

LINGUA FRANCA

A BI-ANNUAL NEWSLETTER PUBLISHED BY
FOREIGN LANGUAGES AT SALEM STATE UNIVERSITY
salemstate.edu/languages

Volume 9 • Issue 2 • Spring 2012



Women in the classroom learning about seeds and planting techniques.

TEN DAYS IN SENEGAL: LEARNING HOW TO MAKE A DIFFERENCE

By Mary-Kay Miller, department of foreign languages

I'm just beginning to shake off that fuzzy-around-the-edges feeling I associate with jet lag. On Monday, April 9, I returned from ten days in Senegal. It was my second visit to the country, the first occurring more than twenty years ago, when I spent a summer in Dakar interviewing novelists and poets as part of the research for my PhD dissertation. It was a critical intellectual experience, as it helped me to understand the cultural and social underpinnings of the literature in a way I would not have otherwise. On a personal level, I simply fell in love with the country and have always wanted to go back. That opportunity presented itself this fall, when my friend, Susan, a semi-retired MGH trauma surgeon and disaster team coordinator, announced that she was planning a visit to Senegal to learn more about an organization named CREATE!, founded and staffed by friends she had met while working in the refugee camps in Rwanda. Susan and I had talked about our mutual interest in Africa many times, and she asked if I would like to go with her.

We did not get there in a straight line. Our

original travel dates coincided with the first-round of presidential elections on February 26 and political unrest was making travel around the country difficult, so we had to reschedule. This kind of turbulence was very unusual as Senegal has a long history as a peaceful, stable democracy. The country was colonized by the French in the 19th century and gained its independence in 1960. Its first president was Léopold Sédar Senghor, a highly educated writer, philosopher and statesman. He turned power over to Abdou Diouf in 1980, who in turn, gracefully accepted defeat in free elections in 1999, and in 2000, Abdoulaye Wade became the third president.

President Wade stirred up a lot of controversy this past summer when he declared that he would run for a third term and attempted changes to the constitution that would facilitate both his reelection and a transfer of power to his son. The Senegalese people, frustrated by rising unemployment and political corruption, took to the streets to protest what they saw as an abuse of power. These protests, which

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The women go outside to put into practice what they learned in the classroom..

were sometimes violent, in a country known for its stability, caught the attention of the international community and the election process was closely monitored. On March 26, the runoff election was held and Macky Sall defeated Wade by a large margin, becoming Senegal's fourth president. The Senegalese were rightfully proud of their successful democratic process. As neighboring Mali descended into chaos after a military coup, Senegal planned an inauguration and a peaceful transfer of power. We landed in Dakar several days before the inauguration and saw the magnificent Presidential Palace, which faces the sea. Later, as we traveled around the country we asked people if they were excited about their new president. Most said they were looking forward to the new administration and hoping that it would bring improvements to their daily lives.

Politics, however, were not foremost in the minds of most people we met. We traveled southeast to Kaolack, where temperatures hovered around 102. The CREATE (Center for Renewable Energy and Appropriate Technology for the Environment) offices in Kaolack were our base for the next several days and we enjoyed meeting the talented and dedicated members of the CREATE team

and the villagers with whom they worked. These people were occupied with the more pressing matters of securing water sources and using them to grow vegetables that could supplement their food supply and be sold at the market. They were also engaged in building cookstoves that were made entirely from accessible materials (clay, sand, water, straw), used much less wood and were safer than the traditional cookstoves. The CREATE technicians would present a classroom-style lesson on stove building or seed planting, then ask their "students" (mostly women, although there were some men also) from the village to immediately put it into practice. In Fass Koffe and Fass Kane, we watched seeds being planted and stoves being built.

We travelled north to Ouadiour, Diender and Thieneba to look at solar-powered well pumps, water networks and community garden sites. Continuing north to Dara, we stayed in a hotel with a mosque next door whose call to prayer punctuated our day and a sports arena across the road where teenagers played basketball while listening to Shakira at full volume. The road that divided the mosque and sports arena was busy with cars as well as donkey and horse carts carrying people and possessions from one place to another. As I sat on a bench

and watched this fascinating métissage, a group of goats walked past me and through the hotel gates to nibble at the shrubbery in the courtyard. Of course, I pulled out my iPhone and called my daughter in Milton to share the scene with her! After one more wonderful day in the village of Ouarhokh, where we learned about the various pests that can besiege the community gardens (giant crickets, for example!) and were yet again warmly welcomed and well fed, we headed back to Dakar for the last few days of our trip.

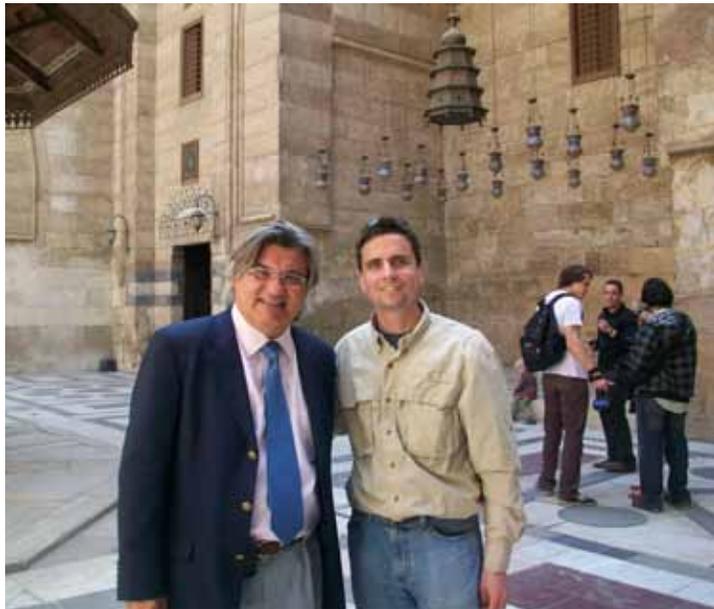
We spent two days wandering around Dakar, enjoying the bustling markets and the delicious fresh fish in the local restaurants. On our last day, we took a ferry to the île de Gorée, a lovely island with a somber history as a place where many West African captives were held before being loaded onto slave ships headed to the West Indies and the United States. As we sat on the beach in Gorée looking out at the Atlantic and contemplating various kinds of crossings, we talked in French, English, and a little Wolof, with a Senegalese man who had visited more states in the US than I have. To travel is to continually be reminded of and surprised by all the things that link us together as a global community. ■

SHARING THE LIBRARY EXPERIENCE ABROAD

By Zach Newell, Humanities Librarian

I am spending the spring semester as a Fulbright Scholar teaching at the Bibliotheca Alexandrina in Egypt. I am living in Alexandria to satisfy my interest in the Middle East and to see the culture of Egypt resurface throughout the world. My desire to travel to a place like Egypt in the wake of the ongoing revolution here speaks to my commitment for the studying, living and learning of another culture, and for the importance of creating dialogues and making connections that are nearly impossible by any other means.

