued on next page



NEWS

Departmental News

Our Chinese language program is off to a great start this year! Our professor, Jie Li, has coordinated several events on campus which were well-attended. Look for Intermediate Mandarin Chinese in the Fall 2011 schedule! See the leading article in this issue of *Lingua Franca*.

The Arabic program keeps growing, with two new post-intermediate courses: ARA 301 and ARA 302, which will also make it easier for students to minor in Arabic. A second instructor of Arabic has joined the faculty: Dr. Joseph Hitti. Dr. Hitti is a native of Lebanon and he will be joining Dr. Dr. Mohamed Abdelfattah as Arabic instructor in the department. See the interview with Dr. Hitti in this issue of *Lingua Franca*.

Prof. Blood will be on sabbatical in Spring 2011. Questions for the chairperson should be directed to Acting Chair, Dr. Fátima Serra. Questions about French should be directed to Dr. Anna Rocca, who will serve as interim coordinator of the French language programs.

Foreign languages hosted a presentation by Mario Ruiz Lejido, representative from the Instituto Cervantes in Boston. Mr. Lejido gave undergraduate and graduate students valuable information on cultural events and language teaching resources and

workshops available through the Aula Cervantes and their online services.

Foreign languages and the CIE hosted a presentation by Francisco García Díez, education advisor of the Spanish Embassy. Mr. García Díez guided students through the application process to become cultural Ambassadors in Spain for one year, an opportunity that is paid for by the Spanish Ministry of Education.

Foreign languages has strengthened its relationships with local institutions including the Clarke Elementary School in Swampscott where four SSU students are participating in the Spanish Enrichment Program by teaching Spanish to k-4 students. Real-world opportunities are also being expanded through the expansion of our Community Placement Program which has added several new affiliations including: Salem High School, the Saltonstall School, and the Massachusetts Probate Court.

The International Languages Fair, held by the International Student Association and foreign languages in November, was a great success. The ISA and French Club are planning a similar special event in spring to celebrate "La semaine de la Francophonie" combining native French speakers from Africa and Haiti along with students of French at Salem State! Look for announcements in March.

Faculty News

This semester has been a busy one for foreign language's faculty. For the first time in 10 years, the American Council on Teaching Foreign Languages (ACTFL) brought its annual conference to Boston. Taking advantage of this proximity, professors Anna Rocca, Elizabeth Blood, Michele Dávila, Nicole Sherf, and Kenneth Reeds presented on a variety of subjects: "Les Francophones d'ici: Franco-Americans in Massachusetts" (Dr. Blood with Dr. Carole Salmon from Umass-Lowell); "Enseñando literatura puertorriqueña desde 'Arroz con leche' a 'Encancaranublado'" (Dr. Dávila); "Advocating for an Elementary Foreign Language Program in Your District" (Dr.



Zi Hao. Mr. Jiang has been in the field of painting and calligraphy for over 30 years. He holds membership to the Canton Contemporary Painting and Calligraphy Society and the Canton Fragrant Snow Painting and Calligraphy Society. He is an Honorable Advisor to the Canton Yuet Hoi Poets Society. In 1992, he immigrated to Boston, Massachusetts. He is an advisor to the Boston Chinese Painting Academy and a member of the New England Arts Society and China Calligraphy Society.

During his workshop-

presentation, Mr. Jiang Tian wrote numerous signs for the audience and members of foreign languages. Among them is the sign at the right, which hangs in the department's chairperson's office and which reads "Good teachers educate students to become highly qualified professionals."

INTERNATIONAL PHOTO CONTEST 2010

Thank you to all who participated in the sixth edition of International Photo Contest by foreign languages.

47 photos were officially entered in the contest this year by people associated with Salem State University. 12 pictures were selected to appear in the 2010-2011 calendar.

If you would like to order a copy (or more) of the paper calendar, call 978.542.6258 or email languages@salemstate.edu.

In addition to the 2010-2011 academic calendar, this year we will also be making a second batch of calendars for 2010 with the same photographs.

They make great presents for the holidays. The cost per calendar is \$10. Proceeds will support student scholarships.

To view all of this year's entries and the winners, go to this page:

Entries for the 2010 contest, winners:

lrc.salemstate.edu/pictures/ipc2010

International Photo Contest Web Page:

lrc.salemstate.edu/ipc

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

Sherf); and “How to Read and Approach Cultural Differences and Stereotypes” (Drs. Rocca and Reeds).

