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SALEM STATE POLYGLOTS: THE FRUSTRATING JOY OF LEARNING MULTIPLE LANGUAGES

By Elizabeth Blood, WLC

While some people fear learning a foreign language and many feel content learning just one other language, there are some—among them numerous students at Salem State—who think learning only one foreign language is not enough. Who are these fearless polyglots? The answer may surprise you.

Google “polyglot” and you will find videos and websites singing the praises of language geniuses who are fluent in multiple languages, who are self-taught or can learn to speak a language fluently in hours. However, you don’t have to be a genius or even someone gifted in the area of language learning to become a polyglot. You don’t even need to be “fluent” in multiple languages, just functional. It is more important to be curious, open-minded, persistent, and to be okay with making mistakes.

“I’m actually rubbish at learning languages,” says Kelsey Utne ‘12 (Political Science, History and Economics major and World Languages minor) who studied French, Chinese and Arabic at Salem State and is now learning Persian and Hindi-Urdu in graduate school, “I have friends who have a gift for them—but alas, I don’t have that gift. However I do adore languages. They are each a puzzle and an art. They are frustrating and hard, but in my opinion one of the singularly most satisfying intellectual pursuits.” Utne, who never studied a foreign language before coming to Salem State, and who never studied abroad as an undergraduate, used her language skills to help land a Fulbright grant to study in India after graduation from Salem State. She is currently studying in Pakistan and recommends that students study multiple related languages that share grammar and vocabulary: “It can be a lot to juggle in my head sometimes,

POLYGLOT

ADJECTIVE: KNOWING OR USING SEVERAL LANGUAGES

NOUN: A PERSON WHO KNOWS AND IS ABLE TO USE SEVERAL LANGUAGES

and I make tons of mistakes, but at the same time I feel like it gives me a richer understanding of the bigger picture.”

William Sherman ‘14 (Spanish major) is another alum with a penchant for languages, motivated by a desire to connect with people in our region who speak other languages as well as by an intellectual curiosity to learn about other cultures. Sherman, who has formally studied six languages, learned French and Latin in elementary and high school, and chose to pursue Russian, German, Spanish and Classical Greek in college. “The BA in Spanish I completed because of my belief that the US is becoming, if not already is, a bilingual nation, and my work takes me to Spanish-speaking parts of Lynn and Salem,” says Sherman, who initially studied Russian in order to take a commission in the Air Force but notes “Given Russian emigration to the area, this turned out to be fortuitous.” Aside from the practical uses of multilingualism in our region, Sherman has been driven by a desire to “read literature in its original languages—Caesar in Latin, Cervantes in Spanish, Verlaine in French, Pushkin in Russian, Goethe in German.” Curiosity and persistence, coupled with practical

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applications of language learning, have propelled Sherman to continue to study and learn languages over the years.

Juliana Carvalho '14 (Business major and World Languages minor) immigrated to the US and learned English as a second language to her native Portuguese. In high school, she studied French, which she continued at Salem State, also adding Spanish as a fourth language. Carvalho notes: "For me, coming from one culture and living in a country which is a melting pot of so many cultures was fascinating. By the time I started learning French, I was already bilingual in English and Portuguese. I started Spanish because I already listened to so many songs in Spanish and I think it's another important language to learn." Carvalho also offers some advice "For someone who is interested in learning another language, I would say don't be afraid. It can be complicated and frustrating, but in the end it's very rewarding. It's an awesome feeling to know that you can understand a person that speaks another language." And Carvalho isn't done yet: "I think I want to learn Italian next...or a language that is completely different like Chinese, Russian or German." Like others, Carvalho admits that the process of language learning is hard and can be frustrating, but that the rewards of connecting to another culture make it all worthwhile.

Current Salem State students continue to pursue multiple languages. Jeff Robinson (WLC-French major) is currently studying French, Spanish and Arabic at Salem State, in addition to intensive Russian courses taken through the Army last summer. He is also planning to complete the department's new Certificate in Translation next year and will use his language skills in the future, perhaps in a military career. During a recent ROTC training activity, Robinson's language skills were tested: "It was crazy. We were simulating how to speak to civilians in various situations and they kept calling me to interpret when the people we encountered didn't speak English. I think I used all of my languages that day!"

Sophie Swiniarski (WLC-French major) is another polyglot: "It started with me finding a passion for languages in high school. It just so happened that French was one of my favorite classes because I had a particularly good teacher." Like

Utne, Swiniarski found the similarities between languages to be something that made multiple language study easier, and went on to study Spanish, Gaelic, Polish, Latin, Chinese and Korean. She states "I started noticing similarities between Spanish and French, and I began to recognize what certain words meant by cognates, even if I couldn't speak the language... I took Latin since it's the foundation for so many languages, and then I took Chinese in college because I thought it would help with my Korean." Swiniarski's language learning is also motivated by her multicultural heritage: "I took French in the first place because of my French relatives, Gaelic for my Scotch-Irish heritage and Polish for my Polish heritage." Though not Korean, Sophie says "I really love Korean music, so I started learning that to try to understand the lyrics."

Freshman Gail Coughlin (double major in History and WLC-French) also has an interest in several languages and is similarly motivated by a multicultural heritage and by living in a multilingual world: "I decided that I wanted to learn another language when I was three years old. This interest stemmed from hearing other languages while out in public and wondering what those people speaking those languages were saying." Coughlin, who is currently studying French and Chinese at Salem State also recently "downloaded an app" to try to learn Russian and has studied Irish on her own as well. Coughlin also describes the language learning process as a difficult one: "Somewhere along the way learning a different language becomes hard...one is required to use parts of their brain that have not been used since they were a child and learned their first language. Relearning how to use a part of your brain is difficult and frustrating." Coughlin, who considered giving up French after her second year in high school, now finds great joy in being able to communicate with others in their native language: "Through French I've been able to connect to people in ways I never thought I'd be able to before and to connect to a culture that I never thought I had any connection to." Her advice to other students? "Don't give up. There will be times when you will be frustrated or embarrassed but don't give up. Power through all of the negative emotions. The rewards are so much greater!" ■

COLLABORATION IS THE WORD: MESSAGE AND NEWS FROM THE NEW CHAIR

Michele C. Dávila, WLC

¡Hola! A most cordial welcome to every new student and professor this semester to our World Languages and Cultures department. First of all I want to thank our past Chair, Dr. Elizabeth Blood, for her dedication during the last six great years, her incessant promotion of world languages and the initiative taken for all the good changes we have had which include new concentrations with more interdisciplinary courses and a new department name. I will follow that track as the new chair and would like to continue to promote more collaboration not only across curriculum, but also across the campus and beyond. Among the things we can celebrate this semester is the increase of students in our different concentrations and new collaborations in and out of Salem.

