

MY SUMMER IMMERSION EXPERIENCE IN THE ARAB WORLD

BY JARED HOPKINS, ECONOMICS MAJOR, ARABIC STUDENT

Jared Hopkins, a senior economics major, took Arabic language courses at SSC and last summer won the Critical Language Scholarship to pursue his studies in Arabic in Amman, Jordan. He has independently traveled through the Middle East and Central America to personally survey regions with poor economic infrastructure. He has recently applied for another National Security Initiative scholarship to live and study in the Middle East for an academic year.

The complexity of the linguistic-cultural relationship behind Arabic was no doubt a driving factor for me to continue learning the language after my first elementary course at Salem State. In addition to dissecting complex grammatical rules, memorizing vocabulary and, very slowly, giving class presentations in the target language, I also tried to experience the cultural milieu. I went to trips to cultural centers and mosques, traveled to Morocco, and heard visiting lecturers from various regions of the Arab world. Even so, I realized that to really delve into the nuances of the language and culture—to in effect become Arab—it was clear that I had to relocate.

Under funding by the US Department of State and the Council of American Overseas Research Centers, I had this opportunity. I applied for and got a Critical Language Scholarship grant for the summer of 2008. Providing funding for students of any of the ten 'critical' languages, students are awarded a fully-funded eight week immersion into the target language. Additionally, students are provided funds for cultural



Jared Hopkins

excursions, independent travel, learning materials, and health insurance. To me, this translated into the perfect opportunity to (1) learn the language where it's spoken, (2) not spend a dime of my own money for eight weeks, and (3) use the language in several neighboring cities and countries where it is also spoken.

Nearly every aspect of our trip involved usage of our target language, for even our typical class day consisted of taking a taxi to our language school, the Qasid Institute of Modern Standard Arabic, one of the most notable modern language institutes in the Middle East. While in class for five hours a day, five days a week, we would rotate throughout the day to any one of the geographically-themed classrooms: Arabic Grammar in classroom Basra, Reading in Beirut, and Colloquial Arabic in Baghdad. For lunch we would take taxis to our favorite dives for hummus, baba ganoush, or falafel.

As for my favorite aspect of the program, outside of the great travel opportunities and a paid for seven days beach resort vacation, the optional private tutoring proved the most memorable. Here students were given the opportunity to 'hire' tutors for up to twelve hours per week for instruction in anything related to Arabic or Arab culture. Most often accompanied by my newly acquired best friend from the program, we would cover colloquial Arabic, read from various historical texts, or even visit a market or dine in a restaurant with monolingual staff. As with every other aspect of the Critical Language Scholarship, great effort was made to provide students the means needed to acquire the language, and even the opportunity to form lasting friendships.

Though highly competitive, the Critical Language Scholarship accepts applications from any matriculated student that has completed at least one year of general college coursework. To date, the languages offered include: Arabic, Azerbaijani, Bangla, Chinese, Hindi, Korean, Persian, Punjabi, Russian, Turkish, and Urdu, and few require any previous instruction in the language.

For more information visit clscholarship.org/programs.php



A street in Aman, Jordan, Summer 2008

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VOLUNTEER MOROCCO



Volunteer Morocco is a non-profit organization committed to supporting health, education and farming development projects in Morocco while offering volunteer opportunities to university students and others interested in international service.

www.volunteermorocco.org

**BA Spanish 2009**

Yaraliz Amezcuita
Anabella Dominick
Liza Elmström
Melissa Feliciano
Jennifer Godett
Sarah Lopez Maddox
Christina Martindale
Patrick McDermott
Carmen Morales
Sarah Silva
Kathryn Stallard
Carmen Vega
Kathleen Whelton

MAT-Spanish Graduates

Natalie Dalaria
Lil Duffy
Scott Estes
Jennifer Gray
Katelyn Hogan
Lauren Izzicupo
Cari McCormick
Gerda Pasquarello
AnneMarie Quezada
Anna Staubitz
Jessica Strahaleck
Julie Wall