The 2011 North East Modern Language Association (NEMLA) conference will be held in New Jersey where Dr. Rocca will chair a panel titled “Exploration of Senses in Contemporary Francophone Women’s Autobiography” and a paper on the author Nina Bouraoui entitled: “Senses, Sensibility, and Sensuality: the World of Nina Bouraoui.” Dr. Rocca will also soon chair a panel at the Conseil International d’Etudes Francophones (CIEF) conference in Aix-en-Provence, France. Continuing with experiences outside of the Massachusetts area, various members of the department participated in events: Dr. Dávila published the article “‘Elemental mi querido Watson’: variaciones y transgresiones de la novela detectivesca en el Caribe hispano” which she had originally presented in Rio de Janeiro, Brazil, in August 2010; Dr. Reeds presented “El civilizado sobre el bárbaro: el empleo de William Henry Hudson en la obra de Jorge Luis Borges” at the Coloquio Literario de la Feria Internacional del Libro de Monterrey in Monterrey, Mexico; and Dr. Serra presented “Instrucciones para salvar el mundo de Rosa Montero y Elena Poniatowska” at the Cuarto Congreso Internacional Escritura, Individuo y Sociedad en España, las Américas y Puerto Rico, Universidad de Puerto Rico-Arecibo (see her article about meeting the author later in this issue of *Lingua Franca*).

Other publications of note were Dr. Dávila’s “Lo que nos hace humanos: deconstruyendo El pintor de batallas de Arturo Pérez-Reverte” in *Hipertexto*; Dr. Doll’s translation and interview of August Bover “Long Distance Call” in *The Seventh Quarry Poetry Magazine* in the United Kingdom; Drs. Doll and Sherf published “A View from Higher Ed” in the Massachusetts Foreign Language Association (MaFLA) Newsletter where Dr. Sherf also served as Guest Editor for a special assessment-focused issue in Winter 2010.



Caption: Michael and Rebecca Martiniello with MAT-Spanish coordinator, Dr. Kristine Doll. Rebecca is one of our MAT in Spanish students recognized for her high GPA

Student News

On November 10, the university honored graduate students who had achieved a GPA of 3.85 or higher. The event was held in Veteran’s Hall at the Ellison Campus Center. Please join us in recognizing the academic excellence of the following MAT in Spanish students:

Benjamin Gerson
Mary Giordano
Katherine Hanchett
Rebecca Hoffman
Stacey Hopkins
Katie Lyons
Laura Nichols
Kathryn Schulte

WHERE IN THE WORLD DO THEY SPEAK... ARABIC? IN LEBANON!

An interview with Dr. Joseph Hitti, adjunct professor, foreign languages
By Dr. Michele C. Dávila



Dr. Joseph Hitti

Dr. Joseph Hitti, a native of Lebanon, has joined Dr. Mohamed Abdelfattah, as an Arabic instructor in our department, as our offerings have also increased this year, with the addition of post-intermediate courses. Dr. Hitti is currently teaching ARA 101, and he will be teaching ARA 102 in spring 2011.

Dr. Dávila: Where are you from originally and what can you tell us about your country?

Dr. Hitti: I am originally from Lebanon, a tiny country in the Eastern Mediterranean located at the intersection of Asia, Africa and Europe. Historically, Lebanon is the ancestral homeland of the Phoenicians, the ancient biblical people of sailors and

merchant travelers who developed the phonetic alphabet that we today use in the western world. The country’s geography is essentially a huge mountain range that rises very steeply from the Mediterranean, all of it in a surface area just under the size of Connecticut. Because of its location and geography, Lebanon has seen many invaders come and go – Babylonians and Persians, Greeks and Romans, Arab Muslim conquerors and European Christian Crusaders, and ultimately the Ottoman Turks which ruled the country through the end of World War I. After a brief French mandate between the two world wars of the 20th century, Lebanon emerged as an independent country in 1943.

This history contributed to the evolution of a country that one might call the ancient world’s melting pot, which unfortunately failed to really melt, thus leaving an assortment

of small religious communities, all residues of past invaders and/or minorities fleeing the dominant vast Sunni Muslim surroundings, to constitute the social and political structure of the country. For example, you probably heard that the Iraq War of the past 7 years has forced the displacement of Iraqi Christians, many of whom have settled in Lebanon because of a sizable and still powerful Christian Lebanese community. This background might explain why the country has been in constant turmoil. In recent decades, Lebanon has declined due to a war that began in the late 1960s and that has yet to come to an end, mostly caused by the insoluble Israeli-Palestinian conflict next door. This recent history has sent a new wave of emigrant Lebanese to every continent of the globe, including here in the United States, where they have settled like their forerunner emigrants from 19th century and early 20th century Lebanon. I am one of those recent emigrants.

Dr. Dávila: What differences have you noticed between life in Lebanon and life in the US?

Dr. Hitti: Well, an answer to this question requires volumes, but suffice it to say that because of their diversity and exposure to various cultures back home, the Lebanese generally assimilate well in the American experience and readily integrate, particularly since they share a very strong entrepreneurial mindset with their American hosts here. Also, their numbers, compared to other immigrant groups, like say, the Irish or the Chinese, are very small, which does not lend itself to the creation of ethnic enclaves, which tend to slow down the process of integration. Hence, you find many famous Americans with mixed backgrounds – Former Senator George Mitchell of Maine, for example, is of Irish (father) and Lebanese (mother) backgrounds, and he is now President Obama’s special envoy on Middle East peace, where I truly hope his Lebanese background will help him succeed there in bringing about peace between the parties.

continued on page 12



ARE PUERTO RICANS AMERICANS?