While I took advantage of Arabic classes offered through the department of foreign languages at Salem State, the language preparation was just the beginning of my immersion and initiation into Egyptian culture. The language study provided the foundation for my enthusiasm for my arrival in Egypt. However, I can't stress enough the number of times a conversation has taken place in French or German while teaching and traveling, when Arabic was insufficient or less appropriate. My language background has also been the driving force behind civilized conversations at the



Zach Newell with Dr. Tarek Swelim, a scholar and tour guide for Islamic art and architecture, standing near the Sultan Barquq Mosque Complex

I would get a response of "Come on!" in English. Respectfully declining to engage in the conversation, I would begin to chart out the necessity for such alliances between Egypt and the United States. Why are these connections important?

While I am teaching at the Bibliotheca Alexandrina, I am conscious of their reputation as a center for learning, tolerance, dialogue and understanding, both regionally and globally. My presence is helping to mediate these goals, for myself and, I am sure, for the Egyptians,

desperation of the Egyptian people, and about the violence that could instantly erupt while traveling around the Middle East. Nothing can replace the smells and the noises and the voices and song of another culture firsthand. Or the experience of cramming into a crowded microbus while a colleague from the US Embassy, by order of the State Department, opts for the "safer" option of an old Soviet Lada without seat belts. Every day I walk out of the library to a group of protesters: one group seeking a pay raise, another protesting

especially as I entertain questions during and after my lectures. My discussions become welcome and frank exchanges about all things American. I recall what one friend used to always tell me: "live by example"

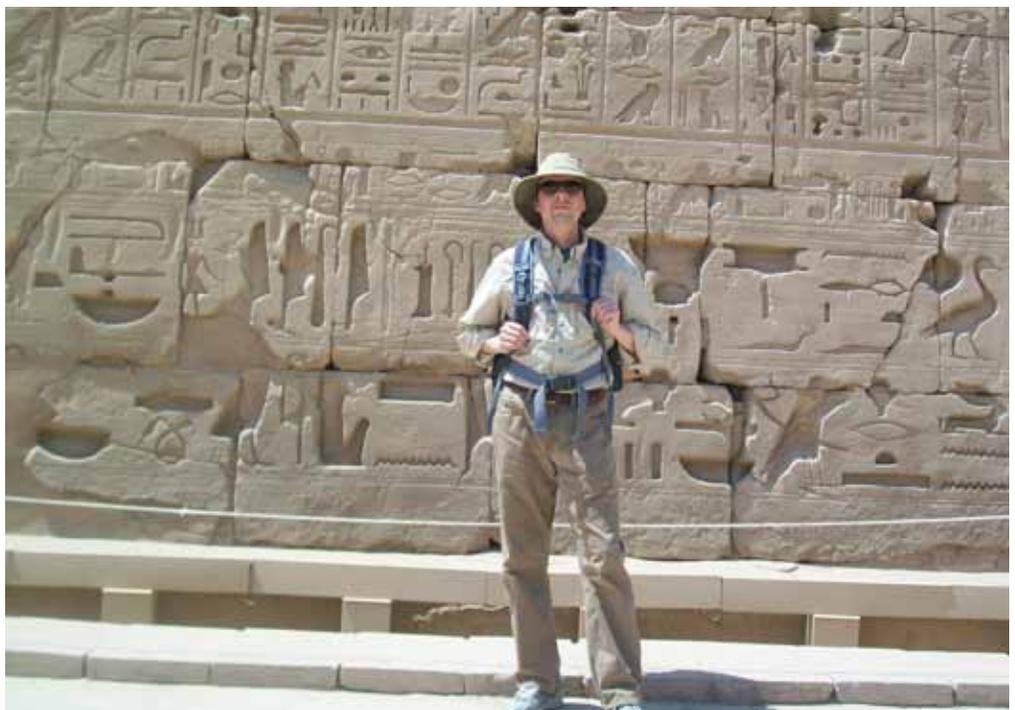
As a humanities librarian, a profession that belongs in the public sphere, my interaction and love for students and their stories extends to my interest in interacting and hearing about the stories from another country. I hear many stories, some false, about the neediness of the Bibliotheca Alexandrina, the



Zach Newell sipping espresso coffee in a coffee shop on the Corniche in Alexandria.

coffee shop adjacent to the library, a bastion for more esoteric conversations about art, astrology and the politics and religion of Egypt.

Egypt's political and economic infrastructure has been disrupted by the events of the January 25, 2011 revolution, which has made everyday life an interesting footnote to the larger political discussions that dictate the pace and tempo of normal interactions, for me and for the Egyptians. The dialog about the country's political uncertainty makes my travels to Egypt in the wake of the revolution that much more intriguing and that much more important for opening up dialogue and understanding. I have been stopped on the tram (the old train service that runs through the city) a number of times during the American NGO scandal that shook Egypt in January and February. Locals wanted to get my opinion on whether or not "I" would be handing over the \$1.5B to the Egyptian government as promised. After explaining in Arabic that I am German, in order to dodge the question,



Zach Newell standing in the Karnak Temple in Luxor, Egypt

A GLOUCESTER NATIVE GOES DOWN UNDER FOR A VISIT TO SYDNEY, AUSTRALIA

By Roberta Dexter, foreign languages



Robbie standing on a sandstone rock at Balmoral Beach which is near to Sydney Harbour and close by to where Jacqueline & Christophe live. There is a formation in the stone that looked like the indentation of a small foot, so I stood in it. Just the right size... Sandstone is in abundance in New South Wales like granite is to NE. Christophe and his mother are sandstone sculptors and when you sand the stone down, different shades appear as you can imagine by the photo.