Minors**French**

Jessica Hendrick
Samantha Lewis
Nickola Marchant
Erina McWilliam

Italian

Caitlin Horigan
Rachael Theriault

Foreign Languages

Daniel Gonzalez
Takla Howayeck
Endri Male
Agnes Saintil
Lino Salazar

Spanish

Kathleen DeGurski
Evelyn Flores
Sakiko Fujiwara
Daniel Gonzalez
Leslie Kulakowski
Christopher Lezott
Tateki Matsuda
Judith Orvis
Vanda Parreira
Luzia Silveira
Adriana Swim
Azilde Tavarez

¿QUÉ PASA? QUOI DE NEUF? DEPARTMENT NEWS ABOUNDS**Our new online format**

This newsletter, *Lingua Franca*, is now more than a paper newsletter. Since January, and starting with the Fall issue, it is also a **Web publication** (blog style). This allows *Lingua Franca* to be easier to reach by the wider public (the whole world!) and to be more interactive with its readers, since visitors can now leave replies to each article, subscribe to the articles (and to the replies) by using their favorite newsfeed reader (such as Google Reader). We strongly encourage you to visit *Lingua Franca* Web Publication and leave your comments for whatever articles touch you the most. Also, you may want to share these articles with your friends and family so that they too can see all the wonderful things happening in the Foreign Languages Department.

Congratulations Graduates!

The Department would like to congratulate all of our graduating majors and minors. This year, there are 13 students graduating with a BA in Spanish and 23 students graduating with minors (13 Spanish, 4 French, 2 Italian, and 4 Foreign Languages). We also have 10 students completing the MAT in Spanish. Please keep in touch with us in the future, and let us know about all of the wonderful things you will do with your language skills! Also, join us to celebrate at our Spring Fling party on Monday, April 27 in the Dining Commons Mezzanine from 4-6pm!

Program Development

The Department of Foreign Languages has been busy this year planning to expand of all of its programs. This year, two new courses were added to the undergraduate Spanish curriculum: The Spanish-Speaking World Through Film (SPN 405) and US Latino Literature in Spanish (SPN 420). Look for SPN 420 in Fall 2009!

The **French** and **Italian** programs have also added new courses, including Topics in Literature and

Topics in Culture in each language (FRE 380/ITL 380, FRE 381/ITL 381). The Department is also exploring the possibility of creating interdisciplinary majors in French Studies and Italian Studies next year.

In addition, we are proposing new courses in **Arabic**. The third-year sequence (Advanced Arabic I and Advanced Arabic II) will allow our Arabic students to continue their studies and possibly prepare for



Participants of the 2008 Petanque Tournament

study abroad in an Arabic-speaking country.

Finally, the Department is in the process of developing new courses for a Mandarin **Chinese** language sequence. The Chinese courses will be reviewed by the faculty and submitted to the College's Curriculum Committee this year. If all goes well, we may be able to begin offering Chinese in 2010-2011.

MAT News

The MAT in Spanish program is growing at such a phenomenal rate that the Department will start to offer summer graduate courses, beginning with the Seminar in Latin American and US Latino Literatures (SPN 705) and the Seminar in the Cultures of Spain (SPN 710) this summer! The courses are open to North Shore Spanish teachers for professional development, as well as to students enrolled in our MAT program.

Club News

This spring, the French Club competed with other campus groups and clubs through the Program Council to raise money for Heifer International, a non-profit organi-

zation that donates livestock to families in impoverished areas in Africa. The Club's bake sale raised \$122, enough to purchase an entire goat! The French Club also hosted several successful movie nights and is in the process of renewing its official club status for next year. Anyone interested in joining the club should sign up at: www.salemstate.edu/frenchclub

The Italian and Spanish Clubs have also hosted movie nights this year, and the Italian Club will be touring the Isabella Stewart Gardner museum collection on Saturday, April 25th. Both clubs are seeking new members, particularly those who would be willing to take on a leadership position in the club. Sign up at Italian Club (www.salemstate.edu/italianclub) or Spanish Club (www.salemstate.edu/spanishclub).

