

# LINGUA FRANCA

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## A STUDENT'S VIEW OF STUDY ABROAD IN SPAIN

Caroline Sullivan

**Caroline Sullivan is a student at Northeastern University. During summer 2013 she joined the Salem State University study abroad trip to northern Spain.**

My only regret about visiting Spain is that I was not able to stay longer. When I first returned from Europe subtle hints of jetlag still lingered and I found myself wishing to be back in Europe. The days in Oviedo were remarkable - from the initial ten-minute walk from the bus station to discovering my new home for the next month; this was indeed a wonderful experience.

Upon my arrival in the city after a 45-minute bus ride from the airport, I was still unsure whether my host mother would actually be there as we had not had frequent communication prior to my departure from the United States. People began to head off with their host families and two Spanish women remained while four students, including me, were still waiting to be met by families. One woman stepped forward and said in Spanish, "I don't remember the name of my student but my name is Milagros." Here was my host mother! I stepped forward and told her I was with her, she aggressively grabbed my hand and started leading me away from the group. I told her I wanted to make sure everyone knew where they were going first. Once we sorted everything out amongst the other students, Milagros led me out from the bus station around a rotary and down a hill. As we walked, she identified various places and told me about herself. The University of Oviedo was located along our walk

home, so I was able to see where I would be attending classes. About a minute more after passing the school, she showed me Café Kin, her restaurant, where I would have breakfast and lunch every day. A minute later we arrived at Mila's apartment. She brought me upstairs, showed me my room and we both decided we were tired. I unpacked, we both napped and I awoke to the wonderful dinner she had prepared for us.



*¡Puxa Asturias!*

After dinner with Mila, I met another student at a *sidrería* (literally, a cider bar) where I was able to try the natural cider, the customary drink of the Asturian region. *Sidra* is definitely an acquired taste. As we all quickly learned, it is about more than its flavor or the alcoholic consumption. It is a beverage that brings friends, family and even strangers together for a shared social experience. The next day I had my first *tostada* and *mermelada* with *café con leche* at Mila's café and was energized for the placement test I took later that morning. After taking our placement tests, we went to the Cathedral to meet Professor Reeds so that he could take us on a

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tour of Oviedo. Through his tour we could all sense the passion he has for Oviedo. Professor Reeds passed on an abundance of information about the city. It was especially interesting to learn parts of their history which linked them to events of the Spanish Civil war; a past many outsiders know little about. We were introduced to areas where we could shop, *La Gascona*, and a row of *sidrerías*. After the tour many of us returned to the row of *sidrerías* to enjoy *sidra* as a group.

Oviedo and the Asturias region are perfect for learning Spanish and immerse yourself in the culture as it is not often that you find someone who speaks English. Victor Coto, my amazing Advanced Spanish professor was full of impressive worldly knowledge. Inside the classroom we were required to speak only in Spanish. I found this instructional format helpful as the morning lessons were divided between work on grammar and context for two hours; we participated in various activities and listened to lectures, always in Spanish. Victor, in particular, and the other University of Oviedo professors were extremely patient and always found a way to demonstrate the topics of the lessons without resorting to English. The second half of the day, I spent the first two weeks taking a literature course and my last two weeks taking a history course - both were also very good experiences. I had become accustomed to Spanish instruction being primarily focused on studying about Spanish language. These classes allowed me to see how well I could actually apply my Spanish knowledge. Like the morning classes, they were only conducted in Spanish. I think my literature and history teachers knew very little English, which I found to be beneficial as even when speaking to them outside of the classroom we would only converse in Spanish.

The knowledge I received in my classes enhanced my experiences when visiting some of the locations we had discussed. I thoroughly enjoyed weekend excursions to Covadonga, Gijón, Santillana del Mar, Llanes, Avilés/Salinas, and other

locations. I was able to go surfing in Gijón with some of the Spanish friends I met who had a car. It was an amazing experience, as I had learned to surf years before in Marblehead, MA, but had never really had the opportunity to practice anywhere with significant waves. I remember my first week when some of us spent Fourth of July on the beaches in Gijón watching the surfers and wishing I could join them; little did I know, that I would get to "ride the waves" before my time in Spain ended. Study abroad has a way to present such unexpected and wonderful experiences.

The University of Oviedo excursion to Llanes revealed the most amazing beaches I have ever seen. The views were breathtaking! On one independent group excursion, while we intended to visit the beaches in Avilés, we actually ended up enjoying the beaches of Salinas. We took the local public bus from Oviedo to Avilés and were told that we could walk to the beaches. After a 45-minute walk, we finally arrived in Salinas where we discovered the gorgeous, huge span of beach; it was worth the walk. However, we later discovered there is a local bus that takes you from the Aviles bus terminal to a stop near the beach, a 7-minute ride; we all had a good laugh.

I became fully involved in the social scene with my Spanish contemporaries, a result of

frequenting *Copas Rotas* in Oviedo, a fun spot stumbled upon by some Salem State University students during our first week. I found the people of Oviedo to be very kind, friendly, and curious. I will admit that initially, I found the constant staring odd. Over time, you understand their curiosity; the people want to get to know you and learn about someone who is not from Asturias. During my time in Oviedo, I could feel how alive both *la gente* and *la cultura* were. The energy I experienced in Oviedo was breathtaking, especially that of a summer in Oviedo. Pueblo fiestas every night! Three nights full of music, *chorizo*, *sidra*, and *cerveza*! It was amazing to see people of all ages enjoying this fiesta into the early morning, dancing, singing and passing *sidra* around. It was great to see community coming together in this way.

