“EVERYONE SHOULD LEARN A SECOND LANGUAGE”
A CONVERSATION WITH K. BREWER DORAN,
DEAN OF THE BERTOLON SCHOOL OF BUSINESS

By Elizabeth Blood, foreign languages

K. Brewer Doran, Dean of the Bertolon School of Business and well-known specialist in global and cross-cultural marketing and decision-making, knows first-hand the importance of understanding different cultures and learning languages. Fluent in English and French, Dean Doran is also conversant in German and Swahili, and knows some Spanish and Chinese. During her undergraduate and graduate studies, Dean Doran studied and lived in Kenya, Germany, Canada, and China. She was also awarded a Fulbright Fellowship to live in Uganda. During her career in the private sector and her many business-related academic research projects, she has traveled to over 80 countries on all seven continents and to all 50 U.S. states. Dean Doran has, quite literally, been around the world.

When asked whether today’s students should be encouraged to study different languages and cultures, Dean Doran emphatically responded “I think everyone should learn a second language. While it’s not necessary in today’s business world, not being able to speak another language puts us, as Americans, at a disadvantage. The process of learning another language also helps us to learn about other cultures.” Dean Doran acknowledges that, in our rapidly changing global economy, it is difficult to predict which languages students may need in the future, but argues nonetheless for language study. Learning a second or third language, no matter which one students choose, starts to open the doors to the multilingual world in which we live. “Obviously, you can’t learn all the languages you will encounter, but you can get much better at being observant and figuring out local culture,” says Doran, “In addition, I always try to learn basic vocabulary in the language of the countries I’m visiting, as a sign of respect. Especially with less widely spoken languages, native speakers don’t expect you to be fluent, but learning a few words and being conversant in their customs goes a very long way.”

Students in all fields, but particularly those who plan to work in the global economy or in our own multilingual country, should consider making the study of languages and cultures an integral part of their undergraduate and graduate studies. Doran affirms, “I firmly believe that cultural sensitivity and a keenly observant eye are the most important characteristics of successful global managers. At first, learning other languages and cultures is very intimidating, but with experience, it becomes easier.”

A HISPANOPHILE EXPLORES PARIS

By Laurie Meagher, Spanish instructor

I cannot tell a lie. I did not want to go to Paris. The trip was planned as a birthday gift for my partner. Why did I not have any burning desire to see Paris? Although I speak un peu de français and have had my spin with Camus, Beauvoir and the salons of Gertrude Stein, my heart belongs to Spain. I do not enjoy big cities either. I was not interested in seeing a sumptuously golden palace of a king and queen who let the common people “eat cake”, nor did I believe there could be anything remotely charming about a huge iron tower. I am not interested in haute couture nor pastries and creamy cheeses. Having experienced the
located there. I also spent hours reading and the student quarter because many colleges are at the bottom of the hill. The Latin Quarter is Mouffetard in the Latin Quarter had at least see the Notre Dame, the Louvre, L’Hospital onto the city of lights. From there one can sit to refresh and people-watch.

The Eiffel Tower was actually one of my favorite spots. I thought the illumination would seem tacky and too glitzy but it was actually quite magical standing at the top looking out onto the city of lights. From there one can see the Notre Dame, the Louvre, L’Hospital des Invalides and the myriad palaces. La Rue Mouffetard in the Latin Quarter had at least twenty restaurants with a wonderful market at the bottom of the hill. The Latin Quarter is the student quarter because many colleges are located there. I also spent hours reading and relaxing in the shadow of the Notre Dame on the Ile de la Cite. Also in the Latin Quarter is the Pantheon. It is very special because some of the world’s greatest thinkers are buried there: Rousseau, Voltaire, Hugo and Marie Curie, to mention just a few.

Another highlight for me was the Saint Chapelle, Marie Antoinette’s personal chapel. It has a variety of stained glass windows that take your breath away. The main level has a Moorish feel to it... that may explain why it was my favorite. I realize that the predominant architecture in Spain was built in the Middle Ages when Spain was an empire and the influence of the Moors had left its linguistic and architectural mark. Paris has less of the Aladdin magical fairy tale tone because it flourished in the Sun King’s 17th century and the 18th century of Enlightenment. The latter century fostered freedom and social improvement and was instrumental in helping the United States with its own freedom. The unity and good planning of the city show the reflection of the Reason that century was known for. A side trip five hours away to Mont St. Michel in Normandy was also special. Mont St. Michel, named after St. Michael, is an abbey which rises from the pinnacle of a rock surrounded by strong tides, quicksand and howling winds. It was built in 708 and is accessible only at low tide. This gigantic structure with many towers, belfries and labyrinthine passageways was truly enchanting.

The people were warm and friendly, especially the students who enjoyed practicing their English and who were very patient with the tourists’ French. The wine, of course, was wonderful and as it turns out, those creamy cheeses and pastries were divine!

So, faced with a choice of a free trip to Paris or Madrid, would I have a difficulty in choosing? Absolutely. Yet, choosing between Spain and France? A hispanophile, I remain.

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**Foreign languages welcomes two new faculty members: Spencer Wolf, who started teaching German in the fall semester and Congmin Zhao will be teaching Chinese, starting in the spring semester.**

The French, Spanish and Italian clubs have been active this semester hosting movie nights and excursions to restaurants. The Chinese program also offered a “Dumpling Workshop” which not only educated, but also fed a large number of people (salemstate.edu/academics/schools/23040.php). The clubs are looking for new members! Sign up for their mailing lists and/or Facebook pages here: http://goo.gl/B7695.

This fall, Dr. Blood and Dr. Duclos-Orsello (interdisciplinary studies) gave public walking tours of “Franco-American Salem,” which included locations in the Point, on Lower Lafayette Street and in the Central Business District. The tour explored the immigration of French-Canadians to Salem and the lasting impact this population has had on the cultural, social, political and economic development of the city of Salem from the late 19th century through the present day. The two professors are still working on an oral history project on Franco-Americans from Salem and will develop Franco-American Studies courses next year. You can see some of the materials they have developed here: http://irc.salemstate.edu/frenchsalem.

Ten faculty and six graduate students from foreign languages presented at the October 2011 meeting of the Massachusetts Foreign Language Association (MaFLA) and four undergraduate Spanish majors also attended the conference. The MaFLA conference is an annual three-day event where language teachers meet to network, share ideas, and learn about new trends in foreign language teaching. Faculty presented papers on Latin American cinema at the New England Council on Latin American Studies’ 2011 Annual Fall Conference at Dartmouth College and on advocating foreign language learning at the American Council on the Teaching of Foreign Languages in Denver, Colorado. For more information about the presentations, go here: salemstate.edu/academics/schools/19247.php.