Photo Contest

The results are out. For more information, see p. 5. See the pictures online and buy a calendar.

Need \$100? (Hope Award)

The Department of Foreign Languages is seeking essay submissions from students for its annual HOPE Award. The award is designed to both encourage you to develop your writing skills, as well as provide the opportunity to profile the importance of community service, education, and leadership. Beyond the \$100 reward, the winning essay will also enjoy the recognition of having been vetted by departmental professors. This year's edition invites you to respond to the following quote from Mahatma Gandhi: "you must be the change you want to see in the world". Participation is open to all majors and minors in the Department of Foreign Languages and the submission deadline is May 1st, 2009.

Bocce vs. Pétanque

The French and Italian Programs will co-sponsor the annual spring
(Continued on page 3)

DEPARTMENT NEWS (CONTINUED)

(Continued from page 2)

"Pétanque/Bocce Picnic" on Wednesday, April 29th on the lawn behind Sullivan Building from 11:30am-2:30pm. Italian students will compete against French students for bragging rights again this year! Everyone is welcome to join us. No experience necessary.

Community Outreach

This year, our faculty has continued its tradition of working with the community to promote foreign languages and to assist community agencies working with Salem residents who speak foreign languages.

Dr. Elizabeth Blood has recently joined the Salem-based Richelieu Club, a club devoted to promoting French language and supporting local charities, such as the St. Joseph Food Pantry. Dr. Blood was one of the judges of the Richelieu Club's annual "Concours Oratoire"

at the Hawthorne Hotel in March. Students from Salem High School, Danvers High School, and St. John's Prep competed for cash awards by doing an oral presentation in French on the topic of their choice. The contest aims to promote the teaching of French in area high schools. Other judges included Joe Welch, an alumnus of the Salem State College who completed the French major here many years ago!

Dr. Kristine Doll expanded the range of agencies participating in the department's in-service learning experience, SPN385. In addition to volunteer opportunities at the Essex County District Attorney's office and the office of the Mayor of Salem, Salem's Council on Aging now provides students the opportunity to enrich both their linguistic skills and their cultural awareness by working with the Hispanic community in Salem. Dr. Doll also serves on the Executive Board of one of the placement site partners, the Family Self-Sufficiency Center, regis-

tered in the national Catalogue of Philanthropy.

Dr. Fátima Serra continues to be the Faculty Liaison to the Center for International Education and recently co-organized with the CIE the Study Abroad Fair for the College at large. She also participated in the Cornerstone Project interacting with students at Bowditch on how to become a professor, opportunities for study abroad and how to improve interactions professors-students. This summer Dr. Serra



Faculty at the December 2008 Holiday Party

will be taking 15 students to Oviedo, Spain, with the Department's Spain program.

Dr. Nicole Sherf has been selected for the "Friend of the Salem State Preschool" award for her work creating its Spanish-language preschool program. Students in the Spanish major teach classes at the preschool as part of their internship placement. Dr. Sherf, who is current President of the Massachusetts Foreign Language Association (www.mafila.org) has also been working with the Department of Education on revising the State's Spanish MTEL test for public school teachers. Through her efforts, Salem State will become one of a handful of pilot test sites for the new MTEL. To date, twenty students have volunteered to take the sample test.

Faculty Research

Many faculty members were involved in research conferences and publications this year:

Dr. Elizabeth Blood presented a research paper on the Franco-

American community and Salem's French-language newspaper *Le Courier de Salem*, published from 1902-1921, at the fall 2008 meeting of the American Council on Quebec Studies in Québec City. The talk was entitled "'La ville que nous avons adoptée': *Le Courier de Salem* and Franco-American Identity in Salem, Massachusetts in 1908".