Oviedo is still fresh in my mind. As a Spanish major at Northeastern University, I am required to participate in a study abroad program. I hope to return to the University of Oviedo for my Northeastern Study abroad program requirement. I had such a great time getting to know everyone there and miss them so much. When I was leaving Oviedo to return home, my host mother, Milagros and many of my Spanish friends said, "Nos vemos". I know they are right and that I will see them again.



Caroline Sullivan (on the right) and other members of last summer's study abroad trip at the bus station in Gijón, Asturias.

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

### DEPARTMENTAL AUTUMN SOIRÉE.

Thank you to all who helped to organize and attend our fall "Autumn Soirée" at Finz Seafood and Grill in September! Faculty members donated their time, auction items and culinary expertise in order to make the evening a memorable one! We enjoyed desserts from many parts of the world, world music and dance, and were successful in raising around \$2,000 for our departmental gift fund. The funds raised will be used for student scholarships, research, travel and academic enrichment activities.

For more photos of the Soirée, please visit the online edition of *Lingua Franca*:

<http://sslinguafranca.wordpress.com/>



Professor Dávila let it all out on the dance floor at the Soirée

### NEW LANGUAGES.

The department continued to expand this year, adding intermediate German and Latin courses to our daytime curriculum which now includes elementary and intermediate language courses in seven languages: Arabic, Chinese, French, German, Italian, Latin and Spanish.

It's all Greek to us! Also, the WLC department, in collaboration with the History department, will offer a special course in Spring 2014 in Ancient Greek. The course will be taught by Prof. Erick Jensen is

assistant professor of history and specializes in Ancient Greek and Rome. Look for WLC 500 Directed Study in Ancient Greek in the spring schedule.



Professor Elizabeth Blood with Don Ross, Center for International Education

### NEW MAJOR CONCENTRATIONS.

We also welcomed new French and Italian majors to our BA in World Languages and Cultures this fall, as our Spanish major continues to thrive! To our new students: *Bienvenues! Benvenuti! ¡Bienvenidos!*

### NEW COURSE.

A new course will be offered in spring 2014: *Introduction to Translation* (WLC 300)! Open to students who have completed FRE 201, ITL 201 or SPN 201, this course offers an overview of the profession and practice of translation. Created for majors and minors, this course can count as one of the interdisciplinary course options on the BA in World Languages and Cultures French, Italian or Spanish concentrations. The Intro to Translation course will also be the cornerstone of a new "Certificate in Translation" which we hope to launch in 2015. Students in any undergraduate program may enroll in the certificate; language majors and minors can use their language courses towards the major/minor as well as towards the certificate. The certificate will also be open to non-matriculated students who are simply interested in acquiring the language proficiency and professional skills needed to become translators.

### SALEM PUBLIC SCHOOLS TRANSLATOR RESOURCE LIST:

The department will again collaborate this year with the Salem Public Schools to provide a listing of students, faculty, administrators and staff who are willing to be called for interpreting jobs in the Salem schools. Last year, we helped to send interpreters in eight different languages: Arabic, Chinese, Albanian, French, Portuguese, Spanish, Vietnamese and Russian. If you are a member of the SSU community and are fluent in a foreign language and in English, are interested in helping new immigrant families navigate the public school system, and would like to be included in the resource list, please send your contact information to Prof. Blood ([eblood@salemstate.edu](mailto:eblood@salemstate.edu)). Interpreters are hired directly by the Salem Public Schools and paid at a competitive rate.

### STUDY ABROAD.

Start planning now for summer 2014! The department will again be offering 6-9 credit summer programs in French (Québec), Italian (Florence) and Spanish (Costa Rica) during the summer. Applications and information sessions will be held in early spring 2014 semester. Check our website for more information at [salemstate.edu/languages](http://salemstate.edu/languages).



Dance lessons at the soirée at Finz in Salem  
continued on next page

## CONGRATULATIONS

Congratulations to Spencer Wolf - who received the ISE Language Matters Award and the MA German Educator of the Year Award at the Annual Business and Awards Luncheon at the 46th Annual MaFLA Conference on October 19, 2013.

## LANGUAGE LABORATORY

Starting this fall, the Language Lab has moved to a new location in the Sullivan Building's first floor. We're excited to have it closer to our classes. So far it has proved to be a lively place with the lounge area proving particularly popular for students looking for somewhere comfy between classes. Come by and visit in Sullivan 117.

## LANGUAGE TUTORING

The languages peer tutoring service at the Language Lab is busier than ever this semester. Students are strongly encouraged to seek help if they fall behind or simply feel a bit lost. Remember: Spending time with a tutor is invariably more efficient than studying on your own, especially if you're feeling a bit lost and confused. Make an appointment with a tutor here: [lrc.salemstate.edu/tutors](http://lrc.salemstate.edu/tutors).



*Everybody danced at the Soirée!*

## IN MEMORIAM: DR. HENRI URBAIN AND DR. EDWIN LOPES FRANCIS

This year, the university mourned the loss of two professors emeriti who were instrumental in creating the department of World Languages and Cultures: Dr. Henri Urbain and Dr. Ed Francis. Urbain and Francis were both immigrants to the United States who developed passions for travel, languages and world cultures.