A representative of the Education Office of the Spanish Embassy came to talk with the SSU community in November about opportunities to teach in Spain. Those who are interested in the chance to earn money and experience by teaching in either Spain or Italy should contact Dr. Serra. For more information, visit salemstate.edu/academics/schools/23077.php

Summer Study Abroad: Start planning your summer adventure now! Earn 6 credits for one month abroad in Costa Rica (Spanish), Oviedo (Spanish), Québec (French), or Tuscany (Italian)! Find out more about our department’s summer study abroad programs at salemstate.edu/languages.
Located there. I also spent hours reading and the student quarter because many colleges are twenty restaurants with a wonderful market Mouffetard in the Latin Quarter had at least onto the city of lights. From there one can seem tacky and too glitzy but it was actually favorite spots. I thought the illumination would be quite magical standing at the top looking out.Aside from these, the bridges across the Seine beckoned to be crossed, all of them each with its own special characteristic. Paris is a city for walking. The serene places to make me forget I was in a city. The Eiffel Tower was actually one of my more about our department’s summer study abroad programs at the University of Monument Mountain Regional High School, the Languages Connect the World and Chairs Connection Department. She gave a session Friday afternoon with a friend, Daniel Bouvier of Monument Mountain Regional High School, called Advocacy Tools for Developing and Maintaining an Elementary Foreign Language Program and a final session on Saturday morning with MaFLA Past President and Salem State Lecturer Dr. Kathy Lopez Natale called Negotiating the Licensure Process.

Friday morning’s concurrent session offerings included a session by Salem State’s Dr. Fátima Serra along with MAT grads Mary Giordano, Katie Lyons and Alison Carigan presented a session entitled Oral Proficiency and Culture in the Spanish Classroom. Their presentation focused on how to use authentic resources to engage students when studying culture and diversity in the Spanish speaking world as well as how to provide strategies to increase students’ oral proficiency. The session was an overwhelming success and Dr. Serra shared, “our presentation was very well attended and we engaged the audience in a very dynamic discussion that continued even after the presentation concluded.”

Friday afternoon’s workshops and concurrent sessions also featured familiar faces from Salem State. Dr. Kenneth Reeds offered Cartoons and Art: Linking Language Students to a Larger World, a two-part workshop dealing with today’s need to address students of diverse backgrounds in the Spanish language classroom. Dr. Kristine Doll and grads Jennifer Quigly, Alba Santana, and Christina Berry presented recent research in the fields of culture, language acquisition and technology during their Friday afternoon session.

Conference attendees had the opportunity to learn how to incorporate music into their language teaching at Dr. Jon Aske’s Friday afternoon session. Dr. Aske gave examples of level and language appropriate lyrics and technological tips on how to download songs and videos for easy classroom use. Also, on Saturday morning, MAT in Spanish graduate Sara Sansoucy presented a session called Connecting Upperclassmen to the Spanish Language Curriculum through Spanish Film centered on the curricular materials for an interesting cinema focused-class she created at Hamilton Wenham High School. Also on Saturday, Dr. Aske gave a second presentation on the use of English-Spanish cognates to promote language learning.

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“NEVER BELIEVE THAT A FEW CARING PEOPLE CAN’T CHANGE THE WORLD. FOR, INDEED, THAT’S ALL WHO EVER HAVE.”
– MARGARET MEAD

By Rosario Barzola
This is Rosario Barzola’s winning submission for the 2011 HOPE Award

Cuando yo era niña veía en las calles cerca a mi casa en Lima, Perú, niños pobres mendigando dinero y comida. Siempre me sentí afligida por ellos y poco a poco los llegué a querer por su inocencia y humildad. Así nació mi pasión por ayudar a la gente pobre, en especial a los jóvenes necesitados de mi país. Al comienzo era difícil creer en mí misma, en mi poder para ayudar a estos niños pero luego entendí que mi esfuerzo y determinación bastan para mejorar la vida de estos niños, por lo menos de algunos de ellos.

Varias veces cuando hablaba con mi familia de mis planes para ayudar a los niños pobres de mi país, la primera reacción que recibía era “hay demasiada pobreza en el país, nunca podrás ayudar a todos”. Sus opiniones eran pesimistas pero viendo mi sueño de ayudar a los niños pobres desde un punto de vista positivo me doy cuenta de que ayudar a un solo niño pobre tiene gran importancia simplemente porque es una vida inocente.

Hoy creo que puedo hacer algo para que cambien las cosas en el mundo ayudando a mejorar la vida de algunos niños pobres. Estoy convencida de que no se necesita un proyecto asociado con mucho dinero para cambiar el mundo sino solo determinación y entusiasmo. La cita de Margaret Mead expresa una realidad encantadora. La verdad es que basta un par de personas dedicadas para lograr un cambio positivo en el mundo. Existen gobiernos ricos que por egoísmo se niegan a ayudar a la gente más necesitada. Por otro lado, hay gente común que observa la pobreza día a día o que alguna vez fue pobre, y ofrecen contribuciones a la gente necesitada.

Tengo el deseo de ayudar a los jóvenes pobres de mi país y lo quiero hacer por medio de la educación. Una buena educación escolar no solo tiene el poder de facilitar un trabajo estable sino de crear interés en cosas que mejoran nuestro mundo, como la naturaleza, los niños, los avances tecnológicos y la salud. A través de la educación los niños pueden descubrir todos sus talentos y potencial. Una vez que los niños conozcan sus capacidades y desarrollen sus habilidades tienen la herramienta, que es su educación o aprendizaje, para optimizar su estilo de vida. La educación ayuda a los niños a tener metas en que enfocarse y así ser menos vulnerables a involucrarse con pandillas o grupos criminales. También los niños con educación escolar son menos propensos que los que no la tienen a contraer enfermedades como el SIDA porque han sido instruidos sobre temas de la salud.

El efecto que tiene la educación escolar en la vida de los niños me motiva a trabajar para colaborar con la educación de los niños pobres de mi país. Este año tengo intención de viajar a la provincia de Jauja en Perú, donde nacieron mis padres. Mi plan es trabajar como voluntaria como profesora sustituta para una escuela de bajos recursos en Jauja. De esta manera contribuiré a la enseñanza de los niños y al mismo tiempo me familiarizaré con la organización de la escuela para así adquirir nuevas ideas que ayuden a mejorar la educación en esta escuela.