Dr. Michele C. Dávila presented "Syncopated Rhythms: Music in Contemporary Puerto Rican Literature" at Salem State College on

April 6, and the Power Point presentation with audio "Latino Literature: Sandra Cisneros," to Dr. Angélica's Silva "WC174: Mexicans in America" class in DeSales University, Center Valley, PA, on April 13 through the Internet. She will also present the Workshop: "Diversidad y unidad: las múltiples caras del Caribe" on the MaFla May Diversity Day Program at Lasell College, Newton, MA on May 2, and "Pop culture en la literatura puertorriqueña contemporánea" at the Latin American Studies Association (LASA) International Conference in June 11, Rio de Janeiro, Brazil.

Dr. Kristine Doll presented at NECTFL in New York, April 18, 2009 with **Dr. Nicole Sherf**. Their session, "Collaborative Departmental Dialogue," addressed issues of academic planning, mission statements, curriculum, scheduling and leadership styles for department chairs and supervisors. Dr. Doll has been invited to participate in the annual Dylan Thomas poetry festival in Wales this summer where she will present on the art of translation.

Faculty News

The Department will say goodbye this spring to one of its tenured faculty members, Dr. Ana Echevarría-Morales. Dr. Echevarría-Morales has been on leave from the College since Fall 2007, and has recently informed us of her resignation. The Department wishes her all the best in her career and in her new life in Ohio. ■

Department Awards

Excellence

French

Meg Farmer
Erin Foley
Samantha Lewis

Italian

Ian Drinkwater
Gisette Polanco
Aimee Rooney
Chandra Sheehy

Spanish (MAT)

Lil Duffy
Jessica Stryhalalek
Julie Wall

Spanish (UG)

Sarah López-Maddox
Tateki Matsuda
Patrick McDermott

Achievement

Arabic

Michael Ahern
Joseph Ghrow
Carralena McNair
Johnathan Tobin

French

Leanne M. Connery
Jessica Hendrick
Mary Rossi-Rossetti
Agnes Santil

Italian

Angela Calitri
Andrew Fitzmorris
Natasa Koch
William Moglia
Frank Savastano
Carolyn Strain
Rachel Theriault

Spanish (MAT)

Natalie Dalaria
Carolynne McCormick

Spanish (UG)

Melissa Feliciano
Corinna Hendrick
Christine L'Heureux
Vanda Parreira
Sarah Silva
Kathryn Stallard
Carmen Vega

Service

Annabella Dominick
Erin Foley
Hannah Kanevsky
Chris DuBois
Shawn Pinette

**NUNCA DIGAS NUNCA: LIFE “BETWEEN” SALEM STATE COLLEGE**

BY KELLY QUINN, SSC ALUMNA, SPANISH & SOCIAL WORK MAJOR

Graduate School, sure! Job, naturally! But teaching English in another country? Never—well, that’s what I thought anyway.

I never anticipated being where I am right now—literally or figuratively. I type this, sitting a stone’s throw away from sugar cane fields, a professional MLB training camp, and two *bateys*. I live within the concrete walls that define our orphanage but the home and school where I work are made true and alive by my neighbors here—nearly two hundred orphaned and abandoned children.

I graduated from Salem State College in May of 2008 having double majored in Social Work and Spanish with a Professional Concentration. I

wanted to continue and earn my Masters in Social Work but I didn’t feel ready. I needed at least a year of experience and a chance to finally unite my two majors in practice—in the real world. I thought about working locally but then after having studied abroad and tired of hearing, “I wish I had done that”, I decided to explore opportunities to leave the country and volunteer in a setting where I could use my recently acquired skills while also refining them.