For me the semester started with a bang facilitating together with President Pat Meservey a discussion group of the book *I Am Malala* with new students for the First Year Reading Experience. And how appropriately for Salem State to have chosen this book because this was the semester Malala became a Nobel Peace Prize awardee. Our department is not only well represented in the new core with our language classes but also in the First Year Seminar category with two new courses: "C'est la vie": Why We Love/Hate the French" taught by Dr. Elizabeth Blood, and "¡Sí se puede!": The Impact of Latin@s in the US" taught by me. This has proven to be an enriching experience.

Being conscious of the present day job trends and how our world is increasingly interconnected we are starting our program for the Certificate of Translation, in conjunction with the English department, with several courses next spring 2015. The main languages for translation are French, Italian and Spanish. The new course to jumpstart the program is WLC 300: Introduction to Translation taught by Dr. Kristine Doll. Come to our department and get a brochure with all the information!

The Chinese Studies and Arabic Studies concentrations are invigorating their programs with new courses such

as WLC 120: Perspectives on World Cultures – Morocco, and continue the interdisciplinary collaborations with the Arts, Geography, History, Philosophy and Political Sciences departments. Also, in October 29 our adjunct professor Abdelkrim Mohib coordinated a Moroccan cultural event with Zarah Magazine at Vet's Hall with Arab music and presentations of student's posters. Bravo!

Within the university our department has also helped participating in activities promoting multiculturalism and diversity. Following the steps of Dr. Anna Rocca when last year she facilitated the book discussion of *Persepolis* by Marjane Satrapi, I also volunteered to facilitate the discussions of *Dreams of Trespass: Tales of a Harem Girlhood* by Fatema Mernissi, through the Library's Muslim Journeys program, thanks to a grant given to Zachary Newel from the National Endowment of Humanities. Both activities were well received by the community with students, professors, staff members and alumni participating.

With a Strategic Plan Grant our department is collaborating directly with the Diversity and Multicultural Office, the Management department and the Social Work department coordinating

and participating in a Cultural Sensitivity in our Global Community Series with workshops, panels and talks around campus dealing with diversity, multiculturalism and social justice. Dr. Shannon Mokoro from Social Work started it with the workshop Live and in Color: Using Popular Culture and Current Events to Teach Cultural Competency. This semester I also collaborated with the Creative Writing group with discussions of the book *Wise Latinas: Writers on Higher Education* written by Jennifer de León, and together with the LASO club (Latin American Student Organization) we had a great discussion about the role of prominent Latinas such as Judge Sonia Sotomayor and others in higher education, assimilation and identity issues.



Our clubs are also collaborators. In solidarity with West Africa the French Club partnered with the Nursing Program to sell \$2.00 bracelets to fight Ebola. They sold all of them!

This semester we received the visit of an Argentinian writer, Dr. Gloria Casañas, who is presently a Visiting Professor at Framingham State University. Together with the Chair of our sister department, Dr. Emilce Cordeiro, they participated in Dr. Ken Reeds graduate class talking with students, answering questions and giving us their expertise and experience living in Argentina. Thank you!

As every year our department is well represented at the MaFLA Annual Conference with Dr. Nicole Sherf and other professors, students and alumni such as Abdelkrim Mouhib, Vilma Bibeau, Wendy Cahill and Jessica Massanari. This year the 47th edition focused on "Multilingualism: The Foundation of Global Leadership."

And lastly but not least, our university through our department just signed an agreement for new teaching assistantships with the Italian Consulate General in Boston to sponsor more students to work in another region of Italy, in addition to Lombardy. Every student with a minor in Italian can apply and have the great opportunity of practice the language while also teaching in Piedmont for a year. So come visit us at SB 203A to learn about all these things and more. Ciao! ▣

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

New Programs in World Languages and Cultures

Our department has undergone some major changes over the past few years, creating many new exciting opportunities for the SSU community. Here are some of the highlights.

BA in World Languages and Cultures: The department now offers a BA in World Languages and Cultures, where students choose to specialize in either Spanish, French, or Italian. The new major concentrations are very flexible and perfect for anyone who wants to focus on languages or add a language as a second major. We continue to offer our teacher licensure tracks in Spanish (elementary or secondary education) and a Spanish professional concentration as well!

Minors: We now offer six options for minors, including Arabic Studies, Chinese Studies, French, Italian, Spanish and World Languages (combination of any 2 languages)! The new minors in Arabic and Chinese combine two years of language study with two culture courses taught in English.

Certificate in Translation: Effective Fall 2015, the department will launch an undergraduate certificate in translation. The certificate is a sequence of courses and may be "double-dipped" with a student's major or minor or general education requirements, including advanced courses in English and in either French, Italian or Spanish, plus two courses on translation methods and one course in a specialized field area (literature,

law, business, social work, etc.). Interested? Take WLC 300, Introduction to Translation, in Spring 2015. Prerequisite is an intermediate course in French, Spanish or Italian.

MAT in Spanish: The department continues to offer our MAT in Spanish, combining graduate content courses in Spanish linguistics, literatures and cultures with education courses needed for teacher licensure.

General Education Courses: All intermediate (201 and 202) language courses in Arabic, Chinese, French, Italian and Spanish now fulfill the "World Cultures" category of the new general education curriculum. Students may also take elementary Arabic or Chinese, or one of several culture courses offered in English (WLC 120, WLC 130, WLC 390H) to fulfill the "World Cultures" category. The department also offers two literature courses in English that fulfill the "Creative Expression and Appreciation" category (WLC 251, WLC 252), as well as composition courses in Italian, Spanish and French that fulfill the "W2" and senior capstone courses for all WLC majors that fulfill the "W3" writing requirements.

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Faculty News: Kristine Doll continues to have her own original poetry and her translations into English of Catalan poetry published in such prestigious international journals as the Paterson Literary Review, Voices Israel Anthology and Bridging the Waters: An International Bilingual Poetry Anthology. Professor Doll was also invited to read at the Massachusetts State Poetry Festival.

Elizabeth Blood completed work on her new textbook project entitled *Québec: histoire, culture et littérature*, co-authored with Vincent Morrissette of Fairfield University. This cultural reader will be published by Georgetown University Press, with a planned release date of February 2015.

Michele C. Dávila was the invited guest speaker of the Hispanic Heritage Month dinner sponsored by LASO in October 16th at the Vet's Hall in Ellison Campus Center. She gave a presentation about "Pre-Columbian Indigenous Groups." The activity was well attended with typical food and music.