Ed Francis was born in Boa Vista, Cape Verde in 1918. He later moved to East Boston, where he was raised and went to school. After serving in Italy during World War II, Francis returned to the Boston area to pursue undergraduate and graduate degrees in Romance Languages (French and Portuguese) at Harvard University. He joined Salem State in 1956 when it was the Salem Teachers College and helped to transform the institution into Salem State College, teaching English and American literature while also developing the Foreign Languages department, where he taught French. In 1968, he helped to create the college's general education curriculum, which will only be phased out starting in Fall 2014. Francis retired from Salem State in 1992 and spent much of his retirement traveling and visiting family around the world.

Henri Urbain was born to French parents in Hanoi, Vietnam in 1927 and later raised in France. He moved to the United States and pursued a PhD in California and then came east to Beverly, Massachusetts to join the Salem State faculty. He taught French and Spanish here for 33 years, and was an active member of the faculty. An avid traveler, Urbain also spent his retirement years discovering new cultures and visiting family members in Guatemala, Mexico and New Caledonia.

Both Urbain and Francis taught in the French program at Salem State. Unfortunately, the French major was cut in the late 1980's and replaced in 2000 with a BA in Spanish. We hope that both professors would have been proud to know that this year we revived the French major by creating a French concentration in the new BA in World Languages and Cultures.



*Dr. Edwin Lopes Francis*



*Dr. Henri Urbain*

## WHAT I RECEIVED FROM SALEM STATE UNIVERSITY

Daniel Godden, Spanish Program Alumnus

Hello all, I'm here to tell you about my experiences through college which brought me to where I am now: a Spanish teacher at a public high school. I began my college education as a Mathematics major. In the summer of 2008 I studied abroad in Oviedo, Spain for a month. I loved it. I fell in love with the language, culture and the people. Upon returning I changed my major to Spanish. Later, in the fall of 2009, I studied abroad again, this time for a full semester. It was a fantastic experience. I lived with a host family. I learned so much, not only about the language, but also about myself. I graduated with a B.A. in Spanish. I did not know for sure what I wanted to do, only that I wanted it to involve the use of my newly acquired language skills. A professor told me about a program in Spain where Americans can go to teach English in a public school as a cultural ambassador. I chose to do the program and have not regretted that decision. It turned out to be another amazing experience and it confirmed my thoughts that I wanted to be a

teacher. I was accepted for a position in Spain for the following year, but I decided it was time to find a job here in the U.S. I started applying, went through many interviews and was eventually offered a position. I am currently studying at Elms College for my M.A.T. I also attended the 2013 annual MaFLA conference which was held in Sturbridge, MA. The conference involved a variety of workshops to help new and veteran teachers. As a new teacher, I learned so much about how to teach. There was also an exhibit hall which

displayed language labs, textbooks and other things that aid in the learning process. I can honestly say that the education and experience I received from Salem State University led me to where I am now, and I am very happy with where I am. I am doing something I love, something that I was never sure I wanted to do. To those reading this, I want you to do all you can while in school and take advantage of the opportunities presented, as I did. You never know where life will lead you.



Daniel Godden (on the left) with Palmer public school Spanish teachers Olga López and Kaylee Hotchkiss pose with Massachusetts 2013 Teacher of the Year Kathleen Turner at the MaFLA Annual Fall Conference

## SSU WELL REPRESENTED AT MAFLA

Amy Mihailidis, MAT in Spanish Alumna

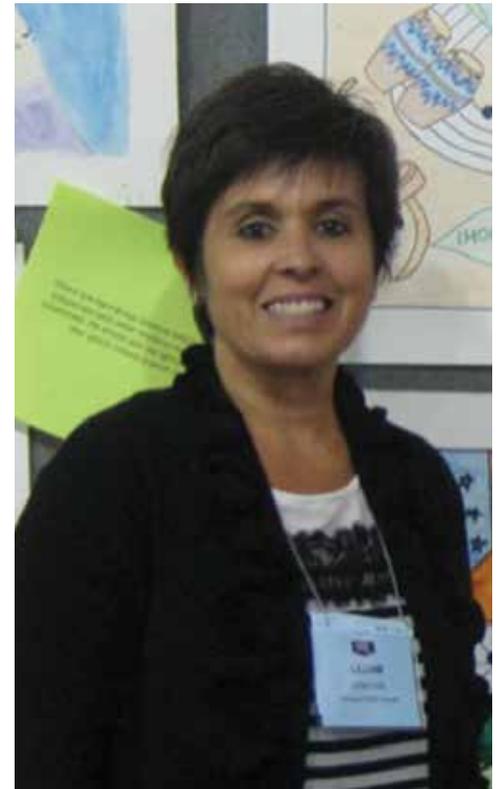
"The Massachusetts Foreign Language Association is a non-profit service organization committed to the professional growth of its members and to the promotion of quality teaching and learning of languages and cultures from kindergarten through the college level and beyond." <http://mafla.org>

There was wide representation from SSU at the 46th Annual MaFLA Fall conference. The conference was held in late October at the Sturbridge Host Hotel and Conference Center in Sturbridge, MA. Many faculty, current students and program alum contributed to the event.

SSU faculty member Nicole Sherf Co-Chaired the Conference. Faculty presenters included Michele Dávila-Gonçalves, Elizabeth Blood, Kathy

Lopez Natale, Amanda Minervini, and Richard Strager. Current MAT students also presented research, including Patricia Sánchez and Amy St. Arnaud. Many MAT program alums attended the conference and stopped by to support the advocacy booth. Gerta Pasquarello, Lillian Duffy, Osvaldo Mejia, Adriana González, Olga Pearson, Maggie Sears, Kimric Welsh, to name a few. Current and former undergraduates like Amanda Tower, Daniel Godden, and Sarah Silva also were seen.