By Dr. Michele C. Dávila



Michele C. Dávila

I can answer this question apparently very simply: yes and no. Sounds complicated? It is. Since the Jones Act of 1917, United States law dictates that all Puerto

Ricans born on the island are American citizens. But after ninety three years, many people in the United States still don't know this historical fact: that all Puerto Ricans born in Puerto Rico are American (U.S. citizens) as they are. Let me tell you a story. I lived in Colorado for five years while I was doing my doctorate studies. One day in a cafeteria an older couple heard me and my husband speaking as we usually do; I was speaking in Spanish, and he was speaking in Portuguese. She asked us where we were from. I answered we were from Puerto Rico and Brazil, respectively, and without batting an eye the man stated very proudly how glad he was that his country gave us asylum and that he hoped we were very happy in the United States. With a smile on my

face I of course said yes, thank you (this happened before 9/11). And I know this is not an isolated case. Like this man, most Americans do not know that I am an American citizen by the laws of his own country, and I was born in New York City.

The political status of Puerto Rico is a big issue among Puerto Ricans, and nobody else seems to worry as much as we do about it. Puerto Rico is too far away, they speak Spanish and they are poor, is the consensus in this country. Meanwhile, in Latin America, Puerto Rico is perceived ambiguously. They think they speak a strange language that mixes Spanish with English, have a lot of money, and are too Americanized. Ironically, on the island of Puerto Rico Puerto Ricans believe that Puerto Ricans who were born or grew up on the mainland (the States) are too far away, poor, speak a strange language mixing Spanish with English, and are too Americanized.

The truth, as in most cases, is somewhere in the middle. Puerto Ricans on the island have a distinctive Hispanic culture; their "Americanization" seems to be very similar to the cultural Americanization that exists globally. There are rich

continued on page 12

DINING OUT WITH ROSA MONTERO, SPAIN'S FAVORITE WRITER AND CHRONICLER

By Dr. Fátima Serra



Dr. Fátima Serra

Puerto Rico, was in charge of taxiing around Spain's well-known author Rosa Montero during a recent Congreso de Literatura de España y las Américas, (18-20 Nov. 2010) at

her institution in Arecibo. Needless to say, I felt honored when she requested my help in accompanying her and the author for dinner at a local restaurant. I was thrilled and at the same time intimidated: what can I discuss with a world-famous novelist and journalist who has interviewed the main players in world politics and has received numerous prizes such as Spain's Journalism Prize and the Spring Novel Prize among others? Sooner or later we would be scrambling for things to say, I thought.

However, soon after the first introductions, it was as if I had reunited with an old friend. Perhaps it was Puerto Rico's warm weather or Rosa Montero's savoir faire or the bottle of Albariño that was the catalyst for the night. The evening was a continuous stream of animated exchanges.

I knew Rosa Montero was a great writer, but now I know she is an even greater person. When discussing world politics and conflict resolution I expressed my frustration about the patience of the present US administration towards the other side of the aisle. Considering how the right was and is unapologetic about their view points and how uncompromising they have been historically, I have been disappointed at the—apparently pointless—efforts of the government to include opposite views. Well, Rosa Montero, in spite of all the bad things she has endured in her personal life and all the horrors she has seen in the world as a journalist (her own life companion passed away a year ago after a painful battle with cancer), she still believes that to be at peace with yourself we must establish a consensus with the negatives in life such as death

and opposing political views. She is also very generous, she attended the talks about her work, including mine, and she still had the time to praise them, add her own perspective, and buy a round of coffee for everybody.

I was totally blown away, not only by the dining experience with my favorite writer and journalist, but also by the message she transmits in person and in her books. In her recent titles, her heroes are sensitive, compassionate men. The rescuers of princesses are strong men, but their strength comes from their endurance and empathy in the face of adversity. She states it very clearly in her last novel, *Instrucciones para salvar el mundo* (2008) where we meet Daniel, a doctor with a comfortable life who follows the social rules of the status quo of the powerful, who is contrasted with Matías, an ordinary taxi-driver, who is mourning the recent loss of his wife. Matías has had a rough life, but he manages to be happy because of his compassionate and solidary nature towards anything from pets to prostitutes, and even the doctor whom he thinks is responsible

for his wife's death. On the other hand, Daniel, the doctor, is frustrated with his life by the end of the novel because he has not been able to establish strong relationships with women and others in the margins of society.

It seems quite clear: to save the world and to save ourselves we all must be inclusive of "the other" whoever he or she may be, particularly men. According to Rosa Montero, the heroes of the 21st century will not kill dragons, rescue princesses, and save the world if they do not include others in their quest, especially women. In order to obtain love, success, and a better world they have to walk hand in hand with minorities, third-world countries, homosexuals, politicians from the opposite side and, above all, women. Who couldn't agree with that? So men of the earth, take note of Rosa Montero's suggestion, have a good read, grab the action-packed *Instrucciones para salvar el mundo*, and you will ensure that your lady will not choose a different castle to live in and your reign in peace will thus be assured.