Anna Rocca published two articles recently: "Les mots-images de Nelly Arcan et Pascale Bourguignon: l'enfant et l'adulte au miroir," in *Recherches féministes*, Université Laval, CA. Vol. 27:1. 97-111; and "Nina Bouraoui's *Nos baisers sont des adieux*: Ekphrasis and the Accumulation of Memories," in *Studies in 20th & 21st Century Literature*. Vol. 38: 2. 1-16.

Jon Aske has been working this past year on a textbook for Spanish linguistics that focuses on the Spanish-English cognate vocabulary and everything that can help us make sense of it. The book is currently being used in SPN 750 and will be used again in the spring semester in SPN 412.

Nicole Sherf is presenting "Technology Resources to Foster Communication in the Three Modes" for the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL) in San Antonio, TX, in November. The session was selected to be recorded for after-conference viewing.

Kenneth Reeds presented "¿De qué hablamos cuando hablamos de realismo mágico?", a three-hour presentation based on his recent book at the Massachusetts Foreign Language Association's Diversity Day at Lasell College.

Fátima Serra presented the paper "Feminismos activos en *El verano de los peces voladores* de Marcela Said 2013" at the Annual Conference of AILCFH (Asociación Internacional de Literatura y Cultura Femenina Hispánica) in Havana, Cuba in November 2014. The paper will be published in the Selected Proceedings by the University of Barcelona. □

SALEM STATES LAUNCHES A NEW GERMAN STUDY ABROAD PROGRAM

By J. Douglas Guy, WLC



Interim Provost Amie Marks Goodwin (left) and Interdisciplinary Studies Professor Elizabeth Duclos-Orsello (right) prepare to sign the Memorandum of Understanding with Ana-Sofia Commichau from the Universität Mannheim. Among other exchanges, this agreement will permit students learning German to study in Germany for a summer, a semester, or a full year.

On November 3 Salem State University and Universität Mannheim signed a memorandum of understanding starting an exchange program between the two universities. For the first time, SSU students will have a chance to study in Germany for a four-week summer term, a semester or an entire school year, complete course work in English in a number of departments and also pursue German-language study while earning SSU credits toward graduation.

Prof. Elizabeth Duclos-Orsello was instrumental in making the initial connections with Mannheim's department of American Studies. SSU students can take American studies courses in Mannheim as well as a huge variety of humanities, social science, business, language and informational science courses, all of them taught in English, and pay no more than the regular Salem

State tuition. For language students interested in acquiring or expanding their German, this is a golden opportunity. Even rank beginners can start learning German in Germany, and those who have completed course work here can explore the many opportunities for building strong intermediate to advanced level skills and doing advanced work in German literature, culture and history. Students normally complete six credit courses over the space of a semester. Outstanding performance is credited with A grades on the transcript while lesser performances are not included in the GPA. Coursework completed in German language courses can count toward the World Language major. Students who have completed the GER 201/202 sequence at Salem State can earn a German minor with the completion of three upper-level courses in Mannheim.

Mannheim is the second largest city in the state of Baden-Württemberg in southwest Germany with a population of about 300,000. It is located between the Rhine and Neckar rivers in the town where the automobile was invented, close to vineyards and the famous university town of Heidelberg. It is roughly one hour away from the French border, making it a great jump-off point for exploring Europe. The university itself is centrally located in downtown Mannheim, housed in a massive Baroque palace.

Universität Mannheim has adjusted its academic year to accommodate Salem State students and make it possible to spend one semester abroad and get back to Salem in time for the next semester. Whereas German students usually start their classes in October, courses for Salem State students will run from the end of August to January and end of February to June. Students who spend the entire year have far more opportunity to explore the curricular offerings, get to know German students and build their proficiency in German, not to mention traveling around the area. Students can also take a four-week summer

program in Mannheim in the month of August. Financial aid for Salem State can be used for this program with the approval of the financial aid office, and the cost of the entire program in Mannheim is significantly less than other study abroad programs.

Anyone who is interested in the study abroad program in Mannheim for 2015 or beyond should contact the Center for International Education as soon as possible, and no later than

the semester before traveling aboard. Students with specific questions about Universität Mannheim can contact the program coordinator there, Ana-Sofie Commichau, at a.commichau@phil.uni-mannheim.de. For a one-on-one conversation SSU students can contact Dr. Donald Ross in the Center for International Education, Prof. Elizabeth Duclos-Orsello in American Studies or study abroad coordinator Prof. Fatima Serra in the World Languages and Cultures department. □

NEW ENGLAND'S CULTURAL CENTER FOR THINGS GERMAN: GOETHE-INSTITUT BOSTON

By J. Douglas Guy, WLC



The greater Boston area is lucky to have the German Cultural Center for New England right smack dab in its midst. Located not far from the French Cultural Center, *Alliance Française* in the heart of Back Bay, *Goethe-Institut Boston* is about a two-block walk from the Public Gardens at 160 Beacon Street. Part of an international chain of culture and language institutes sponsored by the German government, *Goethe-Institut Boston* supports students and teachers of German with a broad range of cultural and instructional activities. The institute runs film series showing recent movies as well as historic films, some shown on premises and others at the Coolidge Corner Theater on Sunday mornings. Premieres of adventurous contemporary theater

works are regularly performed in house. Lectures and readings by German authors are frequent, as are concerts featuring the latest in electronica from central Europe or classical music, performed in the institute's magnificent parlor facing Beacon Street. There are weekly book discussion groups, philosophy discussion groups and special courses on everything from poetry in music to contemporary film, broadcasts of major soccer matches and an annual Christmas party. People who are interested in finding others interested in things German attend the monthly Wein-Bar, which offers unlimited wine and munchies for a cover fee (if you're legal) and conversation in German or English in the downstairs rooms or on the veranda overlooking the Charles River. The *Institut* publishes a bi-weekly newsletter that includes all the upcoming events and notifications of jobs where people can use their skill in German. To get on the mailing list, write to: info@boston.goethe.org. □

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WISE LATINAS: WRITERS ON HIGHER EDUCATION

Dr. Michele C. Dávila, WLC



Jennifer de León

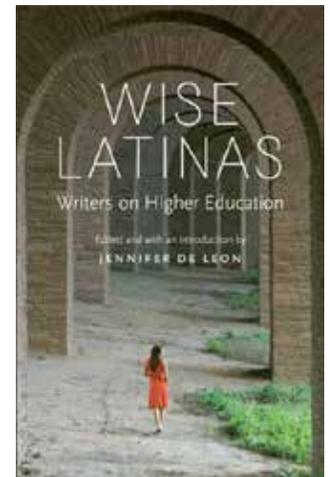
On Thursday, November 6 writer Jennifer de León, whose parents are from Guatemala, came to Salem State to participate in two activities sponsored by the Creative Writing section of the English department and the Diversity and Multicultural Office through myself as the Faculty Fellow. At 4 pm, in a room full of students de León talked about how her anthology *Wise Latinas: Writers on Higher Education* (2014) had to wait ten years before she could find a publisher due to the seemingly "strange" concept of this book about Latinos (moreover, Latinas!) narrating their experiences while studying in the United States. Some publishers just told her "But Latinos don't read!", as an excuse to pass up the opportunity to publish it. The University of Nebraska Press was the courageous one that accepted the project that right now is in its third edition.