It was Dra. Serra that first told me about *Nuestros Pequeños Hermanos* (NPH), an international organization committed to providing a home, education, and family to orphaned and abandoned children in Latin America. Having started in 1954 with a priest from the United States by the name of Father Wasson, NPH has grown to nine countries: Mexico, Honduras, Haiti, Nicaragua, Guatemala, El Salvador, Dominican Republic, Peru, and Bolivia. The first home began in Mexico when Wasson, in disagreement with a court’s attempts to punish a child from stealing from him, instead chose to adopt him. For more information about NPH, you can visit their website: www.nph.org.

In December of my senior year I was offered a position at the NPH home in the Dominican Republic as an ESL instructor and assistant in the Social Work office. I never had thought I would go to another country to teach English. In fact I had said I never would, but the promise to be able to do social work balanced this out.



Kelly Quinn with a child at the orphanage in Dominican Republic

However, later in December, Carol Deanow, a professor in the Social Work Department, told me about the Samuel Huntington Public Service Award. Every year National Grid provides \$10,000 grants to graduating undergraduate students to complete a project locally or abroad. I never really thought that I had a chance, especially when the list of students who had won previously all came from private colleges. Still, I applied.

I contacted NPH to find out what would be the best project to propose for and they said an ESL lab. I was almost disappointed at first because, well, like I said, I never really wanted to go to another country to teach English. It seemed like an invasion of sorts. Yet, I began to research the importance of English, especially in the Dominican Republic and I was astounded. For example, our orphanage is by San Pedro de Macoris and while it was once one of the best cities in the Dominican Republic, since the sugar cane industry turned, it has never recovered—reflected in unemployment as high as 80% according to some.

No one was more surprised than I was when I found out in April of my senior year that out of approximately 80 applicants nationally, I was one of three that had won the award. What followed and continues even as I type this nearing 1:00am has been almost a year of nonstop work—coordinating shipping of

books, organizing classes, advocating for the importance of English, and getting to know all the students. It has been this last part that has made the true difference. I am currently the home’s only English teacher which means I teach

from preschool through high school. The task is nearly impossible but I have balanced it by taking the time to know my students and having them know me. The first half of the year, I ate in a different house with the children every night. I made sure to know them and by doing that they knew me. What followed has been a year of learning, perhaps more discipline than English at times even, but still they have learned and have exceeded my expectations by far—something that is very rarely done, even by myself.

The orphanage now has a separate English laboratory, complete with elementary and high school level curriculums. If the orphanage is able to continue the program, our students will finish high school having completed an ESL series, *Interchange*, that is often used in the nearby language institutes which provide the language skills needed to find almost any work here. Considering their backgrounds, which already present unique challenges, the importance of this gift cannot be denied. By 2010, Dominicans that do not know English will

essentially be considered illiterate—for English is now as important as Spanish in this country. Additionally, one out of every eight Dominicans will move to the U.S. permanently according to the book *Why the Cocks Fight*, which outlines the extremely complex history of *Hispaniola*.

My life here is different than most of my peers that recently graduated. I live in a volunteer house at the orphanage which currently has the age range from 23 to 65 and houses volunteers from many countries, from the US and Haiti to France, Austria, Germany, and Spain. I sleep on a bunk bed—the bottom bunk. I live without hot water. Electricity runs approximately 12 hours a day but it “leaves” without warning and “returns” in the same fashion. My afternoons and most weekends are spent with the children who never fail to make me laugh, even on the most tiring of days. It hasn’t been easy—especially learning the Dominican dialect of Spanish that tends to leave out “s” and use unique words like *guagua* for bus (autobús) and *un chin* for a little (un poco)—but I feel that while I have been better preparing them for the next steps in their lives, they too have prepared me.

I came here within two weeks of graduating from SSC and within approximately two weeks of returning this May to the US, I will be continuing at SSC to earn my MSW. My goal is to work as a bilingual social worker in a forensics setting and to eventually earn my Doctorate so that I can better advocate for the training and preparation of social workers to serve non and limited English speaking clients—first and foremost by learning additional languages and refining those they already know. I would encourage all students to take advantage of their education at SSC which really does expand beyond the North Shore to reach the different corners of this world. Who knows, maybe you’ll find yourself where I am, remembering the old adage, *never say never*. ■

ALUMNI PROFILES: WHERE ARE THEY NOW?