A funny thing about Sydney is that it doesn't appear to be very tropical. Even though there are different kinds of palm trees, it reminds me of the vegetation in some parts of the California coast. The trees and evergreens are not that unusual looking and they blend into the landscape. From this point of view, it didn't feel like I was in a foreign country during my visit last December.

I went to Australia for the first time to visit my daughter Jacqueline (Salem State '05) who now has dual citizenship. My Aussie son-in-law Christophe told me the real Australian feel is further north where it is hotter and dryer. They had many inches of rain during my visit in December 2011 which was the beginning of their summer. Temps were in the 70's compared to the high 90's that can be expected and which can be scorching. Similar to here in the U.S., Australia's weather patterns had changed in historic ways.

The family home where I stayed, which

belonged to Jacqueline's in-laws, is in Northbridge and I was very lucky to visit an atmosphere of comfort and generosity. Northbridge is a suburb about a 15 minute drive north of Sydney. The suburbs of Sydney are very hilly and busy with many roads that twist and turn.

In this neighborhood, the bird calls were beautiful to hear in the morning. One bird call sounded like a monkey laughing; that's the Kookaburra with gray, white and brown feathers about the size of a small owl. Another sounded like a low-toned Indian flute. A Magpie came into view more than once. I was asked by my daughter not to turn over rocks out of curiosity. Some spiders, however small, can send you to the emergency room with one bite. Snakes and spiders are what you have to look out for, but it was never a big concern.

We drove past lots of familiar establishments: 7-Eleven, Starbucks, McDonalds, Target, Kmart, Shell and BP Gas. There is a Burger King that is named Hungry

Jack. So if you get homesick for the states while you're there, you have a place to hang out for a while. The supermarket chain (called Woolworth's) had familiar products like Post cereals, Lipton teas and plenty of American magazines. Also, the prices were a bit higher than in the states.

My first visit to the city of Sydney was by ferry from a local beach town called Manly where my daughter Jacqueline lives with her husband. It took about 30 minutes to get to the city. Approaching the city from the water is spectacular and highly recommended. After cruising through the inlets along the coast, the Opera House and the Sydney Harbour Bridge gradually come into view. The city itself is clean and not that hard to get around on foot once you get to know it. The public transportation was reliable and also clean. Safety is not an issue.

The Opera House has a tour but you have to make reservations. They keep

the groups small. The guide gave each of us headphones that connected to his microphone so we avoided disturbing the other visitors with his speaking tour. It was very interesting. There are three different theaters. One theater is for opera only and another for ballet and other performances. The third theater is available for special events and for the public to rent out for private entertainment. You can eat there at a fancy restaurant and pick up souvenirs at the gift shop. Outside on the grounds is a café to get drinks and food, and listen to live music.

Jacqueline and Christophe had long weekend trips planned. We visited the Blue Mountain National Park and spent a full day of wine tasting at Hunter Valley where I saw my first kangaroos in the paddocks. We also did lots of walking along several beaches that included Bondi Beach which is another Sydney icon. The cliff walks nearby gave way to spectacular views of the coastline.

The other memorable visit was to Melbourne which is less than two hours from Sydney by plane or about ten hours in a car. My son Dexter is living in Australia temporarily so the three of us carved out

an adventure. It's not as sophisticated as Sydney, but it is a good size with a funky, artsy atmosphere and has unique cafés located on the "lanes" (not down an 'alleyway' as we'd say).

We did a side trip to Phillip Island which is only a two-hour drive south. This is a must if you visit this part of Australia. It's a laid back island and part of a nature conservation. We went to a koala colony and saw wallabies roaming the grounds. But there is more.

There is a popular spot called the Nobbie's. It is an important feature of this part of the coastline, a large group of rock formations that jut out into the ocean. These rocks are home for fur seals and birds. There is a webcam in the visitor's center where you can watch the wildlife live and for a few dollars you can push a button and take a picture for a souvenir. The raised boardwalks along the coast in this area are well taken care of and bring you to stunning views.

The most spectacular was the Penguin Parade. Every evening (in our case it was 9:00 pm) the fairy penguins make their way to shore after a full day of fishing miles out

at sea. They come back to feed their young who are waiting in the burrows that are in the grassy dunes along the coastline. There are hundreds of them returning. The night before, 2,300 were counted by the rangers. It's phenomenal.

We were seated in a viewing stand to watch as they paraded right by us for over two hours. The rangers ask everyone to be quiet and remain seated out of respect for the penguins and for our fellow viewers. You're not allowed to take pictures because of the distraction, but the low lighting they supply allowed some people to sneak a flash-less photo or two.

This was a time of celebration. My daughter turned thirty years old. I learned a lot about my son's experience living in Australia while he was on a working visa, ironically close to his sister. I got to see where my children live, work and play as adults in another country. Living so far away from home, it meant the world to me.

We celebrated Christmas, and Boxing Day together. New Year's Eve in Sydney is second to none. Sorry, Boston and New York.

INTERNATIONAL PHOTO CONTEST 2012

By Jon Aske, foreign languages

Foreign languages is celebrating this year the 8th edition of its International Photo Contest. From its inception in 2004, the purpose of the contest has been to celebrate and share foreign travel by members of the Salem State community, be they students, faculty, or staff. We ask for photos that Salem State community members have taken themselves during foreign travel of interesting and beautiful sights or people. We have not excluded pictures of domestic travel either, which sometimes has proven to be as exotic and interesting as pictures of foreign travel.

We are particularly pleased with the results of this year's contest for two reasons. First of all because this time we have received more pictures than ever: 120 pictures, from over 60 different members of the Salem State community (there is a maximum of two entries per person and a few only sent us one picture). Secondly we are very excited that most of the pictures this year are from Salem State students.

This year's pictures transport us to many magical places, from California and Louisiana in the United States, to the Great Wall of China, the cliffs of Normandy, the coastline of Albania, or the beaches of Costa Rica. They also show us people from different countries, from happy boys smiling for the camera in Tanzania, to people exercising on the beach in Spain. Animals are another common theme: from camels in Jordan to grazing llamas in Peru. Several

foreign students wanted to share pictures of their countries of origin with us, from pictures of China to one picture of an African village in Kenya.