This text is a testimony about the realities of 22 women writers and scholars and what they went through to achieve the goal of an education in this country. Among the writers represented are Sandra Cisneros, Julia Alvarez, Ruth Behar, Lorraine M. López, Jennine Capó Crucet, Ingrid Rojas Contreras, and Joy Castro. The stories are honest, inspiring, funny, sad, moving, courageous,

defiant, triumphal, and uplifting. They showcase the perseverance of a variety of Latina women who just wanted to be educated and consequently advocate through their example and their writing. Many of them had the good fortune of having mothers who pushed them incessantly; others didn't have that familial support, instead receiving questions such as "You went to college and couldn't find a husband?!".

After her talk I felt extremely proud of our department's students –many of whom are Latinos- because they asked her great questions. De León felt the solidarity and warm feelings of an audience that knew what she was talking about because it had experienced (or is experiencing) what she and others went through to try to advance in a society through hard work and persistence.

"Wise Latinas," a term that comes from Judge Sonia Sotomayor's discourses that was heavily criticized during her nomination for the Supreme Court, is a growing inspiration for many Latin@s in the United States to strive to improve themselves. Jennifer de León is helping disseminate this notion among minority students giving them role models to look up to and make us feel proud of what we can accomplish. It is an enlightening read that I truly recommend. □



ARGENTINE AUTHOR VISITS GRADUATE LITERATURE COURSE

By Kenneth Reeds, WLC



To talk of Latin American literature often means to discuss well-known twentieth-century names: García Márquez, Borges, Vargas Llosa, Neruda, Allende, Paz, etc. Many students have already read these authors or are, at least, familiar with one or two of their texts. This tends to be the case in regard to much of the twentieth century; a period when Latin American literature solidified into an important presence in the international literary dialogue. Nineteenth-century Latin American authors do not enjoy nearly the renown of their twentieth-century successors.

This lack of fame makes nineteenth-century literature from Latin American difficult to teach, but fortunately this semester our graduate-level course was visited by Dr. Gloria Casañas. Dr. Casañas is a lawyer and university professor in Buenos Aires. She is also a novelist who has set romantic fiction in historical Argentina. This ability to make the past matter to twenty-first century sensibilities has earned her success. It also helped our students to move names like Domingo Faustino Sarmiento from simply a Wikipedia biographical entry to something that was human and therefore more meaningful. Dr. Casañas's latest

novel is *La maestra de la laguna* which deals with the very real women who travelled from the United States to then President Sarmiento's Argentina to spread normal schools. These schools in turn produced teachers—many of which were also women—who then transformed the education and, therefore, the cultural landscape of a country. Dr. Casañas's visit was particularly poignant because she attended a course that forms part of our MAT in Spanish. In other words, the students she spoke with were all professional teachers who not only benefitted from learning about literature, but also the novelization of foundational educational figures such as Sarmiento, Horace Mann, and the teachers who worked with them.

Dr. Casañas's visit crossed the parallel lines of culture and pedagogy which form the delineations of our graduate program. It was made possible thanks to her work as a visiting scholar at Framingham State University where she continues to develop research on Sarmiento and the normal schools. Interestingly, the building she visited—Salem State University's Sullivan Building—was originally a normal school and is next door to a school named after Horace Mann. It is nice to think that Sarmiento's reputation as the "Schoolmaster of America" echoed with renewed energy in an old building during a new century. □

REAL WORLD, REAL OPPORTUNITIES FOR SPANISH-LANGUAGE INTERNS

By Kristine Doll, WLC

Katherine Palencia leans over and whispers, "They'll be bringing in the jury next." We rise to attention as the twelve jurors and two alternates file past us to take their seats. As the judge addresses them, I notice that the defendant has several people at the defense table, including someone who is speaking in a low voice just seconds after the judge. His speech is so quick as to be an echo of the judge, only the language is not English but Turkish.

Katherine and I are at the Chelsea District Court, where she is interning as an interpreter/translator in Spanish and English as part of her SPN385 Community Placements course. Community Placements interns work four hours per week for the entire semester in a placement of their choice from among the many with which the WLC department collaborates. As many interns before, Katherine has been offered employment after graduation as a result of her placement. In Katherine's case, she will be working with a lawyer whom she met at the District Court in her capacity as an SPN385 intern. As Katherine notes, "As I pursue my goal to go to law school, I'm working alongside an attorney because of the SPN385 Community Placements course. Every time I work, I practice a high-level of legal Spanish that was learned through my

internship at the Chelsea District Court where I worked alongside certified court interpreters to practice Spanish. During the semester break, as I interpret for clients, I plan on becoming trained to become a legal assistant, learning the steps on legal research. If it weren't for SPN385, I wouldn't have gotten my foot in the door."

Evangelia Ventouris and Jennifer Smith are busy working on an emergency phrase book in Spanish and English for the firefighters of Salem. Stationed at the main firehouse on New Derby Street, both students have direct contact with the firefighters as they work together to determine the key phrases necessary in emergency and medical situations. The goal is to have a phrase book in every fire truck in the City as well as on every truck's iPad.

Meanwhile at Leap for Education, Genesis Pérez is helping a Salem middle school student write a poem in both English and Spanish. Their session together is a seamless flow of languages and cultures, a bilingual bicultural cooperation that is the hallmark of SPN385 and the agencies with which we collaborate.

As a service-learning course, SPN385 incorporates thoughtfully organized service and structured reflection that are tied directly to academic objectives. The

experience gives students the opportunity to use skills learned in the classroom in a "real world" environment. For students of a foreign language, practicing language skills with and for native speakers enhances their communication skills, improves vocabulary, and exposes them to the idiomatic use of a language in ways that can never be duplicated in a classroom. Working with members of the Spanish-speaking community also immerses students in a rich and vibrant culture, allowing them to gain an appreciation of Hispanic cultures and the experience of immigrants from a broad range of ethnic, cultural and economic backgrounds.

If these real world experiences sound interesting to you and if you would like to develop your language and cultural appreciation through meaningful collaborations with community agencies, enroll in SPN385 Community Placements. We offer the course every Fall. □



Constance Marina, Ph.D., Staff Interpreter II, OCIS and Katherine Palencia, intern, SPN385, at Chelsea District Court

ORIGINAL JARCHAS

By Kristine Doll, WLC

Jarchas (kharjas) are brief poetic jewels dating as far back as the 9th century. They are the first poems written in Romance and appeared as the final verses of longer poems written in Arabic or Hebrew.