BY ELIZABETH BLOOD, FOREIGN LANGUAGES

Carlos Camelo graduated from Salem State in 2005 with a major in Political Science and minors in both Foreign Languages (French/Italian/Spanish) and Latin American Studies. During his time at Salem State, he participated in the Department's summer study abroad programs



in both Spain and Québec. Carlos found his dream job with NBC Universal a couple of years after graduation. He works as a Sourcing Manager for World-Wide Telemundo, the Spanish-language television station. In this position, Carlos is able to use his language skills, as well as the cross-cultural people skills he acquired in his Foreign languages classes, in his travels around the world for Telemundo. When asked about the job, Carlos said, "I lead negotiations and contracts with all the vendors and services our company requires to operate. For example, I deal with advertising agencies preparing our creative content and media placement." Carlos loves this new job, and its travel perks, "I have to work with the special and entertainment departments supporting their world-wide specials like Miss Universe in Vietnam or the Olympics in China. Or just simply operations in Latin Amer-

ica. So that is SSSwhy I travel so much!"

Claude Pierre graduated in May 2008 with a major in Spanish (Secondary Education concentration) and a minor in French. A



Haitian immigrant, husband and father of two young children, Claude was able to juggle full-time studies, work and family during his time at Salem State. Upon graduation, Claude found a full-time job teaching Spanish and French in the Swampscott public schools, but also decided to pursue graduate studies in Counseling. Claude is currently enrolled in a Master's program in Counseling at Salem State while teaching during the day.

Stephanie Izzicupo, a Psychology major and French minor,

graduated in the spring of 2007. As an undergrad, Stephanie participated in the study abroad program in Québec, was president of the French



Club, and worked as a French tutor in the LRC. The year after graduation, Stephanie was awarded a fellowship by the French government to teach English in France for the year. She spent her year teaching in a lycée in Nancy, France. This experience has inspired her to continue her French studies and to pursue a career in education. She is currently working as an administrator at a bilingual English-French school in Boston and is working as a freelance translator. ■



SSC students on graduation day, May 2008

INTERNATIONAL PHOTO CONTEST 2009

Thank you to all who participated in the Foreign Languages Department fourth edition of its International Photo Contest.

70 pictures were entered in the contest this year from people associated with Salem State College in one way or another. 12 pictures have been selected to appear in the 2009-2010 calendar and 24 will appear in the free screensaver.

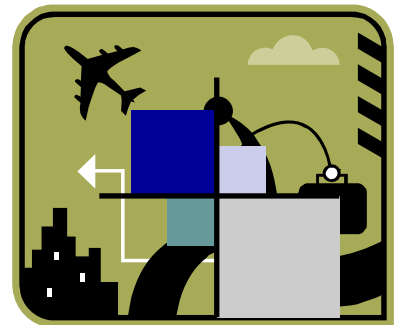
If you would like to **order** a copy (or more) of the paper **calendar**, call x6258 or email languages@salemstate.edu. They are only \$8.

Proceeds will support student scholarships. To view all of this year's entries and the winners, go to this page

www.salemstate.edu/languages/photocontest

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

BE A WORLD CITIZEN



TRAVEL THE WORLD
STUDY ABROAD



WHERE IN THE WORLD DO THEY SPEAK... SPANISH? IN ECUADOR, SOUTH AMERICA! AN INTERVIEW WITH GUADALUPE PIERCE, LECTURER IN SPANISH