As we reflect on the heavy participation of the SSU community with MaFLA it is not surprising to hear that Jessica Clifford, MAT Graduate 2010, will be taking more of a leadership role in the organization. Jessica presented two sessions and coordinated the advocacy booth this year. She has also been elected to the Second Vice President position for 2014 and will chair the conference in 2015. Go, Jessica!



MAT in Spanish alum Lillian Duffy at the Advocacy Booth



The conference's artwork was designed by SSU undergraduate student Tyler Wile

## WHAT CAN YOU DO WITH A DEGREE IN [FILL IN YOUR FAVORITE LANGUAGE]?

Jon Aske, World Languages and Cultures

I overheard a student asking our department secretary a very important question the other day. The question went something like this: I am thinking of majoring in French and I was wondering what kinds of jobs I could get with such a degree. I was glad the question was not directed at me, for I didn't have the time to give her a satisfying answer. The reason for this is that the answer is not simple. Still, I felt I wanted to answer that question and I would like to do that here and now.

That student's question got me thinking about the fact that I never really knew what kinds of jobs one could do with a degree in linguistics, which was one of my majors in college. Perhaps I didn't pay much attention to that question because I knew that my other major, Computer Science, was the practical one, the one that would probably allow me to get a real job in the real world (little did I know!). But I also think that there was, and there is, this feeling in some academic disciplines that it is not cool to discuss the "practicality question." Isn't studying linguistics—or French, or Spanish—rewarding enough? Do you have to have a practical reason too? Unfortunately I think that this happens often enough and it shouldn't happen. Actually, professors and departments should be willing and able to discuss this question from day one. The other side of the coin, which is also problematic and probably happens often enough, is that many people probably do not consider certain

The Advocacy Booth had a great year at the conference. Christina Berry, MAT graduate 2010, and Amy Mihailidis, MAT graduate 2009, were advocacy interns that organized advocacy initiatives and volunteered time at the booth. SSU faculty member Ken Reeds could also be seen in the exhibit hall manning the Salem State table.

It is impressive to see the participation our students and faculty at MAFLA. This speaks to a growing community of professionals dedicated to the betterment of World Language Education in our state. Keep up the collaboration!

majors just because they cannot see how they could be practical in the real world.

Many majors have a career path or limited set of paths attached to them. Nursing majors will someday become nurses and social work majors will become social workers. Criminal Justice majors will end up doing one of a limited number of things, such as become a police officer, or a parole officer (or going to law school, perhaps). Even for biology majors it is probably relatively easy to answer the question of what they can do with that major. But when it comes to majors in the humanities, the answer is not so simple. What can one do with a degree in English? What kinds of jobs do English majors go into (besides teaching)? The same thing is true for philosophy, linguistics and, of course, languages.

There are some obvious things that you can do with a degree in a language like French or Spanish, which are: translator/interpreter and language teacher. Other less obvious career paths are Foreign Service work and travel and tourism jobs. However that is probably not what most people with a degree in languages end up doing and to give a list of the jobs that people with language degrees do would fill many pages indeed (if you Google this question that's what you're likely to find, without any further explanation).

The reason for that is that majors in the humanities do not often lead to specific jobs. And that's not bad. It's actually a good thing. A major in the humanities is associated with an open-ended skill set which involves interpersonal communication,

written communication, intercultural abilities, people skills, problem solving and critical thinking, mental flexibility and adaptability, among other things, all of which are in great demand in the real world. All kinds of businesses hire people with degrees in the humanities with the expectation that they will train you to do a specific job as long as you rank high in all those other general areas I just mentioned. In a way a humanities degree gives you much more flexibility than other types of degrees because there are so many things that you can do with them. On the other hand, it is important to realize that you cannot just go and show your humanities degree and expect to be given a job, for sooner or later you have to actually prove that you rank high in all those crucial skills: that you are a good communicator, that you have an open and flexible mind, that you think critically and are good at problem solving, and so on. You actually have to have those skills and the piece of paper that says you majored in one of those fields is no substitute for the real thing.

That said, I always advise majors who are not on a teaching path to seriously consider having a second major in addition to their Spanish major. I advise them to do a second major instead of just a minor along with their Spanish major. After all it's just about 21 more credits (seven courses) and they hedge their bets in the flexibility area for when they're looking for jobs. Common compatible second majors for a language major would be geography and tourism, communications, and business, to name a few.

Another thing you have to keep in

mind is that you cannot expect to learn a language (and gain all the benefits of being bilingual) by merely taking the twelve language classes in their major. According to the State Department under 575-600 classroom hours is enough to achieve (limited) fluency—low advanced level—in Spanish (it's 2,200 hours for Chinese!). This is more than the number of instruction hours in those 12 courses, since 50 min. x 3 times a week x 14 weeks x 12 courses = 420 hours. In practice, however, often the necessary intensive study is lacking in university language courses, some of which may be lecture based and include little opportunity for real practice in the language. Also lacking are often real-life immersion and language contact experiences outside the classroom, something that students have to seek on their own and don't always do, or even sufficient study outside the classroom, which is also crucial (ideally 2-3 hours should be spent outside the classroom for every hour spent in the classroom, something that doesn't always happen). Thus the end result is that it is not uncommon for students to graduate with a major in a language without having achieved real fluency.