Entiendo que toma esfuerzo y tiempo hacer algo caritativo por el mundo, pero es posible. Creo que tengo la motivación para trabajar como voluntaria en mi país y en todos los demás países donde pueda llegar. Mi motivación es mi fe en que unas cuantas personas comunes somos suficientes para cambiar el mundo. En fin, creo que yo puedo ayudar a mejorar el mundo porque mi deseo y dedicación son los primeros pasos para tener un impacto positivo en la vida de algunos niños que no han tenido la misma suerte que yo.

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

The prize is $100 and publication of the winning essay in Lingua Franca. The 2011 winner was Rosario Barzola who wrote in response to a quote by Margaret Mead (see below) about her desire to return to Perú, her country of birth, and dedicate herself to helping in schools.

Please keep a look out for this year’s HOPE Award Essay Contest which will have a $150 prize and will be due March 1, 2012.

INTERNATIONAL PHOTO CONTEST 2011 AND 2012

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

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

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

In addition to the 2011-2012 academic calendar, this year we will also be making a second batch of calendars for 2012 with the same photographs. They make great presents for the holidays. The calendar is sold at cost for only $8.

To view all of this year’s entries and the winners, go to this page: http://irc.salemstate.edu/pictures/ipc2011

Send us your photographs for next year’s contest. Learn all about it here: salemstate.edu/academics/schools/11879.php

Contact Jon Aske if you have any questions.
IL MIO DESTINO...
BERGAMO
By Rayanne Menery, Instructor of Italian

When I was a college student, I changed my major several times and still was not sure what I wanted to do upon graduation. I was fortunate enough to have studied languages and knew that I would always do something with my language skills. My father, also a polyglot, wanted me to travel abroad when I finished my studies to develop more fully my Italian. He learned about a couple, Francesca and Bruno, who ended up changing my life forever.

I went to a small medieval town, Bergamo, Italy about forty minutes from Milan a few weeks after my graduation. It was there I would develop my Italian, help Francesca with her English, and deepen my love for the Italian culture. I spent the next few years with this Italian couple, who treated me as if I were their own flesh and blood. I slowly got over my sense of shyness and ventured out as much as possible in this small town. Francesca would give me shopping lists and I would speak with the locals. I was the only American in town so everyone tried to speak to me in “American.” After several months, my forty year-old father, who was the original driving force behind my Italian experience, was diagnosed with terminal cancer. It was the longest flight home in my life. I stayed with my father for the year and produced a smile when I would speak Italian to him in his hospital room. After my father passed away, I was able to return to Italy to stay with relatives in Rome. Francesca and Bruno, came to visit me and asked me to return to Bergamo, the quaint town in which I was the only American. People would walk up to me and say “I know English, my cat is blue.” Francesca put an advertisement in the paper for me to start tutoring in English as I had decided it was my destiny to stay in Bergamo, and Francesca decided I was going to utilize my teaching skills. I had a job at a local school in a week. I was teaching aged 2-80, including kindergartners and high-school students. I knew my father would be so happy that I was teaching and I was happy to be in this town with two of the nicest people one could ever meet.

I enjoyed walking around the streets of Bergamo with the cobblestones and small store fronts and hearing the “Bergamasco” dialect, smelling the aromas of the polenta cooking as the little old ladies would hang out the tablecloth, and soak it all in. Bergamo is divided by the Alps into two sections, Città Alta (the high city,) and Città Bassa (the low city). It is a town off the beaten track, and one worth a visit. It is a quick train ride from the Milan train station, with trains leaving every 30 minutes.

I stayed in Bergamo for another three years teaching, and eventually opening up the American School with Francesca. If I did not meet this couple, or my father did not influence me to go, I would not have become a teacher. I returned to America as I decided my new destino would be to teach Italian in America. I got a job the first week after I returned home, went back to school to become a certified teacher, and have been happily teaching at Gloucester High School for eighteen years, and at Salem State University for the last ten. I am still close to Francesca and Bruno, and feel they are my Italian surrogate parents now. I am so lucky to have found my Destinò. Bergamo will always be a place near and dear to me. Find your own Bergamo, find your own “destino.” Study languages as you never know where they will take you.

SALEM STATE FOREIGN LANGUAGES STUDENTS PLAY A VITAL ROLE IN THE CITY OF SALEM’S WORK WITH THE HISPANIC COMMUNITY

By Kristine Doll, foreign languages

The Salem Council on Aging was recently honored by the city’s Hispanic community for its efforts to reach out to and serve Hispanic senior citizens.

Approximately seventy people crowded the dining room at the Senior Center for a ceremony during which the Bolivarian Dominican Union of Journalists recognized the COA staff and Mayor Kimberley Driscoll. The event was held Sunday, Nov. 6, 2011, to coincide with the anniversary of the adoption of the Dominican Constitution.

José Mendez, representing the Union, presented a framed portrait of Juan Pablo Duarte, revered founding father of the Dominican Republic, to the COA. Medals of merit and certificates were given to the Mayor, COA Director Doug Bolen and Assistant Director Bill Woolley.

“The principles of Duarte are still of vital importance today,” said Mendez, addressing the predominantly Hispanic audience. “We want to honor those people who support those values of morality, civility and justice.”

The event was of great significance to the Hispanic community, especially Dominicans, who have benefitted from the COA’s determination to accommodate them as part of an ongoing outreach program that started three years ago.

At every turn, Spanish-language student-interns from Salem State University’s foreign languages department have contributed to the program’s success.

“The Salem State students have played an absolutely vital role in our work with Spanish-speaking senior citizens,” said the 58-year-old Woolley, who initiated the outreach program. “Without their investment of time and energy, I’d probably have abandoned our efforts a long time ago.”

Beginning in 2008, foreign languages established an internship at the COA as part of its community placements course, which focuses on community service. Two foreign languages’ students helped launch the COA’s Hispanic outreach program. They were among a handful of people, including Salem Mayor Kimberley Driscoll, who went door to door in the point to meet and talk to Spanish-speaking senior citizens, while also visiting Hispanic churches and businesses.

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The first year of the COA’s outreach program, which included valuable contributions from five SSU foreign languages’ students, yielded discouraging results. Only with encouragement from one bilingual volunteer senior citizen, along with another invitation from Dr. Kristine Doll to recruit SSU interns from another of her classes, was the effort extended.

“In my mind, I’d given up,” said Woolley. “I felt we’d done as much as we could to welcome Hispanic senior citizens to take advantage of COA programs and services. After that first year, I had convinced myself to be content that we’d made a good-faith effort that simply failed.”