Jarchas are characterized by notes of desire, longing and sensuality. Written by men in the voices of women who long for the return of their beloved ones, *jarchas* are poignant glimpses into the emotional realm of men and women in early Spain.

Here are just a few selections of original *jarchas* written by students of this semester's undergraduate (SPN401) class in Spanish literature.

Mio sido habibi,
mi cuerpo anhela la calidez de tu cuerpo
y tu vocecita que incita emociones salvajes.
Desesperada, tengo que aguantar más
porque todavía tienes cinco meses más en Afganistan.
—Guillermo Morales

Las estrellas alumbran tu cara,
Tú eres mi alma
que alumbró mi camino.
Tu eres mío síd
— Genesis Perez

Baldeo
Os pinto la escenita:
Agua que nadie bebe
Corazón de arenita
Y mis sueños de fiebre
— Rachel Schmied

Todo lo que veo son nubes,
nubes de azafrán ante mis ojos
y sin poder verte, mi habib.
— Alicia Vizuet



On Wednesday, November 12, between 5 and 6 pm, at the Language Resource Center (Language Lab) in Sullivan 117, the Italian Club welcomed members to the first “Notte di Poesia/Poetry Night.” Participants in the soirée were encouraged to bring examples of Italian poetry to the event. Members presented their original poems or a translated copy to the group followed by open discussion. Keep on the lookout for future events sponsored by the Italian Club, we look forward to seeing you there! □

NEW TEACHING ASSISTANTSHIPS PROGRAM IN PIEDMONT, ITALY

By Anna Rocca, WLC



At the signing of the Memorandum of Understanding with the Italian Government. From left to right: World Languages and Cultures Chair Michele Dávila, University President Patricia Meservey, Interim Provost Amie Marks Goodwin, Professor Anna Rocca, Director of the Education Office at the Consulate General of Italy is Domenico Savio-Tecker, and student Ryan Walsh.

When Professor Domenico Savio-Teker contacted me in July 2014, little did I suspect the great news that I was about to receive. Sent to two additional professors of Italian, one at Harvard University and the other at Northeast University, the email asked me if Salem State would be interested in continuing its collaboration with the Italian Government regarding the assistantship program, this time in the region of Piedmont.

The first agreement between the Italian Government, the Lombardy region, and SSU was signed in 2009. At that time, the Director of the Educational Office at the Consulate General of Italy, Dr. Carlo Cipollone, granted one assistantship to

SSU students of Italian in the region of Lombardy. In his last month of activity, Dr. Cipollone initiated a new relationship with the Piedmont region too, but had no time to carry out the project. Three years passed, but then last summer, as a symbol of trust in our university and our students, the new Director of the Educational Office, Dr. Savio-Teker, in the name of the Italian government, offered SSU two, not one, guaranteed yearly fellowships to teach English and study Italian in Piedmont.

The program provides at least 25 hours per week of training in the “Network” schools, of which 12 hours are as English language assistants, always in the presence of the Italian teacher of English, and 13 hours of study and self-training, project-related activities, conversations with the students, excursions, office hours, and meetings with an assigned tutor. Each school autonomously decides upon the type of accommodation and assigns to each selected student an academic mentor. The program is open to:

- undergraduate students in their senior year or recent graduates (within the past 18 months);
- students with a major or minor in Italian.
- Starting January 2015, the agreement allows SSU students of Italian to:
- Teach English and study Italian in 12 institutes (middle and high schools)

in the cities of:
Turin, Novara,
Alessandria, Biella
and Vercelli;

- Stay from four months to one year in Italy;
- Receive a monthly study grant of net 700 (about \$900) that will provide for lodging and food;
- Take courses at the local university.

Our first SSU student to leave on January 2015 is Ryan Walsh. Majoring in World Languages and Cultures with a concentration on Italian, Ryan decided to stay in Italy for one whole year. He has already been assigned a school in the Alps, on the border between France and Italy, called: *Istituto di Istruzione Superiore Statale 'Luigi Des Ambrois'* in Oulx, in the province of Turin.

To enroll in the program, plan ahead of time! For the Piedmont region, students leaving in September should apply in February/March of the same year. Students leaving in January should apply in August/September of the previous year. For the Lombardy region, students leaving on both September and January should apply on February/March of the previous year. For information, please contact Professor Anna Rocca at: arocca@salemstate.edu. □



FIRST ITALIAN FELLOW DEPARTS

By Ryan Walsh, Senior at SSU, majoring in WLC - Italian

In 2009 at the age of 16, teary eyed and unaware of what adventures were in store, I kissed my mother and father goodbye and boarded a flight heading to Naples, Italy. My year as a Rotary Youth Exchange student was one of the most difficult yet rewarding life experiences I have been fortunate enough to undergo. Upon arrival, I spoke two words in Italian; "ciao" for hello, and "ciao" for goodbye. I woke up and went to sleep surrounded by a language I had never studied previously.

Flash-forward to today, and I am now five years deep into my passionate exploration of the Italian language and culture. I have translated, tutored, and researched for years in formal learning and professional environments. I am always humbled about how much I don't know, yet at the same time amazed at how far my skills have come in such a short period.

In January of 2015 my studies will be tested and I will once again board a flight, this time to the town of Oulx in Piedmont,

Italy. I have been fortunate enough to be the first student to take advantage of the new fellowship agreement between the Italian Consulate in Boston and SSU. I will aid and assist current middle and high-school level English teachers in an all-Italian high school. Students in this program are required to form lesson plans and help students and faculty in their exploration of ESL (English as a Second Language). I want to thank Dr. Anna Rocca and the World Languages and Cultures department for opening this door of opportunity. I am honored to represent Salem State University and I am ready to be challenged again in order to help others gain new life experiences through their linguistic studies.

If anyone has any thoughts or hesitations about going abroad, moving away, or taking an opportunity like this; I implore you to forget all of that and go for it. Hunt down your passions and take it all in. You will learn more about yourself and be humbled by the world. I am looking forward to sharing my experiences with Salem State so that future students may have the same opportunities to see their world in a new light. □

ZARAH MAGAZINE VISITS ARABIC PROGRAM

On October 29, Rachid Moukhabir and Bill Jackson of Zarah Magazine visited the SSU campus to learn about our Arabic Program and to teach SSU students in Prof. Abdelkrim Mouhib's ARA 101 and ARA 201 about Arabic culture and Arab Americans in the Boston area. Zarah Magazine, which calls itself "The Voice of the Arab American Community," publishes a monthly bilingual magazine (Arabic/English), a blog, and a video channel on YouTube. Students learned about the magazine's efforts to inspire those in the Arab community in the Boston area to fully engage in American culture, and to build bridges between the Arab and American communities.