Learning a language well, so that you can converse and write it fluently, takes many thousands of hours, including immersion in the language and culture, typically only achievable through living abroad. It is this kind of intense experience with the language that will bring you close to having those skills I was talking about that businesses desire. That kind of intense immersion is also a must if you're going to be a translator or a language teacher. Unless you do that, you will find yourself unprepared for the expectations of (good) jobs in the real world when you graduate. The degree (or "piece of paper") is a requirement, but it is not enough, for you will need to be able to back it up with actions. That's why you should take very seriously every opportunity to learn and grow while in college. That, and not the piece of paper, is what an education is all about.

Many students who major in a language go straight to graduate school. There are many masters and doctoral programs for which a language major is a good start. Even if you are not planning to go straight to graduate school you should realize that your studying and learning days are not over after you graduate from college. Whatever you do, to succeed in life and in the new economy you have to be a life-long learner.

See online version for recommended links:  
[ssclinguafra.wordpress.com](http://ssclinguafra.wordpress.com)



*From left to right: Joshua Brown and Marta Marucci  
(Treasurer of the ITL Club)*

## ITALIAN CLUB VISITS MUSEUM

On November 26, 2013 the Italian Club invited SSU students and members of the community of Salem to visit the Isabella Stewart Garden Museum in Boston. The guided tour explored Renaissance works of art and the new additional wing and courtyard of Renzo Piano.

## **FUTURE TEACHERS OF ITALIAN IN THE US PROGRAM: LEARNING A FOREIGN LANGUAGE IS A LIFETIME ADVENTURE!**

Karl-Etzer Limage, SSU Alumnus

Salem State University has exceptional cultural diversity, with various groups and clubs that celebrate different cultures. This was particularly true in world languages and cultures department where I was given all the necessary tools to be a valuable member of our society and had the chance to explore one of my long-life dreams: to travel the world. Furthermore, if you have a traveling appetite as grand as mine, world languages and cultures department also provides opportunities even after the completion of your undergraduate career at SSU. One of those is called Future Teachers of Italian in the US Program, a program I am currently in. So here I am now, teaching English in northern Italy, in Manerbio (Brescia) in the Lombardy region.

My personal adventure started two years ago, when I decided to study Italian at Salem State. After three semesters, I went to Florence, Italy, for a semester study abroad program. After this first trip, I fell in love with the Italian language and culture. While traveling all across Italy, I was able to put to good use the language skills that I had acquired through my

studies. Even when I found myself 'lost in translation', there were many new friends to help me to get back on the right path, or "*la strada giusta*" -in my perfect broken Italian. From that point on, my life has become a perpetual freeze frame, with the thoughts of waking up every day to a life full of escapade.

I arrived in Manerbio last September to start my teaching internship. At first, I felt a little anxious because I did not know what to expect. But the feelings of uncertainty started to fade away when I finally had a chance to begin the program. My new colleagues were very welcoming, and the students were very generous with their many suggestions for places in the town that I needed to visit during my stay. In reality the town, a commune of approximately thirteen-thousand people, is a world of difference from Boston, where I live. The opportunity to live in a completely different environment has played a major role in my learning experience.

The level of enthusiasm that I have seen from the students while assisting Italian teachers or when leading a lesson has amplified my love for learning about other cultures. Their curiosity to learn everything about the American way of life, its cultural dynamism, or other general subjects has been making my stay here in Italy worthwhile.

I will never be able to repay the individuals that have helped me

along the way, because I could never put a monetary value on what I have been able to achieve thus far. All I can do is say a simple THANK YOU to my family, friends, Professor Richard Strager and my dear advisors Prof. Anna Rocca and Prof. Margherite McLellan, along with the amazing staff from the world languages and cultures department at Salem State. I will forever be grateful for the efforts that you have invested into helping me accomplish a dream.



Karl and the English teacher he works with.

## **SMELLING THE ROSES ON THE WAY TO THE STOP**

Kenneth Reeds, World Languages and Cultures

Travel is an experience which tends to teach a succinct yet enticing amount about where you visit and considerably more about yourself. This is a healthy and valuable practice. That said, for many years I have joked that I dislike travelling. In stating this I do not mean that I avoid visiting other parts. Quite the contrary: familiarity with foreign countries has contoured my life and fashioned the background for many of the most important choices that personally and professionally have made me into who I am. What I mean is that I remember flying on planes when there were smoking sections. Since those days the space between seats has reduced, the lines for boarding passes and tickets have grown, and our luggage has been slowly exiled while passengers are increasingly dehumanized to a luggage-like degree. This I do not enjoy. The paradox

is a dislike for the travel experience contrasted by the essentialness of new perspectives.

While smoking is certainly not a loss, it is sad to think how much enjoyment of the trip has been reduced through this chattelization. Travel should be invested with romantic notions of wind-blown hair and challenges overcome through resourceful self-reliance. Be it Ibn Jubayr's descriptions of early Christian Sicily to Robert Luis Stevenson's inspiring young readers with accounts of derring-do; or George Orwell's description of the disintegration of Spain's Republic and Bruce Chatwin's fictionalization of real people in varied lands... writing about travel has long been a mainstay of human experience. After all, a trip somehow feels incomplete until the tale is told.

Those stories usually begin with a mention about the destination, but this is rarely important. What matters are the obstacles overcome and the knowledge attained.