WHERE ARE THEY NOW?

Our first round of inquiries about our graduates' lives after Salem State in the previous issue of *Lingua Franca* was very well received, so we asked again for updates in the Spanish alumni mailing list and eight more graduates wrote this time to tell us about their lives. We will let them speak in their own words. Let me just say that we at Salem State are proud of them and their accomplishments.

Meg Barber

Wow, the last five years really flew by! It is now that I can really tell that my education is something priceless. Thanks to my Spanish education



I was able to get into a bilingual serial coordinator position at EBSCO Publishing in Ipswich. I was responsible for calling, coordinating with Latin American publishers and making sure the publications arrived to EBSCO for databases used in libraries for research. I was quickly promoted after eight short months to a Corporate Manager for EBSCO Publishing and now I am selling the databases to fortune 1000 corporations in Canada. This July will be my third year at EBSCO. The territory that I have is very diverse and I am really considering coming back to SSU for my Masters in Business and Minor in French. Being tri-lingual would be an excellent advantage for me since I have Montreal in my territory. I am becoming more exposed to the French language and can actually understand it. The best part is that EBSCO will cover 75% of all costs if I come back to school. Even in Canada I have been able to use my Spanish to obtain profitable accounts for my company. Someday I would like to work in the Latin American market for EBSCO.

Ana M. Chadbourne

I had been working full time as a clerk and Spanish Interpreter at City Hall in Lynn, while pursuing my degree at Salem State in the evening. Just as I graduated this past May, I was let go from that position because of the

economy. However, a few months later and while taking the University of Massachusetts Medical School Medical Interpreter Training program I landed a position at North Shore Medical Center as a Spanish Medical Interpreter. This was a great and challenging position but not the right fit for me. So once again I found myself job searching. Thanks to a wonderful friend who I met during my 4 years at Salem State and had the honor of graduating with, I now have a position in the Lynn School Department. I have stayed on as a per diem interpreter at the hospital, but now work full time for the Special Education Department as the Spanish Interpreter/Translator. I have to say I love my job. There is not one day that I do not learn something new, either in English or Spanish. I am still a Justice of the Peace and often officiate weddings for the Hispanic speaking community, and of course I am also a full time mom! Life is good.



Kathryn Cortave (Stallard)



After graduating from Salem State in 2009, I got married to my sweetheart of four years, and had a baby girl named Eva Mariana. Since then I have been a stay-at-home mom, but I'm actively looking for a full time position in which I can use my language skills. Let me know if you know of any available positions!

Liza Elmstrom

Since I graduated in 2009 with a double major in fitness/wellness and Spanish, I have had an interesting journey in my professional life. Right after I



graduated, I started looking for different job opportunities and I worked for a few different health clubs in the area teaching mostly classes and doing some personal training. I now work as a Group Fitness Director at Healthworks Chestnut Hill and Brookline. I still practice my Spanish with members and co-workers as well as I try to read books and watch Spanish movies. I one day hope to be able to use Spanish more in my professional life.

Catherine (Gallivan) Frost

I graduated with a BA in Spanish in 2002 and an MAT in Spanish in 2008. I'm still living in Beverly and teaching in Hamilton Wenham at the middle school. I adore teaching at the middle school level because we are responsible for not just our content, but also with personal, social and educational objectives. One of my greatest passions since I began teaching has been learning about students with disabilities. I was truly inspired not only by the wonderful foreign language faculty at SSC/SSU, but by the education faculty as well. I have been given the opportunity to participate in a certification program within our district. I'm almost done with the requirements for a professional teaching license in Moderate Special Needs. Maybe when my two boys are older, I'll be brave enough to start a new course of study? Speaking of my boys, and on a personal note now, my children are six and two now. They are beginning to talk to each other and I enjoy watching their "twinese," which I really see as an acute attention to nonverbal cues, not necessarily a language. It's wonderful to see the differences between them—their gender, their development, and their personalities. I also survived my first season as a "soccer mom" and I've been trying to volunteer at my Madeleine's school when I can. I now drive a 7-passenger SUV full of organic snacks, red-dye free juice boxes and mini soccer balls I can't say it's all that bad!



Aniluz Jiménez-Rodríguez

Since soon after my graduation in 2006 I have worked as an Employment Coordinator in Salem, which is a case management position. I utilize my Spanish skills to communicate with clients and interpret for them. I enjoy the flexibility of the job and I constantly use Spanish because I have many non-English-speaking clients.



In 2007 I married a Nicaraguan with limited English and he's actually helped me improve my Spanish speaking skills. This year we had a son and I'm still adjusting to motherhood. I am going to Nicaragua this month to see what it is like and God willing maybe I will move there.

I would love to go back to school and now that my life has more direction, I may very well just do that. Of course, now that I am a mother, my life and my priorities have shifted its focus somewhat, at least for the time being.