Look for a video segment and an article on the growth of the SSU Arabic Program in the November issue of *Zarah Magazine* at <http://www.zarahmagazine.com>. □



SSU AT MAFLA

By Nicole Sherf, WLC



Amy Mihailidis, Nicole Sherf and Vilma Bibeau at the Advocacy Booth of the MaFLA Conference

Salem State's World Languages and Cultures department was well represented at the Annual Conference of the Massachusetts Foreign Language Association (MaFLA) in Sturbridge, MA, between October 23 and 25. It is a three-day conference that provides research and practical information for

K-16 foreign language teachers in the state. Approximately 900 teachers of all languages and levels attended and were provided a schedule of sessions and workshops related to foreign language teaching, technology and assessment. Attendance was a course requirement for the undergraduate and graduate Methods courses who are building a foundation of strong professional engagement.

A group of our Master of Arts in Teaching Spanish students participated more actively in the conference by presenting or volunteering. Amy Mihailidis and Vilma Bibeau served as Advocacy Interns. As such, they manned the Advocacy Booth in the Exhibit Hall promoting foreign language teaching and programming in the state. They encouraged attendees to participate in a variety of advocacy activities including contacting legislators about supporting foreign languages in the federal budget. They also distributed a variety of brochures and informational pamphlets included the explanation of the new Teacher of the Year award sponsored by MaFLA. Also featured was a brochure with great information to better inform non-foreign language administrators on the special needs of foreign language programming. Check out the materials at www.mafla.org under Advocacy, select "Promote your Program."

A variety of our MAT students presented on topics developed in their coursework in their program at Salem State. Vilma

Bibeau who teaches at North Andover High School, presented a session for the Italian Strand of the Conference entitled "How to Find and Use Authentic Italian Resources." Along that same theme, Jessica Massinari Sapp of Swampscott Middle School presented "Picture This: Using Digital Images and Storytelling to Increase Proficiency." Laurie Smith (Reading Memorial High School) and Wendy Cahill (Concord-Carlisle High School) engaged participants with an overview of activities to get kids talking. Smith presented "Teaching Out-of-the-Box" and Cahill's title was "Proyectos en la sala de clase con la tecnología." The students in Dr. Sherf's Action Research class presented their research developed as a result of the projects that they created and conducted with their students over the last academic year. Leanne Briand (Medford High School), Laura Fox (Reading Middle School), Carolyn Giannini (Georgetown High School) and Jacqueline Mokaba (Methuen High School) presented "Research-Proven Ideas to Energize Student Writing."

Former student Jeanne O'Hearne is now on the Board of MaFLA while 2009 MAT graduate Jessica Clifford is on the Executive Board preparing to Chair the 2015 Annual Conference and

serve as the 2016 MaFLA President. Her Conference theme was announced at the Awards and Business Luncheon: "Climbing the Proficiency Ladder: Many Languages, One Goal." I hope that SSU will show up en masse to support her in her conference for which planning began over a year ago. The proposal form will be up on the MaFLA site in about a month so start thinking now about a fun topic to present. Better yet, collaborate with an MAT colleague and present on a shared topic of interest. In addition, at the start of the year, those K-12 teachers in the MAT program will also want to have their students participate in the essay, poster and video contests that revolve around the conference theme. It is a great advocacy action for the program to have students be recognized for their hard work and a fun activity to boot! Find more information in January on the MaFLA website at www.mafla.org under Contests.

Professional engagement is important in any career, but especially so in foreign language teaching. We are lucky to be in a state with an active foreign language association that provides for a variety of opportunities over the year in which to actively participate. We hope to see you at MaFLA in 2015! □

A TOUR THROUGH FLORENCE, ITALY

By Adan Rodriguez, student of Italian

The city of Florence in Italy, historically rich and filled with people from all over the world, finds a special place in my heart. I studied there for a semester in the spring of 2014 and I will call it a home from now on.

The city itself is situated at the heart of Tuscany, surrounded by the hills of Caregi, Fiesole, Settignano, Arcetri, Poggio Imperiale, Bellosguardo, and situated on both sides of the river Arno. It is 'geometrically' laid out, which makes it very walkable even though the city is quite large. At the heart of Florence there is the cathedral overlooking the city to the West. All streets connect with one another and once you find the cathedral you know where to go next. South of the *Piazza del Duomo* you find museums and restaurants everywhere, more so as you get close to the riverside where the *Palazzo Vecchio* and the *Uffizi* are located.

One of my favorite places is south of the river where *Palazzo Pitti* resides. I only took the bus once to reach a far-off museum which was *L'Accademia della Crusca* the birthplace of the Italian language. The bridges down by the river Arno are all new except *Ponte Vecchio*, which translates as Old Bridge. This is because Hitler ordered those bridges to be destroyed to make Florence unreachable and to have only one way to get in. He chose *Ponte Vecchio* for this purpose because of its high artistic value.

The historical monuments of Florence

are all Roman style. The buildings themselves are all pastel reddish colored. You do not see brightly colored houses in Florence. The colors range from dark gray to white and from yellow to red.

One of the museums is the *Galleria dell'Accademia* where works from Michelangelo including the *David* are on display. Florence is "one of the best preserved Renaissance centers of art and architecture in the world," according to Wikipedia and I bear witness to this claim.

The *Uffizi* is another museum which holds Florentine and international art. It is right next to *Palazzo Vecchio* and at the end of it is the small road that leads to *Ponte Vecchio*, which is lined with artists and small artisan shops.

Other important structures that are also museums in and of themselves are the churches throughout Florence. The cathedral is called *Santa Maria del Fiore* and the baptistery, *San Giovanni*, is right in front of it, which was decorated by different artists. Another church in Florence is the *Basilica Santa Maria Novella*, which is in front of the station of the same name, which has work done by Filippino Lippi, Paolo Uccello, and many others. The *Basilica di Santa Croce* is a beautiful church, with frescoes on every wall. It is the burial place for Michelangelo, Galileo, Machiavelli, Foscolo, Marconi, and many others.



Other than historic palaces and churches there are also amazing theatres, some converted into movie theaters, in Florence! One of the oldest movie theaters in the city is *Cinema Odeon*, built in the 1920's right next to *Palazzo Strozzi*. They don't play many movies, just select films since it's a single-room theater, but the place is astonishing and a work of art in itself. It is still used as a theater for what it was meant for originally, but cinema is one of the favorite pastimes in Italy. Other theaters around Florence is *Teatro Comunale* where it was originally an open-air amphitheater, and the opera house *Teatro della Pergola*.