Arriving to the terminus means the anecdote is over and although making it to the end was the point of the trip, it is seldom a highlight of the telling of the tale. Narration is movement and stopping means ending the story. This is a fact people sometimes need to be reminded of. We hurry to reach our goals, rush towards the future, and hastily progress; always moving forward towards something that we think will somehow be better. In this focus on a seemingly reachable, but never caressed destination we have the potential to miss the good of the negotiated obstacles or the gratification of the travel experience. In this, of course, travel is a metaphor for life and it is something that Roberto Bolaño illustrates well in his story "Una aventura literaria"

The short fiction is an experiment in literary technique. Bolaño creates tension through two characters who, slowly –over the course of the narration- move closer to the moment of coming face to face. What will happen? Will one kill the other? Is there a peaceful way out of the assumptions that each has developed? It seems likely that all will end horribly, but will it? The reader will never know.

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## DEUTSCH LERNEN MACHT SPAß!

Amanda Minervini, World Languages and Cultures

I could go on forever saying how much I love teaching languages and what a blast it has been to teach German 101 at SSU this fall, a language that had not been offered as a day course before. But I promise I will only say a few words and let my students speak. We meet three times a week for fifty minutes: on Fridays, we take turns bringing chocolate to share. We call this habit: "Schokolade Freitag." The first day of class, after going over the syllabus, I played some German music videos and gave my students a hand-out with a quite long list of German singers and bands. I wanted to let them hear how German sounds, how musical it can be, and it was also a fun introduction to German culture. I suggested going online and bringing one song/video to the next class. These songs provided the soundtrack of our first stroll into the German world. Why German, though?

Michelle Barrasso wants to study German because she is a history major interested in German history and the Holocaust. Furthermore, she wants to work in Germany someday. "I also love the way German sounds and have wanted to expose myself to it for a number of years," she

said. Kati Nalbandian has a strong personal motivation to connect with German culture that has to do with her family history. She also wishes to live and work there in the future:

To learn the German language is an important goal in my life. I have family in several areas of the country and have met two of my cousins who are closest in age to me. My *Oma* has always been an amazing inspiration to me. She was born and raised in Germany and was only a teenager when Hitler began his occupation. Her life story is incredible and could become a book if I was to share it all here.

However, because of her I am here in America. She had my father and aunt in the United States in the early 1950s. She is still alive today and it would mean the world to me to be able to have one conversation in German with her before she passes on. Of course, one of my cousins in Berlin is a dear friend of mine after meeting her for two consecutive summers. We are like soul sisters and I would

The story closes with the moment of their meeting, but does not reveal what happens. Throughout Bolaño plays with the tension like a musical crescendo. It increases and decreases, steadily moving towards the unrevealed climax. As the final paragraph runs short and it becomes clear that the last words will not divulge what the reader needs to discover, disappointment ensues. Yet this feeling is overwhelmed by the realization that Bolaño has played with his reader and taught a lesson. The lesson is to enjoy the trip. The destination is not as important as the process of getting there and the fun is in telling the tale. As the title suggests, this is a particularly literary lesson. An author, of course, wants someone to concentrate on the story.

So, with that in mind, I recommend Bolaño's story. Enjoy the ride (even though you know how it doesn't end).

love to continue to see her and speak her language with her.

If I can become proficient in this language I plan to live in Berlin after graduation. I am a Theatre Major and wish to become involved in the arts in one of the most artistically diverse cities I have ever seen. I hope to study abroad there this summer with some of my classmates.

Didn't you know? Starting next summer, Salem State Students who have taken at least German 101 will be able to study in Berlin, the wonderful capital of Germany, at the prestigious Humboldt Universität!

Teaching German to students like this has been *ausgezeichnet!*

## STUDY ABROAD 2014

Fátima Serra, World Languages and Cultures

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- Knowledge of other cultures
- People skills and understanding of difference
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- Fast Paced Learner
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- First time around for our Berlin summer Program: <http://www.centerforstudyabroad.com/humboldt-university-berlin/> Earn language and culture credits in German and participate in activities and excursions in the area. Starting mid-June. For more information, contact Dr. Minervini: [aminervini@salemstate.edu](mailto:aminervini@salemstate.edu)

Early registration is suggested for both programs!

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To enroll in these programs or other programs in the world at SSU stop by the Study Abroad office at the Center for International Education in South Campus, 8 Harrison Rd, (the little green house).

### VISIT:

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### CONTACT:

[studyabroad@salemstate.edu](mailto:studyabroad@salemstate.edu)



*Students and professors at end of studies program party in Heredia, Costa Rica, 2012*

## SPANISH-ENGLISH COGNATES: VIENTO AND VENT

Jon Aske, *World Languages and Cultures*

The following was written as part of a forthcoming book that Dr. Aske will be working on during his sabbatical in the spring semester of 2014. The book is about Spanish-English cognates, words that have the same origin, Latin words in most cases. The purpose of the book is to introduce linguistic concepts related to language sounds, language change, and the history of Spanish and English, while at the same time helping readers improve their Spanish (and English) vocabulary. The first part of the book will introduce linguistic and historical concepts. The second part will exemplify those concepts with actual cognate word sets. This is an example of one such word set.

Spanish words	English words
viento, ventilar, ventilation, ventilador, ventana, ventanilla, vendaval	vent, ventilate, ventilation, ventilator; wind

All these words, except for wind, are related to the Latin word *ventum*, meaning “wind”; the direct ancestor of Spanish *viento* with the same meaning. Interestingly, though much harder to see, the English word *wind* is also related to them, though it is a different kind of relation, one that goes further back in time and one which takes some training to see.