Like I said, I am currently using my Spanish and I achieved my goal of learning to read, write, and communicate in the language with my education at Salem State, as well as the help of my husband. Therefore I am living life until I know for sure what my next steps are.

Corey Waters



I live in Philadelphia, PA. My current activities include animal rights activism and school. I am a PhD student of Sociology at Temple University, specializing in

gender, theories of identity, and animal studies. In May, I earned a master of arts (MA) degree in Latin American Studies at Tulane University. My MA thesis, based on funded research in El Salvador, was entitled "A More Resistant Margin: Gender and Development in Rural El

Salvador." Since my undergraduate experience at Salem, I have employed my Spanish skills in academic research and in teaching. I have also employed my Spanish skills in establishing rewarding relationships with Spanish-speaking people both in the United States and in Latin American countries through which I have traveled. I am indebted to all of my professors at Salem, particularly Avi Chomsky, Rod Kessler, Jon Aske, Kristine Doll, Ana Echevarría-Morales, Fátima Serra, and Nicole Sherf. These professors inspired me to learn more than just Spanish. They pushed me to acquire critical thinking skills, to recognize my place in the world, and to seize opportunities that continue to enrich my life.

Kathleen Whelton

After I graduated in 2008 I went to Chile as a volunteer English teacher. It was an incredible and incredibly challenging experience, but I got to practice my Spanish and travel around South America! When I got back I went back to graduate school for my Master of Public Health. I will finish in May and can't wait! I have a fellowship working for the Massachusetts Department of Public Health in substance abuse prevention, which is really interesting, and nothing I ever thought I would be doing! Speaking Spanish is a huge help so we can target more of our work to Spanish-speaking populations.



WHAT TO DO WITH A PHILIPS SCREW AND A FLAT-HEAD DRIVER? (LATERAL THINKING AND LANGUAGE LEARNING)

By Dr. Kenneth Reeds



Kenneth Reeds

Have you every grabbed a screwdriver

Projects often require creative solutions. Unpredictable obstacles need circumventing and a lack of obvious answers can create the seemingly insurmountable.

with the intention of fixing a loose handle only to discover that the driver's flat head did not match a Philips screw? This is frustrating and more so when your box does not contain a tool with the required shape. Computers have difficulty with this type of problem. Program machines to do certain tasks and they are effective as long as new variables are not introduced. If, however, a device confronts a problem that goes outside its programming,

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such as a Philips screw and a flat-head tool, it will have difficulty and might even fail altogether. This is where creative thinking is needed and despite the leaps and bounds of technology's advances, the human brain remains the best tool to come up with something like using a coin or maybe a butter knife to turn a Philips screw when there is no driver in sight.

In 1967 an author named Edward de Bono used the term "lateral thinking" to refer to the mind's creation of imaginative solutions for stubborn problems. Any newspaper can provide a long list of problems, the challenge for today's student is to generate the answers. Despite expensive educations and years of experience, economists with established reputations failed to foresee today's woes and everybody has gotten a lesson about the degree to which unpredictability can disrupt even the best laid plans. Lateral thinking is needed and it is unsurprising to see human adaptability exercised as trained businesspeople find themselves teaching in a classroom and experienced salespeople are suddenly doing anything but selling. Indeed, mismatched screws and drivers are

bending into innovative shapes and finding new homes all over the world. This stressful reinvention serves as evidence of the need for lateral thinking as those with broader skill sets are proving more successful; many working in jobs they never prepared for nor thought they would have.

So, the enigma today's student must confront is what skills they should acquire to deal with a world that changes and creates new challenges at an ever-increasing pace. Perhaps a good place to search for solutions is the annual gathering of the ultra rich in Davos, Switzerland. BBC reporter Tim Weber visited this place where today's millionaires and billionaires meet to discuss what is needed to be successful in the future. He reported in his article "Jobs for the Children of Globalisation" that "the same set of skills was mentioned again and again" (Weber). According to Weber, the successful workers of the future will:

- have language skills
- be good communicators
- know how to negotiate
- have people skills
- be able to understand and

appreciate other cultures

It is not necessary to look long at the five items on this list to see the importance given to language acquisition and the cultural context within which such learning takes place. An adaptable person is one who can communicate with others. This means far more than words and grammar as it also entails a sensibility to cultural difference. The fact of the matter is that the jobs today's students will work might not exist yet. It is likely that they will change careers and geographic regions multiple times. Learning how to communicate with the greatest number of people possible, in multiple languages, and within diverse cultural contexts augments one's chances of success. In other words, language learning is a path to lateral thinking and a great way to avoid becoming an obsolete driver faced with a modern screw.

Work Cited
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COMMUNICATIONS MAJORS AND FOREIGN LANGUAGE STUDY

By Diana Sadek, communications major and French minor



In today's media-driven world, it is extremely important to raise awareness of the advantages of learning foreign languages during college years. First-year students should start to consider taking more foreign language classes through their educational years at college, because being bilingual and speaking more than one language will increase their opportunities in life and open up more options for their career

right after graduating. It gives them the priority for being hired since they have the ability to communicate with people from different backgrounds. Being bilingual or trilingual is what opens new career opportunities for graduates, especially those majoring in communications who opt for the journalism concentration.