With two more SSU interns on board in the fall of 2009, however, a comeback was about to begin. Efforts were renewed to find Hispanic senior citizens, determine their needs and break down language barriers. Woolley, himself, began taking Spanish classes through North Shore Community College and secured grant funding to hire a part-time bilingual receptionist at the Senior Center.

The Salem State foreign languages’ interns kept coming, semester after semester, and were joined by bilingual student volunteers from Salem High School, as well as new-found supporters from The Point Neighborhood Association and other leaders in the Hispanic community.

An abbreviated Spanish version of the COA’s monthly newsletter began to be circulated, information in Spanish was posted online, calls were made, relationships were nurtured and friendships were created.

Today, more than 100 Hispanic senior citizens attend COA functions (which include fiestas featuring Latino-style food and music), depend on COA vans for rides and eat lunches served at the Senior Center, as well as through a home-delivered meals program.

“We’re still not reaching as many Hispanic senior citizens as we’d like to, but we’re welcoming more every week and our Senior Center population of guests has become much more representative of the City’s demographics as a whole,” said Woolley.

This fall, a fiesta held at the Senior Center, was facilitated by the support of SSU intern Cherie Mann. A few weeks later, the November event honoring the Salem COA was emceed by SSU intern Fay Ventouris and photographed by SSU intern Jacque Turner. An account of the proceedings was published in Spanish-language newspapers El Mundo, La Semana and Siglo 21.

At the conclusion of that event, Woolley said in his speech:

“We set out, three years ago, to give opportunities to Hispanic senior citizens, but I never imagined how much we would receive in return – the friendship of people whose warmth and kindness have had an undeniably positive influence on this place.

“We know there are walls between people everywhere, differences will divide us if we allow them to. There are walls of language, walls of color, walls of culture and walls of heritage. However, we have simply decided that, in this place and in our hearts, those walls will not divide us. As a result, those whose lives we first sought to enrich, have enriched our own immeasurably.”

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**TEACHING EXPERIENCE IN ITALY**

**Kathryn D. O’Connell in Lombardy**

*By Anna Rocca*

Leaving home to study or work in a foreign country can be an emotionally complicated experience. It is normal to look forward to the travel with anticipatory nervousness and, as the messages below attest, acclimation can be an unexpected and wonderful process. Kathryn O’Connell graduated in 2011 with a major in music and minor in foreign languages (French and Italian). Thanks to her academic excellence she was inducted into the International Foreign Language Honor Society Phi Sigma Iota and was offered an eight-month teaching fellowship in Italy during the 2011-2012 academic year. The Future Teachers of Italian in the US program brought her to work in two schools in the Lombardy region. Kathryn summarized her experience by stating that “I would like people to know it is not easy, but it is worth it!” Kathryn and I have kept up a lively email conversation over the past months and she is happy to share her experience with Lingua Franca. The following are excerpts from her emails in chronological order:

**JULY 27, 2011**

Hi Anna! I am sorry it has taken me so long to email you with an update, although I have more information now than I did at the beginning of the summer.

First, I’ll be leaving in the evening on September 21 and arriving in Milan just before noon on the 22. I will have a few days to get settled and then start work on September 26. The school I’ll be at in Legnano is a middle school. I will have 6 lessons (one every other week) with the second years and 12 (one every week) with the third years. For the younger group, I’ll be their first exposure to a native English speaker from what I understand.

After I am done there I am hoping to come home for Christmas so I can at least see my mother and my boyfriend, then go back so I can work the school in Busto Arsizio. That school will be a high school and I’m not entirely sure about the details there yet. I’m waiting for the teacher I’ll be working with there to get back from vacation. But I do know I’ll be able to come home the first week in June. I’ll be done at the end of May, but he suggested I stay for a few days and wait for my last bit of pay.

The teacher I’ll be with in Legnano arranged housing for me. I’ll be staying with a family that lives in an apartment near the school. She says they are sectioning off part of their living room to make a bedroom for me and I’ll have my own bathroom because there are 2 in the apartment. I believe I’ll be staying there the entire time I’m in Italy, which will be nice so I don’t have to worry about adjusting to new places twice.

The only thing I am really nervous about right now is getting a visa. But the teacher in Legnano said she has emailed the program to ask specifically what the process is and then will pass the information on to me. Other than that, I’m starting to figure out what I’d like my lessons to be about. I know what the intern in Legnano did last year so I’m using that as a guide.

**SEPTEMBER 24, 2011**

I have to admit, I was worried for nothing. The host family is wonderful and very kind.
 Они помогают мне с итальянским и помогают мне говорить на английском. Они просят меня прийти домой вместе с гранд-родственниками. Я не хочу, чтобы они говорили на английском, но они говорят, что это не важно. Я хочу больше разговаривать о моем опыте, как я могу сказать, что я хочу повсюду, но я хочу, чтобы вы знали, что я все еще держу в себе все и я счастлив!

**SEPTEMBER 25, 2011**

Ciao! Я наслаждается мое время в Италии до сих пор. Нынешний я поселился я могу написать в деталях о моем опыте до сих пор.

Я поселился на сентябрь 21, чтобы дойти до малого города в северной Италии. На первом же я был совсем впечатлен, но теперь я люблю его! Я живу в апартаменты в Легнано с дружелюбной семьей. Бабушки и дедушки Гиулия и Эзило. У них есть две дочери, Гиулия и София. На первом впечатлении они снискали меня в качестве члена их семьи. Семейная жизнь немного сложная, но она вдохновляет. Я говорю как можно больше итальянского, как я могу. Иногда, Эзило переводит для меня, потому что он говорит некоторый итальянский и английский. Иногда Эзило переводит для меня, потому что он говорит некоторый итальянский и английский.

Я не был уверен, что я не буду говорить слишком много, но это было лучше, чем я ожидал. Я иногда должен был сказать им, что я буду работать и встречаться с другими итальянскими учителями. Они были поразительными! Они все мне дали свои номера телефонов и я надеюсь, что я не буду ничего, не знаю, как итальянскими учителями. Они мне дали мою рабочую программу и это было очень трудно. Они не хотели меня ставить на строгую дисциплину. Я должен был работать двенадцать часов в неделю, с 2 или 3 одной часовой класс 5 дней в неделю. Мы также обсуждали мое урок программ. Я как могу, если не больше, в качестве других учителями, говорить о том, что я хотел бы преподавать. Вчерашний мой дом семьи взяли меня на велосипедный тур Легнано. Я не был на велосипеде с того момента, как я был 14! Если остаток моих дней здесь похож на этот, я буду очень счастливы. Я буду говорить больше, когда я смогу.