Every year impartial judges consisting of volunteer students, staff and faculty have the difficult task of choosing 12 of the year's entries to appear in a paper calendar for the academic year published by the department. The choice is never easy, but this year it was even harder, due to the large number (and the high quality) of entries.

In the past we have always asked contest winners to share with us a description of their pictures to give us an idea of why they took those pictures and what the pictures mean to them. This year we have encouraged all of our participants, and not just the winners of the contest, to share information about the pictures so as to better transport viewers to the place and time when the picture was taken and to better share the experience. You can read them on the contest's web site: <http://lrc.salemstate.edu/ipc>. ■

The winners of this year's contest are the following:

1. Arenal Volcano viewed from the town of La Fortuna, Costa Rica - Casandra DiFranza (social work, graduate)
2. Ascending to the crater of the Cotopaxi volcano at 19,347 feet - Tomas Cerveny, student (business administration)
3. Bird and dog at a fountain in Siena, Italy

- Daryl Popper, student (hospitality & tourism, graduate)
4. Mount Damavand, the highest mountain and volcano in Iran - Shiva Dastjerdi, student (chemistry)
5. Doha Skyline and Islamic Museum of Art - Sarah Lopez, student (geography)
6. Flower and architecture, Huaqiao University, Quanzhou, China - Lin Wei, student (business)
7. Happy boys, Tanzania - Jessica Hammon, student (social work, graduate)
8. Iguazu panorama, Argentina - Richard Strager, faculty (foreign languages, adjunct)
9. Camp Liberty In Baghdad, Iraq (2010) - Andrea Miedzionoski, student (sms)
10. Old couple walking through a lemon grove, Sorrento, Italy - Annjeannette Forward, student
11. Old stone lanterns outside a temple in Nara, Japan - Natalie Paine, student (technology in education, graduate)
12. Peruvian woman with child and sheep - Pat Cordeiro, faculty (sms, adjunct)

You can see these pictures as well as of this year's entries, and all the entries from previous years, by going to the IPC page.

We encourage all members of the Salem State community, students, staff, and faculty, to share pictures of their travel experiences with us every spring. The deadline is usually around the middle of April.



INTERNATIONAL FASHION SHOW

Phi Sigma Iota and the Spanish Club held their first annual fundraiser fashion show on Friday, March 23, 2012. Students paraded the catwalk at Marsh Hall cafeteria to the beat of international music and wild applause. The clothing highlighted international designers and was donated by Quincy Fashion of Quincy, MA. Intermission entertainment was provided by G3L, a comedy troupe that wowed the audience and models alike.

The fashion show was not only fun for all involved, models and spectators alike, it was also a great success! The students raised nearly \$700 from raffle tickets and donations. The money will be used to establish scholarships for meritorious students in language studies.

Videos of the Fashion Show are available on YouTube:
 Part 1: <http://youtu.be/l3NNbSnD3iw>
 Part 2: <http://youtu.be/ykLFmeuFuDk>

We would like to thank everyone who participated in this event, in particular the young ladies who participated in the parade (an asterisk indicates the models are current Salem State students):

- *Marielba Arias
- Daybelis De la Rosa
- Michelle Demetrio
- Caitlyn Leedberg
- Natasha Peña
- Scarlet Pimentel
- *Vanessa Risti
- Rosa Soto
- *Tonia Tranfaglia
- *Tiffany Vega
- *Evangelia Ventouris

DONATING TO THE FOREIGN LANGUAGES DEPARTMENT GIFT FUND: AN APPEAL FROM THE CHAIR

By Elizabeth Blood, department of foreign languages

By Elizabeth Blood, foreign languages
 Our department has been expanding over the past decade, and the financial support needed for our students needs to expand too. We now offer seven different language programs—Arabic, Chinese, French, German, Italian, Latin, and Spanish—and are planning to expand our major offerings within the next two years. We will continue to offer our undergraduate major concentrations in Spanish, but will add major concentrations in French and Italian. We will also develop our minor programs to include minors in Arabic Studies, French, Italian, Spanish and World Languages (a combination of any two languages we offer). Our Master of Arts in Teaching (MAT) graduate program in Spanish is also growing, and our graduate students present their research regularly at state and regional conferences, along with our dedicated faculty. A future goal is to develop both undergraduate courses and a graduate degree in Translation. We work hard to offer our language students opportunities to study and travel abroad, to get practical experience using their language skills through internships and volunteer projects, and to conduct and present original research on literary, cultural and pedagogical topics.

The foreign languages department gift fund is a special account funded by donations from alumni, parents, faculty and friends of the department. These funds, which carry over in the account from year to year, may be used to pay for special activities and events within the department, such as student scholarships for study abroad or academic achievement, student travel to conduct or present research or to participate in an internship or volunteer service project, and co-curricular cultural events organized by our language clubs.

Our department has never actively sought contributions from the public for our gift fund, though we receive a small number of donations each year from dedicated alumni and friends. To date, we have used our gift fund primarily for our annual essay contest, the HOPE award. This small award is given to a student who plans to complete a service project or begin a career using his or her language skills to make the world a better place.

We would like to grow our gift fund over the next three years in order to be able to offer more scholarships for student research, study abroad, internships, and innovative

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CAMPUS NEWS

During March break, Professor Li Li of the History Department and Provost Kristin Esterberg traveled to Beijing to present the campus proposal for a Confucius Institute to Hanban/Confucius Institute Headquarters. The President of Changshu Institute of Technology (CIT), our partner on this proposal, was also present, along with a delegation including their vice president and the director of their international office. The next steps, pending Hanban approval of the proposal, includes a site visit and recommendation from the Chinese Consulate in New York. A delegation from CIT is returning to Salem this April to visit the campus.

SALEM STATE UNIVERSITY FOREIGN LANGUAGES DEPARTMENT HONORED

By Nicole Sherf, department of foreign languages

Schools and colleges are recognized by outside agencies for their adherence to nationally accepted standards for facilities, offerings and student achievement. The process of seeking this recognition is called accreditation. Accreditation is a tedious but necessary component of school life. It involves the creation by the school administration and faculty of a portfolio of evidence which documents how well the school and various departments meet the required standards. You may be familiar with the New England Association of Schools and Colleges (NEASC), the regional accrediting body whose mission is the establishment and maintenance of high standards for all levels of education from pre-K to the doctoral level. This accreditation process occurs through self-reflection, peer review and documentation of best practices in the effort to achieve school and program improvement over the accreditation cycles.