Bilingual and trilingual students majoring in communications stand out in a world of opportunities and are golden when it comes to finding a career, particularly in international business affairs or working for newspapers. Bilingual graduates have wider career opportunities in different fields but mostly in journalism. Being a bilingual graduate will raise the students' self-esteem when communicating with people from different backgrounds and give them the ability to create relationships with

people in the same field, but in different countries, which adds a lot to his or her work experience.

According to Andrew Leckey, from businessjournalism.com: "In today's coverage, fluency in languages other than English and confidence in reporting with a variety of mediums makes a journalism graduate attractive to global business journalism organizations, expanding their reach country by country."

Although study of a foreign language is not required for communications students at SSU, Assistant Professor Peggy Dillon of communications believes that knowing another language besides English is of great benefit to students. "In this era of global media, it's always good for students to be able to communicate in a language other than their own," Dillon said.

THE RIDE OF YOUR LIFE

By Sam Cepican, communications major and Spanish minor

When asking an individual to recall their experiences studying abroad, the one word that seems to echo the loudest is “change.” Not change in the sense that you’ve lost touch with who you were before, but rather all that you were has been enhanced with new experiences and cultural knowledge. You feel privileged, and almost as though you’ve been invited to a secret society; connecting instantly with the other people within it, whether strangers or friends. You find yourself starting every sentence with an anecdote “When I was in...” Sometimes you think to stop yourself at the risk of coming off sounding arrogant, yet can’t because the ride was too exciting to contain your emotion. That’s what study abroad is: a crazy roller coaster. You look at it from the line, seeing all the twists, turns, and dips; you wonder if the process and the waiting is worth the brief period of fun. It is. “When I was in...” Buenos Aires, Argentina, the experience only lasted six months, but it is something I will carry with me forever.

Prior to studying abroad, I had the opportunity to travel as a performer with the Disney on Ice production of High School Musical: The Ice Tour. While my experiences in other cultures were fun and enlightening, I was never able to fully submerge myself or to feel off balance because of cultural differences. Spending only one or two weeks in each country, you often play the part of tourist despite your efforts to break out of that mold. Upon returning to Salem State University to finish my degree in public relations, I saw study abroad as a chance to fulfill all I had missed in traveling while growing as a person and a professional.

My choice of country was not haphazard and something at which my mom still rolls her eyes. My boyfriend of two years, Martin, is someone who just happens to be from the small city of Carapachay located outside of the Capital Federal, Buenos Aires.

Regardless of his nationality, I feel that learning another language, Spanish in particular, has greatly increased my value as a communications major.



Aside from the term “bilingual” shooting a resume to the top of a stack, what better way to communicate, than to open myself to a giant demographic market in the United States?

When I arrived in Buenos Aires in January, I knew my skills in Spanish were severely lacking. This meant that I could say many things I should never say in public as well as some basic phrases. Luckily, I was living in a household where not everyone spoke my language. Martin’s sisters spoke English well, his father spoke Spanglish well, and his mom had about the same level as I did with my Spanish (minus the profanity). The lack of lingual accommodation immediately put my brain into survival mode; latching on to every word I heard.

By the end of each day I felt exhausted, but accomplished; whether it was because I remembered how to say my bus fare to the driver or because I was slowly learning how to navigate and thrive in a culture so different than my own. This sense of pride for the smallest achievements combined with responsibility and self-sufficiency to not only boost my confidence, but also gave me great perspective whenever I faced challenges at home. All I have to do is remember the time I got lost because the D-line subway was undergoing repairs or when I gave a 10-minute presentation in Spanish without notes. All of these things seemed miniscule at the time. However, in retrospect, I see how they contributed to the person I am today.

A great advantage to studying abroad is it doesn’t feel like the standard definition of studying. Each day presents itself as a new adventure, and

that excitement propels you to a level of understanding both internally and of your individual universe. Some days you excel, other days you drown amidst the lack of normalcy. Either way you walk away changed for the better. You learn new things about yourself, about a culture you may have stereotyped previously and about new friends that shared the experience with you.

The best part: no two people’s time abroad is ever the same. So pack your bags and hang on tight for the ride of your life.

On the Day of the Dead, 11/1 Spanish language instructor Ernesto Oregel sent us the following

ABRAZO ESQUELÉTICO

Antes de ver bailar mis pobres huesos
esta fiesta de Halloween en casa,
quiero enviarte estos cuantos
esqueletos
bailarines de toda nuestra raza.

Qué colores tan vivos. Qué miradas.
Qué pasitos, qué poses, qué sonrisas.
De sus muecas se escuchan las
palabras,
que se oyen como ruido de canicas.

Sin leer nada vi sus descarnadas
y lúcidas aristas con esmero,
motivándome a risa y carcajadas
a encarnarles el alma con mi verso.