We say that Spanish *viento* and English *wind* are historical cognates because they both descend from a word in an ancestor language that predates Latin and English by several thousand years. That ancestor language, of which we have no record whatsoever because its speakers did not write any of it down, but which we can surmise from the evidence left in the descendant languages, is called Proto-Indo-European, or PIE for short. The story of wind and *VENTUM* goes all the way back to the PIE root *\*wē-*,

which supposedly meant something like “to blow,” from where we also seem to get a word like *weather* in English.

The thousands of years of separation explain why *viento* and *wind* look so different on the surface despite having exactly the same meaning. Natural language change has acted on that original word differently in



the languages that split off from it, languages that are ancestors of Spanish and English respectively. Only one letter is the same in these words: the letter *n*!

But appearances can be deceiving if you don’t know what to look for. What if I told you that the letter *v* in Latin was pronounced not like it is pronounced in either English or Spanish nowadays, but rather the way the letter *w* is pronounced in English? Then we can already make a connection between two sounds in the pair *viento* and *wind*. Then what if I told you that the sound of the letter *e* in Latin *ventum* and the sound of the letter *i* in English *wind* are not all that different. Make the sound *e* as in the word *met* and then the sound *i* as in the word *mitt*, again and again and you will see that there is just a slight change of the tongue position: a little higher for *i* than for *e*. Because of this, we find that it is very common for an *e* to change (mutate) to *i* in languages through time, and vice versa, sometimes for reasons that we understand, having primarily to do with influence from surrounding sounds, and sometimes not.

Finally, have you noticed that the sounds of the letter *t* and the letter *d* are very similar both in the way they sound and the way they are produced? Say *tip* and *dip* several times and you will notice that what you do with the tongue in the mouth

to produce these words is identical for both words. The only thing that differentiates a *t* and a *d* is that to make the *d*, but not the *t*, your vocal chords are vibrating! Not that you could detect this vibration by putting your fingers over your Adam’s apple (something you can do for other pairs of sounds, such as *s* and *z*, as in *sip* and *zip*), since the duration of the consonants *t* and *d* is so brief, around 1/10 of a second, but it’s there and it is the only auditive cue that we have to distinguish these two sounds, and thus those two words. But we’re wired for making that sort of distinction.

So we can already explain or at least understand the connections between the first four letters of *wind* and *ventum*. You might like to know now that the *-um* part of *ventum* in Latin is an ending that wasn’t really part of the word’s root. The ancestor language of English had it too, but English lost most such endings over a thousand years ago. The *m* was lost as Latin became Spanish and the *u* mutated to *o*, another common type of change for the same reason we saw above for *e* and *i*. On its way to becoming Spanish, Latin short *e* ( *e* ) also mutated to the diphthong *ie* in Spanish. This was a totally regular change, just like the others: Whenever a short *e* was stressed in Latin, it changed to *ie* in Spanish. This explains all *e/ie* alternations in Spanish words, of which there are many. For instance Spanish has *e* in *setenta* “seventy” but *ie* in *siete* “seven”. Notice that the *e* in *setenta* is not stressed, whereas the *ie* in *siete* is. Learners of Spanish are very well aware that this alternation exists in the present tense of hundreds of so-called stem changing verbs.

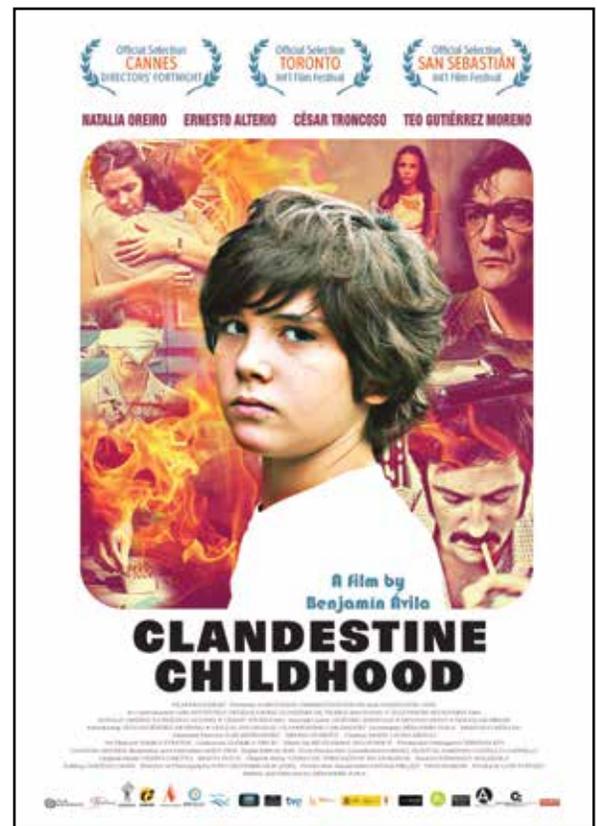
The continuation of this article can be read in *Lingua Franca’s* online edition at:  
<http://ssclinguafranca.wordpress.com/>