**OCTOBER 25, 2011**

Привет! Я была одной из очень счастливых женщин этого недели. Я пошла на Ла Скала не только дважды. Первое время была концерт с музыкой Brahms и Bartok и я пошла с другими американскими студентами. Второе время было на четверг вечером и один из других учителя на моей школе. Она и ее муж думали, что я изучил музыку и оперу, поэтому они предлагали мне присутствовать, чтобы увидеть что-то. Один из них, который я не знал, что они красят стены. Это было наивно. Музыка. Другой учителя и ее муж были великой компанией. Это что-то, чего я никогда не забуду.

Я также начало действовать, чтобы я не был здесь, как я думал, что я был. Есть еще один американский в том же самом городе и мы уже говорили об этом. Мы относимся к такому же. Мы хотели бы проверить с другими каждой ным дням, чтобы узнать, что это. Учителя с которыми я работаю, они фантастические. Они все дали мне свои телефонные номера, в случае, что я что-то. И мои другие семьи, как я могу похвастаться.

**ARABIC AND THE POLITICS OF LANGUAGE**

By Joseph Hitti, Arabic and French instructor

The Arab world spreads all the way from the Arabian Peninsula to Morocco in the north-east of the African continent. Supposedly all the inhabitants of the many countries in this area speak the same language, Arabic. Still, the reality is a bit more complicated. Arabic societies are what linguists call diglossic. That means that in these societies people need to know two different “species” of a language, in this case Arabic, in order to be fully functional: a formal language called fusHa (also known as standard or classical) which everyone learns at school, reads in newspapers, or uses in presentation mode (speeches, lectures, sermons, newscasts, etc.), and an informal language called ’aammiiyya (also known as colloquial, vernacular, or a dialect) which people use at home and in the street for interpersonal communication, and to express identity, intimacy and emotions.

While fusHa is in theory common to all countries of the Arab world, ’aammiiyya varies to different extents from country to country. Two individuals from, say, Iraq and Morocco, speaking strictly in their dialects would be largely unintelligible to one another, unless they inject elements of formal Arabic into the conversation. The local dialects of every country and region are hybrids consisting of the pre-Arabic language (Aramaic, Coptic, Aramaic, Assyrian, etc.) spoken prior to the Islamic conquest, overlaid by Arabic and other languages that came in contact with the specific country during its history (Turkish, Persian, Kurdish, French, English, Italian, etc.).

In the natural course of language evolution, if people who speak one language become geographically isolated from one another for a significant period of time, this language begins to mutate and diverge, evolving gradually into two or more “species” that, with time, become dialects, and eventually different languages that are unintelligible. In biological evolution, this process is referred to as “speciation.” In other words, geographic isolation leads with time to members of one species becoming unable to breed, thus forming a new species.

The question then is: What determines when a dialect becomes another language? In biology, a new species is recognized when its members can no longer breed with the other members of the species. In language, there is no such “breeding” criterion to guide us. As an example, Dutch and German are today recognized as separate languages even as they are arguably similar enough to be viewed—by linguists—as dialects of one and the same language. The answer, therefore, in my opinion, is fundamentally a political one.

When the European continent was at the height of its Dark Ages, Latin was the political language. A long Roman occupation had imposed Latin as the language of the elites: The Church, the nobility, and the educated scientists, clergymen, and scholars, i.e. the holders of political power. In the streets, however, people continued to speak their vernaculars onto which were grafted elements of Latin. It took a long time, and social and political upheavals, before these local “dialects” managed to emerge from under the dominance of Latin. Between the 1400s and the late 1700s, Europe underwent the Renaissance, the Enlightenment, the Reformation, the discovery of the Americas, and the French Revolution, all of which led to the separation of Church and State and, along with political change, to the emancipation of the dialects into official national languages. The reason why today Dutch and German are considered different languages has less to do with linguistic criteria and more to do with the fact that the Netherlands and Germany are recognized as separate national entities. On the other hand, and within a single political entity, there is a dominant language that represses the other “dialects”, as is the case with Persian French (since Paris is the center of political power) dominating all the other “dialects” like Alsatian, Provençal, Breton, etc.

In the Arabic-speaking world, an identical evolutionary process has been ongoing for some time, but the revolutionary component needed to lead to a similar outcome has yet to obtain. When the Muslim armies emerged from the Arabian Peninsula in about 630 A.D. to undertake the “al-fatH al-Islami” (الخليج العربي) – the Islamic conquest – they brought with them the Arabic language. In the various lands they came to occupy, both those that make up the “Arab world” today and those that don’t, they encountered local languages, some related to Arabic (Aramaic, Syriac, Amharic...) and others unrelated to it (Berber, Amazigh, Persian, Hindi, Turkic, etc.). As the Arab Muslim Empire consolidated its dominance over these various lands, the local languages were hybridized with Arabic and so began the evolution of today’s Arabic “dialects” or the various “aammiiyya. As with the European case, Arabic was instituted as the official language of the political elites – nobility, scientists and scholars, the religious establishment. As was the case with Latin, there was a proscription in the Arab-Muslim world against praying in languages other than Arabic, and to this day, Muslims in as far apart as China and the Americas have to learn – and pray in – Arabic.

The difference between the European-Latin model on one hand, and the Arab-Arabic model on the other, is that while Europe has nearly completed the process of emancipating the dialects into national languages, the Arab world remains at the onset of such a process.

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MY EXPERIENCE LIVING AND TEACHING IN LUGO, SPAIN
By Alyssa Barras, alumna from the Spanish major program

Last May I graduated from Salem State with a Spanish major and had the good fortune of being selected for a program to live and work in Spain for a whole year. I have been here since August and I would like to share my experiences with you.

I am a teacher’s assistant in a school of just 92 students outside of Lugo in a small village called Corgo. The students are 3 to 11 years old (preschool to sixth grade). I teach six English classes and two arts and craft classes in English as well. The children are eager to learn and are very well-behaved. The education system is a lot more relaxed here, especially where I am teaching, in a village, so they support any activities or lesson plans you want to introduce to the students. Creativity and flexibility are keys to being successful in the Spanish classroom. The students have so much interest in learning English and the ways of life in the United States. The teachers are all welcoming and friendly people. The faculty and I eat lunch together during break and go for walks after.