EtoPoet@aol.com
lrc.salemstate.edu/oregel

OPPORTUNITIES FOR STUDY ABROAD IN SPAIN!!!



Hispanic Heritage course in Oviedo, Spain July 2011

If you already speak Spanish, mostly at home, and you have not read or written in your mother tongue for a long time, this is the course for you. Fill in the gaps in your grammar with other heritage speakers from the US in Spain. You will receive 3 credits of grammar and 3 credits of literature.

Spanish Language Program in Oviedo, Spain July 2011

We are going to Oviedo again this summer. There are still spaces to earn 6 credits and spend the month of July having fun in Spain.

Semester program in Oviedo, Spain

Five of our Spanish majors have spent a whole semester in Oviedo during 2010: Kevin O'Connell, Alyssa Barras, Foteini Ventouris, Kelly Lynch and Daniel Godden. You can spend a whole semester in Spain at almost the same price as your semester at Salem State, improve your Spanish, make international friends and earn 15 credits.

For information about these three Oviedo programs above, contact Dr. Serra: fserra@salemstate.edu

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GREEK INFLUENCE ON THE ENGLISH AND SPANISH ALPHABETS

The story of the PH, TH, and CH letter combinations and Greek letters in English and Spanish

By Jon Aske



Sam Cepican

Many English words have the combinations of letters PH, TH, and CH, each representing a single sound, not two.

The <ph> combination (from

now on we will put letters and letter combinations within **angle brackets**) always has the same sound as the letter <f>, as in **photograph**, a sound which the International Phonetic Alphabet (IPA) also represents by the symbol [f] (from now on, symbols within **square brackets** will represent sounds in the IPA).

The <th> combination, on the other hand, can represent three different sounds: the one in **cloth** (the IPA symbol for this sound is [θ]), the one in **clothes** (yes, it's different, and the IPA symbol for this sound is [ð]), and occasionally the one in **Thomas**, which is identical to the sound of the letter <t> all by itself ([t] in IPA).

Finally, the <ch> combination can stand for two different sounds, the one it has in the word **chap** (IPA [tʃ]) and the one it has in the words **school**, **character**, **Christ** or **Michael**, which is identical to the sound of the letter <c> in care or the letter <k> in kid, namely the sound [k].

What's the deal with these letter combinations? Why are they the way they are and why do they represent the sounds they do? And what's the deal with that <h>, that singular letter which in isolation is sometimes pronounced—as in hair—and sometimes not—as in honor, and which here combines with <p>, <t>, <c>? If you would like to know, keep on reading.

Our story takes us back to Ancient Greek (1,000 BC to 600 AD), the language from which Modern Greek descends, and also, of course, to Latin. Latin, as you may know, was the

language of culture in Western Europe for a long time (during the Roman time and for more than 1,000 years after the fall of the Roman Empire) and English took a great deal of its vocabulary from it in order to enrich the simple Germanic language it once was and took its alphabet along with those words. English, of course, is written in the Latin alphabet.

Ancient Greek had a very strong influence on Latin, and thus on English and all the languages of Europe. More than half of English words, perhaps not always the most common ones, come from Latin, and many of those words Latin took from Greek. Thus, for example, Latin VILLA gave us village, MAGNA gave us magnify and magnitude, BONUS gave us bonus, bonanza and bona fide, FAMA gave us fame, famous and infamous, and NOTA gave us note, notice, notable, and many more. (We write Latin words in caps because that is how the Romans wrote them; they did not have lower case letters, an invention of Middle Age scribes.)

Now, some of the words that English took from Latin were words that Latin had borrowed from Ancient Greek, for the Romans greatly admired Greek culture and the Greek language, which they allowed to remain the lingua franca of the eastern Mediterranean after they conquered it almost 2,000 years ago (a lingua franca is a language of wider communication used by peoples of different mother tongues). For example AUTOS in Greek meant "self" and from it we get automatic, autograph, and a myriad other words. From the Greek word BIOS "life" we get biology and biography. From DEMOS "people" we get democracy and demographics. From NOMOS "law, science" we get all words that end in nomy, such as astronomy and gastronomy. The list is very, very long. And we can say with confidence that English words that have a <ph> or <rh> in them and a quite a few with <ch> or <th> (as well as most words

with a <y> used as a vowel), were taken by English from written Latin and their ultimate source is Greek.

As I said, when the Romans took over the eastern Mediterranean about two thousand years ago, the lingua franca in that whole area was Greek, a language which had been the carrier of quite an advanced culture and civilization for at least 500 years, one with an impressive literature. That's the

continued on page 12

Letters	Sounds	Example
<ph>	[f]	photograph
<th>	[θ]	cloth
	[ð]	this
	[t]	Thomas
<ch>	[k]	character
	[tʃ]	church
<k>	[k]	keep
<y>	[j]	yes
	[i]	happy
	[i]	myth
	[aɪ]	my
<z>	[z]	zoo

Figure 1 English letters and letter combinations of Greek origin or influence



Dr. Dávila: What did you study in school and how many languages do you speak?