Although Salem State University holds this NEASC accreditation, its Spanish teacher preparation program has recently undergone review for a different kind of accreditation through the National Council for Accreditation of Teacher Education (NCATE) and its affiliated national professional organizations. And we are happy to announce that we have just received word that our graduate and undergraduate programs have, in fact, received national recognition from NCATE and the American Council on the Teaching of Foreign Languages (ACTFL). SSU is one of just seven institutions in the state listed on the NCATE Website to have this prestigious label, though not all of them hold the foreign language-specific accreditation.

Why, you ask, might Salem State want this honor? The SSU program coordinators were curious about this. In particular, we wondered whether the label mattered to the people who hire our program completers. We found out through an electronic survey of district administrators that it does. North Shore district administrators reported that

the NCATE label tells them that we have held our students to rigorous nationally recognized standards of pedagogical and content preparation.

ACTFL sets the content related standards for national recognition of Spanish teacher preparation programs through NCATE. ACTFL, in cooperation with NCATE, developed a list of six content standards for which Salem State's Spanish education program had to develop from six to eight tasks or evidences with accompanying rubrics that would demonstrate teacher candidates' mastery of the standards through the courses in the program. The content standards represent the "knowledge, skills and dispositions" expected of a foreign language teacher preparation program completer and include, 1) language, linguistics and comparisons, 2) cultures, literatures and cross-disciplinary concepts, 3) language acquisition theories and instructional practices, 4) integration of standards into curriculum and instruction, 5) assessment of languages and cultures and 6) professionalism.

Sample evidences or tasks are provided by ACTFL to model the types of activities that demonstrate proficiency in the standards, and there are even a few mandatory elements. The most interesting evidence for the department was the one mandating that program completers attain at least a score of Advanced Low on an official ACTFL Oral Proficiency Interview (OPI). (The required score is Intermediate High for students of non-Roman alphabet languages.) This was also the most challenging requirement for us to implement. We teach our language courses at Salem State in the target language and encourage our students to interact, present and interpret information within an authentic cultural context. But it is one thing to say that you do these things, and another thing entirely to prove it through a nationally recognized proficiency test that describes exactly what types of tasks we have prepared our students to complete in

the language as a result of our coursework and program.

We have worked together as a department to meet or exceed these national standards. But we are seeking to improve all our programs not just the teacher preparation ones. To that end, we have developed target proficiency levels for various stages of programming, we have begun to strongly recommend study abroad for students in all levels of programming, and we have begun to discuss as a department the class level activities that lead to higher proficiency across the levels. The Foreign Language Department discussion has been rewarding. If you'd like more information on the ACTFL Proficiency Guidelines, I urge you to download the newly updated version (2012) here: <http://actflproficiencyguidelines2012.org/>. Also, over the past few years, we have begun using a similar test to the ACTFL mandated Oral Proficiency Interview called the STAMP test which measure how well students perform in the skills of speaking, listening, reading and writing and uses the same level parameters as the ACTFL Proficiency Guidelines. We have established points in the various programs where all students will be tested so that we can ensure that we are meeting these rigorous standards for proficiency for all of our students, not just our teacher candidates. You can check out more information about this great proficiency tool at avantassessment.com/stamp.

High standards are necessary. We will all agree that foreign language program completers and foreign language teacher candidates should be highly proficient in the language that they studied. But it is difficult for students to attain this high level of proficiency, especially at the undergraduate level. Our department's continued focus on this important issue compliments the well rounded programming that we offer which includes study abroad possibilities, community service internships and a capstone thesis. ■

DEPARTMENTAL AWARDS 2012

EXCELLENCE

ARABIC

Brendan Desmond

CHINESE

Marc S. Dallaire

FRENCH

Charles Dobre

SPANISH

Graduate

Oswaldo Mejia

Sara Sansoucy

Undergraduate

Adam McQuarrie

Emily Hanson

Joshua Brown

Nilsa Gonzalez

Brian Kibler

Jeleany Garcia Rijo

Elizabeth Myers

Nicole Roscoe

ACHIEVEMENT

ARABIC

Peter Crofts

FRENCH

Morgan Downs

Erin McManus

Zuleyka Feliz

CHINESE

Alana M. Breheny

Stillwin Den

Shane K. Donovan

Nancy M. Hurley

Sokcheng Ly

ITALIAN

Calandra Carnevale

Jaquelyn Weatherbee

SPANISH

Graduate

Paul Bondanza

Undergraduate

Ryan Viglione

Melida Sanchez

Angela Harling

Bianca Carreiro

J.D. Debski

Katherine Palencia

Kelsey Delaney

Joshua Brown

Amanda Tower

Angelica Green

Cinthia Martinez

Corinne Turner

Melissa Carella

Maddie Wilkinson

SERVICE

FRENCH

Michael Hughes

CHINESE

Alexander F. Booker

ITALIAN

Tessa Allen

SPANISH

Fay Ventouris

Marielba Arias

Angela Masucci

Tonia Tranfaglia

THE JET PROGRAM: GETTING PAID TO LIVE, STUDY AND TRAVEL IN JAPAN

By Richard Strager, department of foreign languages

Are you willing to relocate? About ten years ago, I was given a plane ticket to Japan, set up in a roomy \$80-a-month apartment, and paid the equivalent of \$3,000 a month (tax free) to be an assistant English teacher in a Japanese junior high school. Imagine my luck in getting paid all that money to learn how to teach English, to study the Japanese language, and to have an amazing intercultural experience. Well, it wasn't luck at all! I merely applied and was accepted into the Japan Exchange and Teaching Program (or JET Program, for short).

For the past 25 years, the Japanese government has been hiring thousands of American college graduates annually to be assistant English teachers in their public schools. No prior teaching experience is required. The only prerequisites for applying are a bachelor's degree and a demonstrable interest in Japan. There is no requirement to know the Japanese language in advance, but you should be willing to take a stab at learning it while you are there.