When I first arrived to Lugo I stayed in a hotel for a few days while I looked for a flat. I thought I would struggle, but with welcoming arms from the hotel workers and the teachers I felt at home. The teachers met with me my first days there to help search for a flat. My second day at the hotel I met another Cultural Assistant named Val from Chicago. We became very good friends and decided to look for a flat together. We looked at four flats in one day and chose the last one we saw, and it has been great living where we are. We have our own rooms, a living room, and a kitchen, and the price is great. It is very easy to find a flat with websites like easypis.com, milanuncios and many more. The monthly pay is 700 Euros a month which is plenty to live on. The food here in Lugo is fairly inexpensive, and from what I hear “se come bien en Lugo,” it is true. If you go out and order a drink they give you several plates of tapas and before you know it, you’ve already eaten a whole dinner!

In addition, there are plenty of opportunities to do private English lessons on the side. I set up an account on tusclasesparticulares.com where you can create a free account advertising what you are looking for. I made two different accounts, one looking for a conversation partner and the other advertising that I give private English lessons. I teach about five tutoring sessions a week along with working 12 hours a week at the school. There is plenty of free time, so I enjoy teaching and lesson planning on the side. There are also academic schools that are looking for English teachers as well, and they pay pretty well. Even though it may seem like a lot of work, it is completely enjoyable so it doesn’t feel like work, and there are many holidays that give you the opportunity to travel. Whether or not there is a lot of work, the people in Spain know how to enjoy life. The first week I arrived to Lugo it was during the fiestas of San Froilan. The streets were filled with people, carnival rides, games, food stands, and concerts. The festival lasted about two full weeks, I couldn’t believe it. It was a ton of fun and a great way to meet some Spaniards.

There was a facebook group called Ladies in Lugo that one of the teacher’s assistants made before we arrived. It was a great idea because we all were able to communicate with one another by answering anyone’s questions that arose. It also made it possible for us all to meet when we arrived to Lugo. We planned a meeting point, had a drink and some tapas and now we are all good friends! Overall, I love it here and I love the city. My favorite part is the wall (la muralla) that the Romans built in the 300’s. It is a huge wall that wraps around the inner city. You can climb stairs to get to the top of the wall where there is a jogging path that overlooks the city.

Everything has gone smoothly thus far with the help of my prior experiences in Spain. I did a semester abroad in Oviedo, thanks to the help of Professor Serra for giving me the confidence boost to fulfill not only a dream, but an experience that has enhanced my knowledge and personal growth beyond my own belief! Some tips I would give to someone who wanted to do this program would be to study abroad first, and to get a feel for what traveling is like in another country whose native language is different than that of your own. I am enjoying every moment while I am here. If you have a passion to educate others and want to grow as an individual, there is not a better time or experience than this. I had to quit both my jobs in the US to be here and not a day has gone by that I have regretted it!

For further questions or comments you can contact Alyssa at lyssieb422@aol.com

Left, some of Alyssa’s 1st grade students in Spain. Left front to back: Sophia, Laura, Paula, and Andrea. Right front to back: Saray, Raquel, Eva, and Beatrice.
EXPERIENCES OF CHINESE STUDENTS AT SALEM STATE
By Marc Dallaire, student in Chinese 201 class

I enrolled in the Chinese program at Salem State University over the summer as a continuing education student with the intention of broadening my horizons as a young professional. Given the current economic climate in the US and China’s rapid ascendency over the last three decades, learning Mandarin was a logical choice to open doors and to distinguish myself from peers in my field. Going into that first Chinese 101 class in May, I certainly had some reservations. Should I have chosen a school with a more established Chinese program? Would meeting just once per week really be enough to grasp such new concepts? What would I learn about modern China itself? How would I be able to remember all of those characters? Do I really have the time to balance a career and learn a completely alien language?

Now I can look back and laugh at my naïveté. Thanks to the fact that the Chinese program is in its infancy, the class sizes have been small; much smaller in comparison to what I was accustomed back when I was an undergrad at Bowdoin College. My classes have been more like 4-on-1 seminars as opposed to your standard collegiate discourse in a packed lecture hall. Of course this promotes a more productive and agreeable learning environment. And the lone professor in the concentration, Jie Li, has been nothing short of amazing. She is a consummate professional who dedicates as much time as necessary to ensuring her students are comfortable with the material and have mastered concepts before moving on. She has an incredible knack for finding and teaching mnemonics to aide with character recognition – something I thought would never happen. Outside of class, I have been provided with a tutor and a language exchange partner – both from the university’s 1-2-1 exchange program with Chinese universities. Practicing an additional two days per week with these native speakers for a few hours has really allowed my language skills to develop. On top of that, as a class we’ve made several trips into Boston’s Chinatown for cultural experiences. It’s a great way to practice what I’ve learned in a real-world setting, and enjoy some delicious dim sum and hotpot.

While I won’t disagree with anyone who claims Mandarin Chinese to be a difficult language, I can confidently say that I have absolutely no regrets about enrolling in this program at Salem State. I’m sure all the hard work I’ve put in will pay substantial dividends in the future, but this has been an experience that has enhanced my knowledge and personal growth beyond my own belief! Some tips I would give to someone who wanted to do this program would be to study abroad first, and to get a feel for what traveling is like in another country whose native language is different than that of your own. I am enjoying every moment while I am here. If you have a passion to educate others and want to grow as an individual, there is not a better time or experience than this. I had to quit both my jobs in the US to be here and not a day has gone by that I have regretted it!

Steve Lacey, a music major with a minor in French, undertook a directed study project in French this semester, combining his two areas of study. He researched the “Jazz Age” in France, a period ranging from the 1920’s through the 1950’s, looking in particular at African-American jazz musicians who lived and performed in Paris. His research culminated in a final project on jazz musician and composer Sydney Bechet. Lacey gave a talk, in French, on the life and legacy of Sydney Bechet at the November 16 dinner meeting of the Richelieu Club of Salem at the Hawthorne Hotel. After the talk, Lacey played several of Bechet’s original songs on his guitar, accompanied by fellow Salem State music major Zach Bridges.
I have always been fond of bringing songs to my Spanish language classrooms. The main reason was personal. I started learning English as a teenager in the 70’s, primarily through exposure to English language songs and I think that the experience was not only enjoyable but very helpful in the long run as far as helping me learn the language. Intuitively I felt that there was value in listening to foreign language songs for learning the language.

I used to present songs to my classes more as a curiosity, without fully exploiting the potential, more as a way to engage my students with enjoyable cultural artifacts which might motivate them to learn the language. Unfortunately language classes at the college level are extremely structured and there is little extra time to explore things that are not in the program.

Recently, however, I wanted to learn more about others’ experiences with the use of songs in the classroom and did some research on the topic. A short while ago I got the opportunity to share what I had learned, along with my personal experiences, at the annual meeting of the Massachusetts Foreign Language Association. Briefly I would like to summarize here my main findings. For more information, visit the website I made for this purpose and/or join the mailing list I created to allow Massachusetts teachers to share experiences about the use of songs in the Spanish classroom.