Dr. Hitti: The educational system in Lebanon is one of the best that I know of. A variety of state and private institutions have long flourished, again representing the cultural and religious diversity of the Lebanese people. Local Muslim and Christian religious orders have their school systems, the State has its network of schools, and foreign countries have their own schools. You can attend a Maqassed (Sunni Muslim) school, a French secular (Ecole Laïque française), a French Jesuit institution (Catholic), a Lebanese state school, a British High School (Protestant), an Ecole Italienne (Catholic) or an American International School (Protestant secular). This goes too for university level education, where the State's Lebanese University System competes with a plethora of foreign universities like American University of Beirut, Arab University, French Ecole des Lettres, French Jesuit Saint Joseph University, as well as a more recent crop of English language Lebanese private universities like Notre-Dame University (Maronite Catholic), Balamand University (Greek Orthodox), and others.

Because of this system, all schools teach a fully bilingual curriculum from

Kindergarten through the "Terminale" (one year more than the US school system). So, for example, as I went through the school system in Lebanon, I studied all subject matters in both Arabic and French, generally split as follows: Arabic literature, Arabic language, Middle East history and geography, Arab philosophy, Civics and Government, Social Studies etc... all in Arabic. In parallel, French literature, French language, Western and World history and geography, French and Western philosophy, are all taught in French. Mathematics and sciences are the only subjects that are strictly taught in the non-Arabic language, i.e. French or English. Finally, by sixth grade, students learn their third language, which in my case was English. Basically, an education that produces virtually trilingual people with a very solid general education. I went to a French Jesuit school through middle school (French), transferred to a private Lebanese secular school (French) for my high school, then went on to American University of Beirut (AUB) to study biology (English). So, I was fully trilingual by the time I arrived to the US for my graduate work.

READ THE REST OF THE INTERVIEW WITH DR. HITTI IN THE ONLINE VERSION OF LINGUA FRANCA. In it Dr. Hitti talks about when he came to the United States and why, how he became a teacher, and the languages that he speaks at home. Quick link: <http://wp.me/ppu4V-gP>

and poor, just like everywhere else, have their own dialect as is the case in each Spanish-speaking country, with probably no more English expressions than in any other. Puerto Rican – Americans share similarities but also differences with their island counterparts, mainly in terms of language; but in terms of identification and love with Hispanic culture, they are still firm and strong.

The reality is that Puerto Ricans on the island, although they are American citizens, don't get to vote for the president of the United States and have local elections for their own congress and follow their own constitution; they use the US dollar as currency but don't have the right to establish economic trade agreements with any other country; they learn English since kindergarten but speak Spanish in every other class at school, as well as everywhere else; they have their own judicial system but can appeal to the Federal court; and, finally, they can display their own flag in the Olympics, although they are not a sovereign nation.

So, in sum, in Puerto Rico, there are people that are legally Americans (U.S. citizens) but who culturally are Hispanic, namely Puerto Rican.

reason, by the way, that the Christian Bible, the New Testament, was written in Greek, for that was the language that almost anybody who wrote in that part of the world in those days—a minority of the population to be sure—wrote in.

Greek language and culture had great prestige and the Romans greatly admired them and did not attempt to replace them where they reigned, namely in the eastern Mediterranean, what is now Greece, Turkey, Egypt, and much of the Middle East, as well as southern Italy. Thus Latin did not become the language of the Eastern Mediterranean the way it became the language of the western Mediterranean, from which French, Italian, and Spanish among others evolved a thousand years later. The Romans actually "borrowed" a great many Greek words

for concepts for which the Romans had no words, or if they had them they didn't sound to them as sophisticated as the Greek versions.

The Roman World in 66BC in pink, with additional conquests in the eastern Mediterranean by 55BC in blue, and additional conquests in Gaul (modern day France) by 44BC in yellow

Germanic tribes (Angles, Saxons and Jutes) invade the part of Britain which would eventually become England

Fast forward a thousand plus years, to the recently formed kingdom of England, created by immigrant bands of Saxons, Angles, Jutes and other Germanic peoples, which were closely related to the ancestors of modern Dutch, German, Scandinavian, and other peoples of northern Europe. When the locals started to develop their relatively simple oral language (Old English) into a written language

(something which was happening to French, Spanish and other European languages at around the same time), they went to the main model of a developed written language of the time in Western Europe, the language that all writing was still being done in there, namely Latin (despite the fact that the Roman empire had fallen half a millennium earlier). And, like the Romans had done with Greek, the English imported a great many words from Latin to enrich the incipient written language. And along with those words came many that had originally been Greek words. Hence the <ph>, <th>, and <ch> letter combinations in English. So let's look at those letter combinations, or digraphs, now.

GOTO LINGUA FRANCA'S ONLINE VERSION TO READ THE REST OF THIS ARTICLE. The missing sections are: The Greek and Latin alphabets, The Story of PH, The Story of CH, The Story of TH, and Greek letters in English. Short link: wp.me/ppu4V-gw