I have learned so much in this city and I cannot wait to return there. In addition to Florence, I also had the opportunity of visiting Pisa, Volterra, Roma and Siena. What can I say, other than that it was the experience of a lifetime and that I would strongly recommend it to anyone. □

WHY LEARN GERMAN?

By J. Douglas Guy, WLC

German has returned to the offerings of the Salem State University World Language Department over the last couple of years. Students with no knowledge of the language can take the beginning German sequence, GER 101 and 102, and continue with intermediate German the following year, GER 201 and 202, taught by instructors Spencer Wolf and J. Douglas Guy. With the advent of the new exchange program at Universität Mannheim, Salem State students can now build their skills in language programs at this German university for a summer, a semester or a year abroad while earning SSU credits.

German is the most spoken language in the European Union in terms of native speakers. 23% of all citizens of the EU speak German as their native language---more than English, French or Italian. German is the primary language of Germany, Austria, Switzerland and Liechtenstein, but it is also spoken in many other areas of central Europe, including eastern France, northern Italy, Luxembourg, eastern Belgium, and pockets of Russia, Romania, Poland and Czech Republic. With Germany being a major political and economic leader of the European Union, with the lowest unemployment rate on the continent, lots of young people have strong motivation for acquiring professional-level skills in German. ▣

LEARNING CULTURE: RESPONDING TO DIFFERENCE

By Abdelkrim Mouhib, WLC

"Your English is great!" is the kind of thing that learners of English frequently hear from friends and colleagues. Despite the appreciation I feel when I hear such things myself, as a language learner that I am, I must admit that such laudatory remarks also bother me a bit. The word "English" used in this compliment means nothing more than its phonology, morphology and syntax. But where is the culture? In my mind, language, be it English, Arabic, French, or even Tamazight, and culture are closely intertwined. I do not see learning a foreign language uniquely as a way of conducting business with the speakers of that language. I feel that it is also a way of looking at the world. Most of my friends and students know about my advanced English language level; however, few of them are aware of my high level of "cultural competence".

According to Milton J. Bennett's developmental model of Intercultural Sensitivity, which aims at making learners citizens of the world, I am in

the advanced level when it comes to English. This model refers to a process of culture learning that results in learners shifting from ethnocentrism to ethno-relativity, or from seeing one's own culture as the center of the universe to seeing that there are many views of the universe. According to this model, there are six sequential stages, three that are considered ethnocentric and three that are considered ethno-relative. They range from denial where one is isolated and separated from other cultures to integrated where empathy and pluralism have led to a constructive relationship with another culture.

Each of these stages is represented by a particular learner's attitude or outlook toward cultural differences, as the diagram illustrates. In order to move from ethnocentrism to the beginning stages of ethno-relativity, Bennett argues that learners need to make a "paradigmatic shift" where the outcome goes beyond adaptation to a specific culture and which involves learners' development

of an ethno-relative outlook on cultures and self. I strongly believe that I am in the integration stage where learners are considered advanced in intercultural sensitivity as they gain a "constructive marginal" identity which enables them to evaluate cultural behaviors, events, or perceptions in a relativistic manner that relies on context.

Bennett, as well as others, confirms that one does not need to be advanced in the target language in order to become advanced in intercultural sensitivity. Here at Salem State University, thanks to the high importance professors at the department of World Languages and Cultures give to cultural studies, most of our students, regardless of their target language level, have already shown their positive responses to cultural differences. Have you ever said, "It depends on the culture" when asked to reflect on any cultural practice or perception? If so, you have already boarded the ship towards citizenship of the world. Keep up the good work as the world is in need of you. ▣

WAR: WHAT IS IT GOOD FOR?

Kenneth Reeds, WLC

This summer the fence surrounding Paris's Jardin du Luxembourg was decorated with large photographs. They included images of rusted artillery shells mingled with perky grass, craters taking the role of soft ponds, consumed tanks meshed with countryside, and simply dramatic settings where war was once waged. It was at once a testament to man's immediate impact on nature and nature's ability to cure with time. It is possible to say that the scarred landscapes questioned the sensibility of the loss and ruin. Called *Terres de Paix*, Michael St. Maur Sheil's exhibit is just one of the many ways the hundredth anniversary of World War I's start is being commemorated. In a poignant juxtaposition, the nearby newsstand on the Boulevard Saint-Michel sold headlines all summer that reminded readers of the ever-present realities that have converted a sentence into a cliché: "Those who cannot remember the past are condemned to repeat it". George

Santayana's words are perhaps memorable because they were informed by the fact that his life (1863-1952) did not just witness the "Great War," but also spanned some of history's worst violence and most proficient destruction.



The many inscriptions that adorn the capital's walls remind people that Paris, of course, suffered the twentieth century's wars. However, the damage was not nearly as extreme as that which occurred in other European municipalities. Despite World War I's Battle of the Marne taking place so nearby that residents could hear the fighting, German defeat spared the storied buildings and bridges the scars that so many of her citizens

suffered. In World War II the French government abandoned Paris before the Nazi invasion, meaning that it was secured without battle. As the allies advanced, occupying General Dietrich von Choltitz protected it again by famously disobeying Hitler's order to leave the city in "complete debris". This act led to the *New York Times* remembering Choltitz on his death in 1966 as the "savior of Paris". Yet this heroic gesture should be contrasted by the fact that the same general was recorded on tape implicating himself in the murder of 36,000 Jews (his own estimation) in Sebastopol.

It is possible to sense tension between the thanks that one feels towards Choltitz for saving Paris and the horror produced by his crimes. Such contradiction is quite human and the humanity in his lack of action in regard to Paris is beautiful while his responsibility for genocide is almost inhuman. Yet, Choltitz was indeed human and there is no doubt that he was one of many who played an important—and very human—role that made the Nazi crimes possible. In the same recordings, he himself recognized this fact:

"We all share the guilt. We went along with everything, and we half-took the Nazis seriously instead of saying 'to hell with you

and your stupid nonsense'. I misled my soldiers into believing this rubbish. I feel utterly ashamed of myself. Perhaps we bear even more guilt than these uneducated animals."