Reasons for using songs in the language classroom

- **Songs are fun**: Young people like them and, as we know, things that we enjoy doing help us learn and create emotional connection and thus are great motivators since they keep us coming for more.
- **Songs are excellent texts**: Although textbooks and teachers may prefer more literary texts, students can relate to the simplicity of songs with their universal themes that appeal to the young person’s mind and heart.

- **Repetition and learning**: Songs are not listened to once, they are heard over and over, and this reinforces the learning of vocabulary and expressions, grammatical structures, and so on.
- **Music and the brain**: Several aspects are at play here. First it seems that the connection between music and lyrics facilitates the learning since both sides of the brain are involved. Also, music relaxes, reduces anxiety, and helps open the affective filter. Lastly, for students with a strong “musical intelligence” songs are especially useful.
- **Culture**: Songs connect the listener to the culture by means of an emotional, affective link; this has more potential to connect the student to the real culture than simply learning isolated facts about it.
- **Playfulness**: Songs give the language classroom a positive, playful environment which stimulates the imagination and creativity.
- **Language skills and modes of communication**: Through the use of songs students can practice all linguistic skills: listening (obviously), reading, speaking, writing and culture; and also all modes of communication: interpersonal, interpretive, and presentational.

Recommendations based on the experience of diverse authors

- **Integrate the songs into the curriculum and the current topics**: Songs should be used from day one, on a regular basis, and should be part of the routine (song of the week, song of the month, etc.). Song should also be appropriate to the material being learned at a particular time (verb tenses, vocabulary, etc.)
- **Choose the songs carefully**: Look into different genres but, most importantly, make sure the songs will appeal to the students (not necessarily the teacher). Involving students in the song selection is a good idea. With the availability of millions of songs on YouTube, nowadays this couldn’t be easier; also make sure the enunciation and use of language is appropriate for the level of the students.
- **Don’t reinvent the wheel**: Instructors should share experiences and materials with other teachers in the same school or elsewhere.
- **Use the Internet**: Unlike in days of old when one had to have a good music player and obtain records, tapes, or CD’s, nowadays the Internet is an excellent source of free music, with the added benefit of video.
- **Background information**: It is important to provide background information about the song and the artist. Alternatively students can do their own research if they want to reach further.
- **Song presentation**: Present the song just like any other text, with pre-listening activities, listening activities, and post-listening activities.

Activities to do with a song (and for assessment)

- **Sing the song**: in group and/or individually; dramatize the song too.
- **Comprehension questions**: Short comprehension questions, written or oral,
after listening help with understanding. Start with simple yes-no questions. Allow students
to come up with their own questions.
• Conversation questions: Use broader, open-ended questions to stimulate conversation in the
classroom. Use polémical topics, present dilemmas or problems to resolve.
• Group conversation: In lower levels the instructor can come up with questions to stimulate conversation. In upper levels, students can come up with their own.
• Vocabulary expansion activities: Use the vocabulary in the song to expand vocabulary by asking about synonyms, antonyms, derived words, words with the same morphological patterns, etc.
• Language analysis: In more advanced classes the song’s language can be examined further by looking at the figurative language and idiomatic expressions.
• Cloze tests: These can be useful to practice the vocabulary as well, sometimes focusing on some specific aspect of the vocabulary, such as prepositions, conjunctions, or a specific tense.
• Word games: Cross-word puzzles, scrambled letters, tic-tac-toe, etc.
• Writing: Have students write a summary of the song, new paragraphs for the song, a different ending for the song, liner notes for the song, a review or critique of the song, etc. You can also ask for compositions about broad questions or around problems or dilemmas to be resolved, as in the case of conversation topics, or simply about any aspect of the author or the song.
• Culture: Songs can bring empathy with the culture in a way in which knowledge of cultural facts cannot.
• Role playing: Students can represent a dialogue based on aspects of the song.
• Oral presentations: In more advanced levels, students can do presentations about the song, the artist, or some aspect thereof.
• Other oral and written activities: Students can performs surveys based on some aspect of a song, write a letter to a person in the song, write a diary as if they were a person in the song, or solve some issue that appears in the song.

Bibliography

THE OTHER SLAVERY:
CHINESE COOLIES IN
LATIN AMERICA
By Michele C. Dávila Gonçalves,
foreign languages

“Coolie (variously spelled Cooli, Cooly, Kuli, Quli, Koelie, etc.) is a historical term for manual laborers or slaves from Asia, particularly China, India and the Philippines during the 19th century and early 20th century. It is also a contemporary racial slur or ethnic nickname for people of Asian descent, including people from India, Central Asia, etc. particularly in South Africa.” — (Wikipedia)

When we think about slavery in the Americas we are typically thinking about the African slave trade that went on for three centuries. When the African trafficking was abolished in the Americas it needed to be replaced by a different type of labor force, and that is the reason so many Chinese and Indians, often referred to as “coolies” in English, a word which can be traced to two different Urdu words meaning laborer and slave—were brought over to our continent as indentured servants.

The Portuguese and the British started this human trafficking with people from the Far East, or the Orient, as it used to be called. Many ‘coolies’ were forced (sometimes literally kidnapped) or deceived into going to the Americas. Others were sold by their own people to coolie brokers and more sold themselves or were sold by family members to pay debts. The Chinese, mainly from the province of Guangdong, went to the west of the United States and Latin America. Indians, on the other hand, went mainly to the Caribbean basin especially to Trinidad Tobago and Guyana. As Ah Xiang states in the Imperialchina.org website, “From 1847 to 1875, 99,149 out of 150,000 Chinese coolies sold to Cuba departed from Macau.” Additionally, “Portuguese specialized in selling Chinese women and Chinese girls overseas as sex slaves throughout the latter half of 19th century. Shanghai would follow next.” In fact, the name Shanghai literally alludes to this practice of involuntary servitude by captains of merchant ships that where in need of crewmen.

In the United States the Chinese labor helped to build the first Transcontinental Railroad, and in western Canada, the Canadian Pacific Railway. Still, Chinese settlements were strongly discouraged. In 1862 California approved an “Anti-Coolie Act,” to protect white laborers while taxing Chinese business entrepreneurs; and in 1882 the US federal government approved the “Chinese Exclusion Act,” by which Chinese immigration to the United States was suspended for 10 years, but it lasted almost 60 years until it was repealed in 1943. Of the Chinese already in the United States, some stayed and many just went south of the border to Mexico, especially to Baja California where they settled in Mexicali which has nowadays the biggest Chinatown in Mexico.