You need to be willing to make a minimum one-year commitment, and your contract may be renewed on a year-to-year basis for up to a total of 5 years. I stayed three years, but I have a friend who is still living there all these years later, having developed enough facility with the language to have a successful broadcasting career over there. My Japanese never got past the casual conversation level, but that was enough to satisfy most of my basic daily needs.

The JET Program annual application deadline is in the beginning of December, while the teaching contract begins in July or August. There are similar programs in other Asian countries such as South Korea, Taiwan, and China. Some European countries offer interesting opportunities to teach English abroad as well.

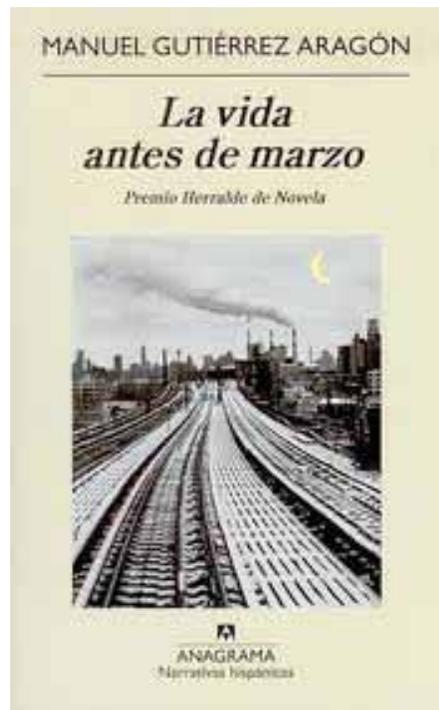
You may end up teaching in high school, junior high school or elementary school. You may be placed in a very urban or very rural area. You may end up staying one year, three years or longer. But, you are guaranteed to have an invaluable, fun, and unforgettable experience with a chance to make life-long friends and perhaps learn some skills that will translate into a future job abroad or back here in the US. That is certainly what happened for me. ■

For further information about the JET program, visit their website: www.us.emb-japan.go.jp/JET/.

Professor Richard Strager has been a lecturer in Italian, Spanish and English as a Second Language at Salem State University since 2007.

BOOK REVIEW: LA VIDA ANTES DE MARZO (2009)

By Fátima Serra, department of foreign languages



La vida antes de marzo (2009)—*Life Before March*—by Spanish film maker Manuel Gutiérrez Aragón portrays life in Spain before the train terrorist attacks in Madrid in 2004. Two young men, Martín and Angel, are on board the Bagdad-Lisbon train in the year 2024. Both passengers tell each other their stories while they sample wines from the regions the train is passing through. The narrative becomes more animated as the wine consumption increases, giving the reader an intense, and at times humorous, account of the protagonists' youth. As the narration progresses, the reader realizes that both men were connected to the tragic events of 2004, and that their life was intimately entangled with the new immigration trends in Spain, particularly Islamic immigration. Gutiérrez Aragón's cinematic background is obvious in the photographic descriptions and straightforward dialogues which make the book an "easy" read without diminishing its literary value. The novel was awarded the *Premio Herralde de novela* in 2009.

Several authors have written about the events of March 11, 2004. *Life before March* stands out because it does not try to portray the pain or the actual facts behind the events. It is a universal approach to life, to the forces that motivate human beings to act in our global world. Gutiérrez Aragón states: "What I was interested in was the clash between the Islamic world, so far removed from our culture, and an Asturian kid—not so innocent—and a plot that many do not understand."

Martín and Angel bring their memories

to life, not so much to preserve the past, but to comprehend the fast-paced multicultural global present that inevitably unfolds in front of them, like the train without stops in which they are travelling, a metaphor of life and death in our changing world. We are all on the same planet, in the same train, from Bagdad to Lisbon. Through their prism we learn about life in the countryside and mining regions of northern Spain; dysfunctional families, mafia-like provincial discos, drugs and underemployment in the city, and, most importantly, the world of immigration, specifically of Islamic immigration.

The two kids' lives are inevitably entangled with the life of Islamic newcomers to Spain. Through their account we experience the cultural assimilation of immigrants that happens when they settle in a different country: Asal does not want an arranged marriage for herself; Serhane and his friends gather for paella on Sundays and Mohammed speaks a funny mix of broken official Spanish and the regional Asturian language, Bable. As fascinating as this is, the interesting fact is the transculturation that Martín and Angel undergo. Martín not only falls madly in love with the Moroccan Asal, but she is also the reason why he is aboard this train in 2024. Angel, nicknamed *El Moro*, becomes a "brother" to Serhane, the Tunisian. When he reveals to Martín the last unimaginable favor he was asked to perform in 2004 on behalf of his Northern African friends he says: "I was not afraid of the magrebies. I, myself, was a Moro." (221)

Life before March skillfully immerses us in this complex and unstoppable two-way cultural assimilation, like that Bagdad-Lisbon train that unites the East and the West. Martín and Angel's lives could not have been any other way. The global world brings us inevitably closer. Cultural togetherness brings clashes, encounters, guilty parties, victims, destruction and love. ■

ROBERTA DEXTER

By Rayanne Menery, department of foreign languages

If over the past few years while studying a foreign language at Salem State University you have entered the foreign languages department office in Sullivan Building, you have been greeted by a very personable and professional part of the foreign language team, the foreign language administrative assistant, Ms. Roberta Dexter, whom we all know as Robbie.

Robbie, a Gloucester native, has been an important asset to the department over her last ten plus years. It will be with a heavy heart that the department must forfeit this friendly and gregarious assistant to the computer sciences department, when she will be working afternoons. In the mornings she will still be in the Math department. If you see Robbie over the next few semesters in the hallways or on campus please greet her with a "DANKE, GRAZIE, or GRACIAS" in your target language to let her know how much you have appreciated her during your time here at Salem State University. The faculty will certainly miss her, but wish her more good travels in her next voyages in life. Grazie, Roberta. You will be missed!



"YOU MUST BE THE CHANGE YOU WANT TO SEE IN THE WORLD."

By Ashley Taylor

The department of foreign languages annually awards the HOPE Award to a student who writes an essay responding to a quotation meant to explore the relationship between community service, education, and leadership; particularly in the context of how these can improve the world. The essay can be written in English or any of the seven languages that are taught by the department.