## WORLD FILMS FOR THE NEW ENGLAND WINTER

Fátima Serra, World Languages and Cultures

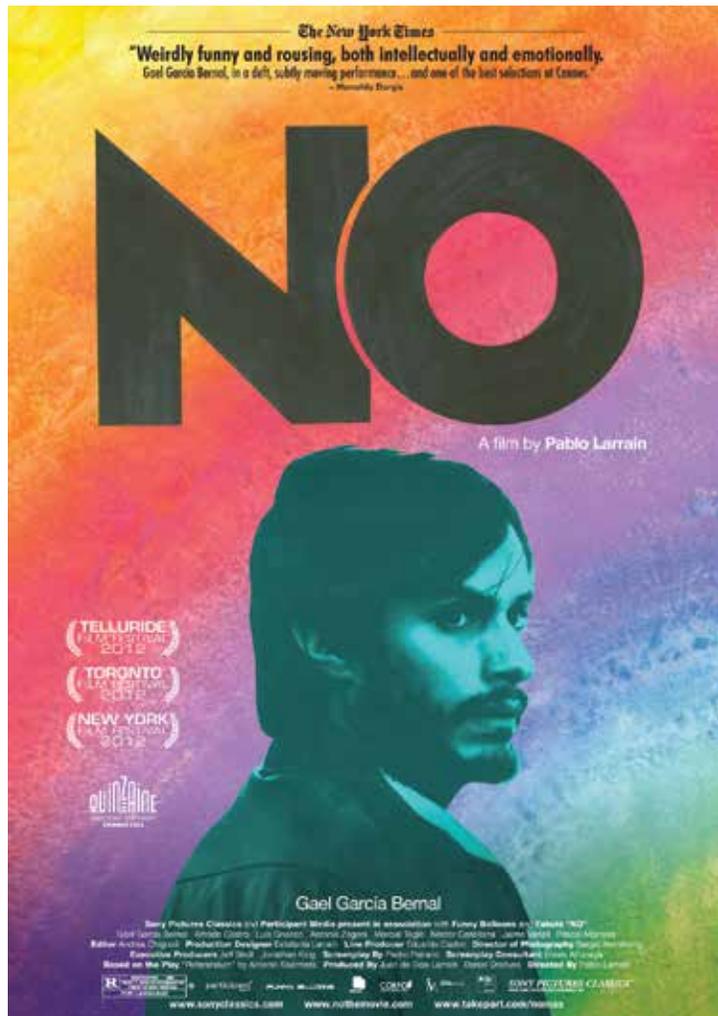
World languages and cultures educators enjoy films with our students. Apart from providing invaluable exposure to the language and culture, movies feed our emotional core and the narrations affect the way we communicate and relate to each other in the world. And they are also a lot of fun! Why not try watching some foreign films at home? Here are some recommendations of recent films from the Spanish-speaking world, highly acclaimed by critics and audiences.

The three of them deal with the lives of common people under the oppressive dictatorships of Chile and Argentina. Yes, some of you have already seen cinema dealing with these subjects... But in these recent takes on the subject, we see losses and triumphs masterfully told with plots that stand on their own without the political subtext. That sets them apart from previous existing films and leaves the audience not only with powerless victims, but also with a bittersweet sense of victory.



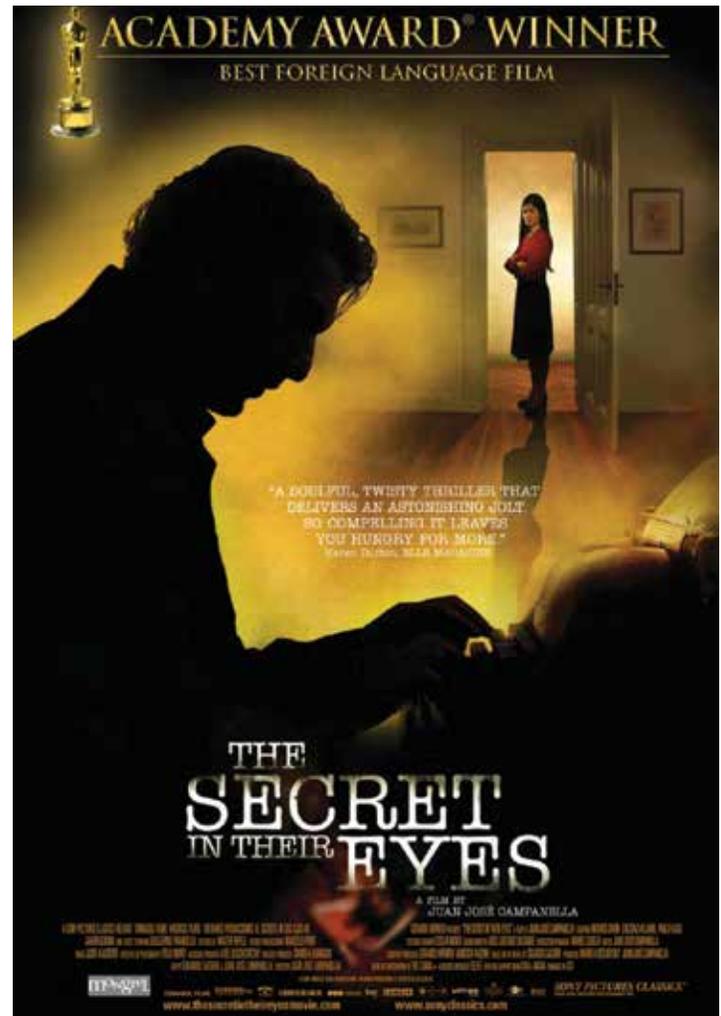
Clandestine Childhood (2011)

[http://www.rottentomatoes.com/m/infancia\\_clandestina/](http://www.rottentomatoes.com/m/infancia_clandestina/)



NO (2012)

[http://www.rottentomatoes.com/mobile/m/no\\_2012/](http://www.rottentomatoes.com/mobile/m/no_2012/)



The Secret in their Eyes (2009)

[http://www.rottentomatoes.com/m/secret\\_in\\_their\\_eyes/](http://www.rottentomatoes.com/m/secret_in_their_eyes/)