Many of the Chinese coolies went to Cuba. From 1847 to 1862 about 600,000 per year went there on American vessels. In addition to going to work on Cuban sugar plantations they also went to work in the Peruvian guano pits. Conditions on board these ships were the same as the well known conditions in the ships that came from Africa: overcrowded, unsanitary, and brutal. The mortality rate was around 15% for the Cuba voyage and 30-40% for the Peruvian one. Few of these workers managed to return to China and the Chinese government itself became concerned with their citizens and brought forth the elimination of the coolie trade in 1874.

In Cuba indentured Chinese labored in the sugarcane fields well after 1884, the official date for the abolition of slavery in that country, and they were slaves in all but name after that, although their legal status separated them from Africans and their descendants. Havana’s Chinatown (Barrio Chino de La Habana) is one of the oldest and largest Chinatowns in Latin America. Many used their savings to open small grocery stores or restaurants, and married into the larger Spanish, mulatto and Afro-Cuban populations. In the 1920s an additional 30,000 Cantonese arrived, only male, and they intermarried with the white, black and

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mulatto populations. When Fidel Castro came to power in 1959, many Chinese grocery store owners had their properties expropriated. These mostly left Cuba and settled in different countries, but especially in the Caribbean region, in places such as Florida, the Dominican Republic and Puerto Rico. After the 1990s there has been a revitalization of Havana’s Chinatown and there are cultural groups that are helping Chinese-Cubans to strengthen their knowledge of the Chinese language and cultures.

Meanwhile in South America, Chinese indentured laborers (about 100,000 people) worked in Peru’s silver mines, as well as the guano, sugar, and cotton industries from the 1850s to the 1870s. Nowadays the Chinatown in Lima (Barrio Chino), has over 6,000 Chinese restaurants called “chifas” where they serve a type of Chinese food which has a fusion of Chinese and Peruvian ingredients. Maybe next time we order Chinese food we will remember how everything got started.

Arabic and the Politics of Language
continued from page 7

There are two major taboos that continue to hold sway across the vast expanse of the Arab-Muslim world. One is the political fallacy of one Arab world “united” by the Arabic language, which is the underlying ideology of the Baath parties of Syria and Iraq, for example.

In the Western world, no one today subscribes to a pan-Germanic World” idea (a Nazi Party ideology), or a “pan-Russian World” (a Communist Party ideology in Soviet Russia), and for that matter an “English-speaking World” ideology that holds together Britain, the US, Canada, Australia and other English-speaking countries. Even as these clusters remain internally bound by common histories, economic ties, and linguistic kinship, no one suggests that they ought to be bound politically. Political autonomy comes first. But in the Arab World, the political bond – undergirded by a religious one – is imposed from the top down by entrenched elites who fear that centrifugal forces might unsettle their hold on power, and so it remains a very powerful deterrent behind which the local languages languish.

In the Arab world, on the other hand, the pan-Arabic idea still holds sway among the elites. Additionally there is another concept, the Islamic Umma (“Nation”) held together by the religion of Islam, which exerts its political sway by means of the Arabic language. According to this argument God chose the Arabic language as the medium with which to reveal his message to the Prophet Mohammad, which makes Arabic a sacred language, and the word of God must not be altered. Although it is legal to translate the Qu’raan for study, teaching and research, no Muslim is allowed to pray or recite the Qur’aan in any language other than Arabic.

As the Arab Spring revolutions sweep across the Arab world this year, political and social changes are underway. With them, the political taboo has been shaken, and the political entities bound by the fallacy of one Arab world are being transformed into fully independent nation-states. However, the religious taboo is more resilient, and until Islam becomes more compatible with the separation of religion and state, the repressed national languages will not be able to assert themselves over “the” Arabic language.

Note: This article is a modified version of excerpts from a contribution to a panel entitled Language, Culture, and the Role of the Interpreter presented at the 15th Annual Conference of the New England Translators Association last May 7, 2011 in Boston. The other two panelists were Manuel Avellan (Spanish) and Jane Kontrimas (Russian).

Salem State Well Represented at MAFLA’s Annual Conference
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The exhibit hall drew large crowds as many took the time in between sessions to peruse the many high quality vendors in attendance. A particularly popular spot in the exhibit hall was the MaFLA Advocacy Booth. Former MaFLA President and Salem State Associate Professor, Dr. Nicole Sherf, served as the Advocacy Chair of the conference team and graduates Christina Berry and Kristen Artinano worked with her as this year’s Advocacy interns to run the Advocacy Booth in the exhibit hall throughout the conference. The main goal of the Advocacy booth is to provide information to conference attendees about what they can do in their classroom, their school, their district and their communities to raise awareness of the importance of foreign language education and the necessity to solidify and develop strong language programs in our nation’s schools.

Languages do connect the world and Salem State’s MAT/Spanish teachers and grads helped to promote this important message through their attendance, their presentations and their advocacy. Stay tuned for information about next year’s conference with the new theme; “Foreign Languages: Our Global Lens.”

All the presentations given by Salem State University faculty and students are listed here: salemstate.edu/academics/schools/19247.php

PRACTICE YOUR SPANISH NEXT SUMMER IN COSTA RICA OR SPAIN!

If you are a Spanish major, minor or you need to complete your foreign language requirement, or if you would simply like to go abroad and try language immersion in a new fun environment, check our Spanish summer abroad programs

As every year for the last twelve, we will be offering again our summer program in Oviedo, Spain, during the month of July. This is a four week program in which you can earn six credits of Spanish at a very affordable price. Check the website:

salemstate.edu/academics/schools/7257.php

In addition, next year we will be launching a new program in Costa Rica during the month of June. This is also a four week Spanish language program with excursions, cultural immersion and volunteering in the town of Heredia, outside the capital San José.

In this program too, students earn six credits of language at the elementary, intermediate or advanced level at the Universidad La Latina. Soi Education Abroad, the organization facilitating this program for us, has scheduled an exciting program of excursions and extra-curricular activities: Volcanos, coffee plantations, water rafting and volunteering are among the opportunities we will enjoy.

As with the Oviedo program, we have looked for and affordable option for Salem State. The first deposit, $150 is due until February 1st, 2012. Financial Aid is available for any summer study abroad.

Check the details! For more information visit

www.soleducation.com/salemstate

Contact Professor Fátima Serra for a consultation about these programs—or any other study abroad programs. She will guide you through the application and financial aid process. Contact her at fserra@salemstate.edu, or contact the Center for International Education salemstate.edu/cie/ or cie@salemstate.edu.