The first prize is \$150 and publication of the winning essay in Lingua Franca. The 2012 winner was Ashley Taylor who wrote in response to a quote by Mahatma Gandhi about her desire to educate the world about autism. The second place winner was Paris Beckett and runner up was Ryan Viglione.

"You must be the change you want to see in the world." - Mahatma Gandhi

For the past six years of my life I have lived by those words. There is nothing more beautiful than the truth, and the truth is, if we want to see change, then we must work to be the change we wish to see. This quote reaches me at a personal level, having become the base for what I consider my motivation for all that I do. For the past six years I have volunteered working with children with autism. My volunteering has ranged from summer camps to dances, and even annual walks, all for the cause of wanting to see change. I believe that the harder we work toward understanding and raising awareness, the better our chances of changing the way society as a whole views us. I refer to the autistic community as us because I feel that that's what we are. We are not just individuals, advocates, and families, but rather one family comprised of many, supporting one another and working toward a better future.

My younger brother and sister were diagnosed with autism at a young age, leaving my mother to wonder where to turn

for support. When she found the Autism Resource Center they became an extended family, offering many new friendships, and opportunities for the support we had been looking for. It wasn't long before I had become an advocate for the subject myself. Growing up, I had been taught not to judge other people; because of this I was able to see past their disabilities more easily, getting to know individuals for who they really were. What I saw was a collection of intelligent and creative people with a range of different outlooks on life. I have often heard that we must be the voice for those who have none and wish to be heard; I'd never heard a silence quite as loud, or quite as beautiful as the voice that they all shared. It was all I needed to motivate me to take action and begin the change I wanted to see.

I wanted the world around me to see what I saw. I wanted them to understand what I understood. For so long I had grown up around other kids that had mocked others with disabilities. It was my belief that they only did so because they didn't understand them. I sought to enlighten them on the subject. For one, I grew tired of hearing people use the word Retarded to describe any mentally disabled human being, or using it as a synonym for being stupid. The word is still being misused and given negative connotations, when in reality, I have yet to come into contact with anyone considered retarded, who has not in fact been smart. When I realized that the word was being used in a hurtful manner towards people I cared about, I set out to end the use of the word to describe anything but its initial intent.

I started with changing how I talked to my friends. I myself stopped using the word, and upon hearing it from one of my friends, would inform them about the meaning of the word. I told them that I did not appreciate the use of the word to describe stupidity, nor anything short of

its true meaning. Eventually my friends began to implement other words in place of using retarded. Slowly I watched the change take place. Whenever I heard the word being used out of context I would kindly inform the speaker of my point of view. There were times that I was met with more mockery than success, but I realized that those moments were obstacles that I had to overcome. I was supportive of my school's attempts at a, spread the word to end the word, campaign. I felt that it was a step in the right direction towards a positive change, but in order for it to take effect, we as students had to make an effort to work towards that change individually. Even now, every day I seek to change the way people see others with disabilities, and how they use certain, perhaps hurtful words to describe them.

As an individual, I sought to be the change I wanted to see; I seek to be the change I want to see. I wish to see an environment free from judgmental ignorance that may one day be more kind to people like my brother and sister, and to the other families with whom we have bonded. In order to see that wish come true I have to do my part in making it a reality by working towards that goal. Sometimes we have to be the voice for those that cannot speak, and even then we may still have to fight to be heard. Though we may encounter many obstacles on our journey, they are not reason enough to give up altogether. I've heard the best things in life are worth fighting for, and for the sake of hearing the beautiful voice of a silenced community, I will fight to be heard. I will see a world where being disabled carries no negative labels, where no word should be used to harm those that can't understand. Even if I only succeed in changing the minds of a few, I will have made a difference to many. I will be the change that I want to see in the world. ■

SPANISH STUDY ABROAD NEWS

This summer we are going to Costa Rica. The Department of World Languages, the Center for International Education and Sol Education Abroad are launching a summer program at Universidad La Latina in Heredia, Costa Rica. Total immersion with a Costa Rican family and visits to National Forest, volcanoes, beaches and coffee plantations are some of the highlights of the program. We will tell you all about it when we come back.

This summer we will also have a small group going to Oviedo, Spain, as we have for the last 12 years. Also, several students are participating in the Oviedo semester program this year. 15 credits, room tuition and board for about the same price as Salem State during the spring and even less during the fall!

Two of our Spanish majors, Alyssa Barras and Daniel Godden, are about to wrap up their amazing year as Cultural and Conversation assistants in Spain, paid by the Ministry of Education. Valerie del Villar has been awarded this grant for the academic year 2012-2013. Congratulations!

If you are interested in these Spanish study abroad opportunities or any other study abroad programs, contact Dr. Serra at: fserra@salemstate.edu of the Center for International Education, cie@salemstate.edu



SHARING THE LIBRARY EXPERIENCE ABROAD—CONTINUED

the presidency of Bashar al Assad in Syria, and yet another seeking equity between Muslims and Coptic Christians. Making my way wearily through the crowds, having eaten some not so good falafels and some unwashed lettuce in a salad at Mohamed Ahmed's restaurant the day before, I feel like I am at the center of the universe. Piling into a crowded tram or bus is trivial against the struggles and experiences of a country experiencing democracy for the first time. I feel overjoyed to be a participant in a larger conversation taking place across the world, to have taken a "chance" in connecting my life with millions of others. Every day I think that now I am really getting started with my life,

that my life begins anew from here.