The frankness of Choltitz's words is refreshing, particularly in the face of any defense that he was simply a soldier who followed orders. It is possible to quote this opinion thanks to the fact that Choltitz was imprisoned in Trent Park in north London. It was there that numerous unaware Nazi officers were held in a microphone-infested environment that enabled the allies to listen to many of their conversations. Choltitz's words and those of others who were involved in many of the war's most important moments are available in the book *Tapping Hitler's Generals*. It is a remarkable text in many ways, perhaps most because of the fact that in reading the book you are reminded that the people who were responsible for Europe's darkest moment were not inhuman monsters, but very real and very human. It is that humanity which frightens me the most, particularly when taken in the context of another of George Santayana's clichéd quotes: "Only the dead have seen the end of war". □

ENGLISH MOVE AND SPANISH MOVER: AN ANALYSIS OF ENGLISH-SPANISH COGNATES BASED ON THE LATIN ROOTS MOV AND MOT

Jon Aske, WLC

The following is a (short) chapter from a book which is still a work in progress and which has as its working title Everything You Ever Wanted—and Needed—to Know about the Spanish-English Cognate Vocabulary: An Introduction to Spanish & English Linguistics. Another possible title is Spanish linguistics for non-linguists. Dr. Aske has been working on this book for a year now, mostly during his spring 2014 sabbatical. This book is an introduction to Spanish linguistics that uses Spanish-English cognates as its entry point. By analyzing cognates learners can improve not only their Spanish (and English) vocabularies, but also learn about their history, their structure, their sounds and their meanings, and how all of them have changed through the ages, among many other things. The book is almost 1,000 pages, but its different parts can, in many cases, be read independently, especially Part II, which deals with stories of words such as the one presented here. Phonetic symbols are used to represent sounds faithfully, since our alphabet does not do a great job in that regard. Do not be intimidated by them. Read past them if they bother you.



The world is in motion, more so now, in the 21st century, than ever before. Everything and everybody is moving around, going places. And when we're not moving we're connecting to others through our mobile devices while we're on the move, communicating through text, audio, and video which move at the speed of light.

As you may have guessed, the words *move*, *motion*, and *mobile*, and many more, are all related and they go back at least 6,000 years to the Proto-Indo-European verbal root **meue-* 'to move'.

The English verb *to move* /'mʊv/, past tense and past participle *moved* /'mʊvd/, is a descendant of Middle English *moven*, also spelled *moeven* and *meven*. Common as this word is in English, it is not a native word. It is a 13th century loanword from Old French or, more precisely, from Anglo-Norman *mover* or *moveir*, which goes back to Old French *mouvoir* or *moveir*. All of them have the same meaning, namely 'to move'. The Modern French reflex of this verb is *mouvoir*, pronounced /mu.'vʷɑ̃ʁ/. English *move*, French *mouvoir*, and Spanish *mover* /mo.'ber/, also meaning 'to move', are historical cognates that descend from Latin *movēre* (moveō, movēre, mōvī, mōtum) also meaning 'to move' (plus a few other derived senses). In French and Spanish these reflexes are patrimonial words, whereas in English it is a loanword. Latin *movēre* goes back to Proto-Indo-European **meue-*, also meaning 'to move, push away'. Latin *movēre* is a patrimonial cognate of Lithuanian *mauti* 'to push on, rush' and Sanskrit *mīvati*

'pushes, presses, moves', among others.

The cognates Sp. *mover* ~ Eng. *move* are typically equivalent, since they share a core meaning, but English *move* has several derived senses that are not present in Spanish *mover*. First of all, we should say that Spanish *mover* is always transitive, as in Sp. *Juan movió la mesa* ~ Eng. *Juan moved the table* or Sp. *No muevas mis cosas* ~ Eng. *Don't move my stuff*. To use *mover* intransitively it must be conjugated reflexively, as in Sp. *El perro se movió, pero yo no me moví* ~ Eng. *The dog moved, but I didn't move*. English *move* is primarily a transitive verb, but it can be used intransitively without any modification.

There are, however, derived senses of Eng. *move* that Sp. *mover* does not share, such as the sense of intransitive *move* which is equivalent to 'changing residences', as in Eng. *Juan moved to Buenos Aires*. Spanish cannot use *moverse* that way. For this sense Spanish uses the reflexive verb *mudarse*, as in *Juan se mudó a Buenos Aires*. Spanish *mudarse* is the reflexive (intransitive) form of the transitive verb *mudar* 'to change, alter, etc.'. This verb is a patrimonial word coming from Lat. *mūtāre* (the *t > d* sound change gives away the fact that this is a native, patrimonial (non-borrowed) word in Spanish, since that sound change is typical of orally transmitted words from Latin to Old Spanish. English borrowed the Latin verb *mūtāre* in the 18th century from Latin as *mutate* (English borrowed it from the past participle form *mutatus*, hence the different ending).

To read the full chapter please head to: <http://wp.me/ppu4V-Bb> □

WHAT IS SO GREAT ABOUT OVIEDO?

By Fátima Serra, WLC

Nestled in the northwest of Spain, between the *Picos de Europa* mountains and the Cantabrian Sea in the region of Asturias, it is out of the typical tourist paths in Spain. Because they are not overwhelmed by a heavy influx of foreigners, locals and are very welcoming.

Life is good in Oviedo! In a recent study on Quality of Life in European cities conducted by Urban Audit, among Spanish cities Oviedo came first together with Málaga in southern Spain. Neither Barcelona, nor Madrid were the chosen preferred places to live. *Ovetenses*, as the people from Oviedo are called, are proud of their open spaces, public transportation, schools, sports facilities and the safety of their city.

Students studying in Oviedo attend classes from 9:30am to 2pm, and then they have the famous Spanish three-course meal plus siesta with their host family. After this daily ritual they are free to participate in University activities or roam around the city exploring everything it has to offer: parks, theatres, cinemas, malls, boutiques, beautiful architecture and... *sidrerías*. Sidrerías are casual restaurants where people of all ages gather to share a tapa to eat and a bottle of hard cider, the typical drink of the region. Fresh seafood from the Cantabrian Sea is also among the favorites.

Most Spanish university students live with their parents in condos and attend the local university. Because there is not

a lot of space to entertain at home, the plazas, the *sidrerías*, and the streets of Oviedo are packed with friendly Spanish students—more than 30,000 at the University of Oviedo—happy to hang out and show our students around.

Even though there are 200,000 people living in Oviedo, the city center is very compact. Most people prefer to get around by walking in Oviedo, and large portions of the city are pedestrian only. When in need of a bus, a superb public transportation system takes you to your destination. Buses leave every five minutes for the neighboring city of Gijón, 25 minutes away, which has a fantastic beach and the best free summer concerts in the region.

Doesn't all this make you wonder why you're still here? You can walk to your class in the morning chat with students from Italy and Oregon during the break and make some plans for the evening. You can tell your host mother about the new friends you met today over *comida* and then watch Spanish news with her. In the afternoon you can check out the summer sales at the Calle Uría, meet your friends for tapas at the sidrería, talk to the Spaniards you meet along the way who are celebrating the end of their exams. They will probably be discussing how to make it to *El Carmin*, the festival in the neighboring town. Take notes about which bus to take and along you go! Don't get home too late because tomorrow, Saturday you have an excursion with the rest of the group. □