Travel no longer seems so exotic or distant because of the Internet and the presence of social media. Many Egyptians remind me that while Twitter was an instrumental tool in facilitating the revolution, it could not have been achieved without the actual presence of people. There is something to be said for participating in another culture firsthand; for me, a modern Egypt celebrating in the triumph of its revolution, a moment that is clearly still undefined yet remains so hopeful for the Egyptians. The everyday scene of an otherwise insignificant ride on a crowded and dirty tram with all its scents and commotion—the smell of sandalwood and sweat, primrose

and fresh pita bread, and the dirt bath that is kicked up from the passing tram through the open window on a cool spring morning—creates a moment of clarity for me. I can only smile as I recall the reasons why I journeyed to Egypt to adopt its culture — its stories and troubles and hopes, with my family for six months. These are the types of moments that are almost impossible to communicate to others and they are the reason that I travel and explore and learn another culture. I am lucky to be part of shaping the future of the fabled library of Alexandria through face-to-face conversation and dialog, amidst political instability and uncertainty. ■

RESEARCH SYMPOSIA 2012

The following Spanish majors wrote their research papers this semester in SPN 501 and will be presenting their research at the foreign languages departmental edition of the Undergraduate Research Symposium on May 3, at 9:00am

- Miriam J. Amaya - "Viviendo dentro de un infierno: el impacto en El Salvador de las maras"
- Kayla M. Jones - "Aplicación de métodos tradicionales a la enseñanza moderna: el programa de inmersión en español"
- Cherie A. Mann - "El significado de la predicción del Apocalipsis maya: los mitos acerca de su calendario"
- Kevin M. O'Connell - "Los beneficios de ser una persona bilingüe"
- Bennett McMillan - "Después de Trujillo: la vida de los haitianos en la República Dominicana"
- Bonny P. Romero - "La Hidrocefalia: causas y efectos en República Dominicana y Puerto Rico"
- Mélida E. Sánchez - "La música como herramienta en la enseñanza del español"
- Francis M. Troche - "El impacto de las organizaciones sin fines de lucro en la comunidad de Lawrence"
- Jacqueline S. Turner - "'Speak English, We Are in America!' La alienación y discriminación de los latinos en los EE.UU."
- Foteini Ventouris - "La narco cultura en México: ¿ejemplos de bandidos o héroes?"

The following students in the Master of Arts in Teaching Spanish program wrote their theses this semester in SPN 900 and will be presenting their research at the foreign languages departmental edition of the Graduate Research Symposium on May 7, 2012 at 4:30 (contact the department for location).

- Brown, Carlos Luis: "El héroe en la literatura hispana"
- Chiodo, Jennifer: "Las mujeres y la guerra civil española: más que solo amas de casa"
- Hopkins, Stacey: "La 'C' olvidada: sugerencias realistas para incorporar el estándar de comunidades en la enseñanza"
- McClain, Katina: "Yambambo, yambambe: la cultura e identidad afro-hispana"
- Mejía, Osvaldo: "El español en los EEUU: llegó para quedarse"
- Sansoucy, Sara: "Mi casa es su casa: los hispanos en los EEUU"
- St. Arnaud, Amy: "¿Quiénes viven en el pasado: los EEUU con su política antigua o Cuba con sus coches antiguos?"

FOREIGN LANGUAGE STUDENTS GRADUATING IN MAY 2012

The following students will be graduating from SSU in May 2012 with a Master of Arts in Teaching Spanish, a Bachelor of Arts in Spanish, or a foreign language Minor in either French, Foreign Languages, Italian, or Spanish:

MASTER OF ARTS IN TEACHING SPANISH

Paul A. Bondanza
Stacey R. Harris
Katie A. Lyons
Osvaldo Mejía
Sara M. Smith

BACHELOR OF ARTS IN SPANISH

Miriam J. Amaya
Marielba A. Arias
Marilyn F. Berroa
Joana P. Melo
Kevin Mark O'Connell
Miguel A. Perez
Bonny P. Romero
Jessica M. Silva
Jacqueline S. Turner

MINOR IN FOREIGN LANGUAGES

Michael A. Ahern
Carla L. Fabian
Catia R. Simas
Kelsey J. Utne

MINOR IN FRENCH

Brice A. Bambara
Anthony J. Black
Kristy J. Harris
Stephanie Pierre
Cassandra A. Sprague

MINOR IN ITALIAN

Omega Meika Au
Kelly J. Duggan
Cristina Paterno

MINOR IN SPANISH

Alexander A. Barboza
Paul M. Couture
Valerie DelVillar
Nicholas J. DiFranco
Tanya L. Fennell
Luisiana G. Fuente
Luz C. Garay
Giselle J. Jaramillo
Jaclyn L. Keefe
Bethaney M. Silva
Wendinyiide Gracia
Tenkodogo
Johanna N. Vargas
Channa Yem

DONATING TO THE FOREIGN LANGUAGES DEPARTMENT – CONTINUED

volunteer projects. We find that the single most insurmountable obstacle to student participation in these types of activities is a lack of financial means to make these activities feasible.

You can help us to give more financial assistance to graduate and undergraduate students in our programs who want to study abroad, do research, complete an internship, or participate in volunteer projects at home or abroad. Any amount you can afford is welcome, and your donation is tax-deductible. If you would like to support our current students, please send a check made out to "Salem State University Foundation" and write "Foreign Languages Gift Fund" in the memo. Check should be mailed to Salem State Foundation, 352 Lafayette Street, Salem, MA 01970. Your donation will go directly into our departmental account and will be used exclusively for activities related to our department.

(If you are planning to contribute to the University's three-year comprehensive campaign, please note that you may designate that all or part of your donation be directed into our gift fund.)



Italian Club at Pompeii Exhibit, Museum of Science, Boston, February 11, 2012

DEPARTMENTAL NEWS

After ten years working as the Departmental Secretary, Roberta ("Robbie") Dexter is moving on. Robbie has been an essential part to our program and was often the first face new students encountered. While sad to lose her, we are happy that she will be taking a position with the Computer Sciences Department starting next year. Good luck, Robbie, and thank you for always being there for us!

Starting with the Fall 2012 semester the department will be offering a total of seven languages in the day school. Students will be able to improve their skills or start a

new language by studying Spanish, French, Italian, Chinese, Arabic, Latin, and German.

We are happy to announce that our petition to change the department's name to "World Languages and Cultures" has been approved by the Curriculum Committee and is now waiting final approval by the university's administration.

The foreign languages honor society, Phi Sigma Iota, had its new member injunction ceremony on April 11. You can view some of the pictures taken at the here: <http://bit.ly/K38s60>

The French, Italian, and Spanish clubs had

a successful year. In particular we are very proud of the revival of the Spanish club by dedicated new blood. Learn more about the foreign language clubs through their mailing lists and Facebook pages: <http://bit.ly/HBqhy>.

This summer there are Salem State students travelling all over the world. These include the large number who are about to set off on trips organized directly by the department to Costa Rica, Canada (Quebec), Italy (Florence), and Spain (Oviedo). If you take any good pictures, don't forget to save a couple for next year's International Photo Contest. ■