BY MICHELE C. DÁVILA-GONÇALVES, FOREIGN LANGUAGES

What is now Ecuador formed part of the northern Inca Empire until the Spanish conquest in 1533. Quito became a seat of Spanish colonial government in 1563 and part of the Viceroyalty of New Granada in 1717; it is now the capital city. The territories of the Viceroyalty—New Granada (Colombia), Venezuela, and Quito—gained their independence between 1819 and 1822 and formed a federation known as Gran Colom-



bia. When Quito withdrew in 1830, the traditional name was changed in favor of the "Republic of the Equator." Between 1904 and 1942, Ecuador lost territories in a series of conflicts with its neighbors, but maintained the Galapagos Islands. A border war with Peru that flared in 1995 was resolved in 1999. Although Ecuador marked 25 years of

civilian governance in 2004, the period has been marred by political instability. Protests in Quito have contributed to the mid-term ouster of Ecuador's last three democratically elected Presidents. In September 2008, voters approved a new constitution, Ecuador's twentieth since gaining independence. (From the CIA Factbook).

Dr. Dávila: What is your maiden name?

Prof. Pierce: Suárez. Pierce is my married name.

Dr. Dávila: When did you come to the United States and why?

Prof. Pierce: First when I was small I came with my parents and lived in Washington D.C. for three years. I did my second, third and fourth grade here in the United States. Then we moved to Quito, where I went to a bilingual school because my parents didn't want their children to forget English. When I was an adult I worked in the main office of USAID (United States Agency for International Development) and that is where I met my husband, who was working with the Peace Corps. After we got married we moved to Massachusetts, where my husband's family lived.

Dr. Dávila: What differences did

you notice between life in Ecuador and life in the United States?

Prof. Pierce: My husband's family is Irish Catholic, so in a sense it reminded me of my family because it was very close, and we had the same values. I didn't feel any cultural shock I think because I had been in the States before and could speak the language, but I missed the hugs and kisses that are so natural in our Hispanic culture. The physical distance was strange to me at first.



Dr. Dávila: Did you always want to be a teacher?

Prof. Pierce: Not at the beginning. When I was a child and played school I always was the teacher but I never really

thought of being one. That came when I was already here in Massachusetts and decided to go back to school, thinking about something to do once my children were all grown-up. When I had to choose my field I chose education. It seemed natural. I started to study when my three children were already in school and did my B.A. and M.A. in Spanish, when I re-encountered myself with my maternal language in the Salem public schools. I worked for 13 years in Salem as a second grade teacher after finishing my M.A. in Spanish at Middlebury College.

Dr. Dávila: Do your children speak Spanish?

Prof. Pierce: Yes, I taught them and they studied it in school, although some speak it better than others. They have been to Ecuador many times.

Dr. Dávila: What do you see yourself doing in the next ten years?

Prof. Pierce: I hope to be retired, enjoying my future grandchildren. I also want to travel and spend some time in France to be able to immerse myself in the culture and language so I can practice the French I am learning at present. ■

MY FEBRUARY VACATION IN ECUADOR AND MOTIVATING MY STUDENTS

BY CHRISTINA BERRY, MAT-SPANISH STUDENT

One of the biggest struggles we face as foreign language teachers is finding a way to motivate the kids to learn a language. The question they always ask is why they have to learn Spanish? My students do not ask me that anymore because I have shown them not only how Spanish is important in my life but also how it could be important in theirs. I think that as teachers we have to be living examples of what we preach in order to effectively demonstrate the importance of learning new languages.

On the Friday before February vacation, which I was going to spend in Ecuador, I had my students watch a TV program about Ecuador. I wanted to build a knowl-

edge base in their minds so that when I got back from my trip they could better understand the mate-



Volunteering at For His Children, an orphanage in Quito

rial. When I asked them what they wanted me to bring back, one student said he wanted to see me in a real poncho. I kept the prom-

ise I made to him that day. On the Monday after vacation, I taught the whole day in my poncho and alpaca hat. I know I got many looks that day from faculty and students alike. In a school that has a formal dress code, I really stood out, but I am happy to have made an impression on my students.

After lunch that day, one of my students told me that someone was talking about me in the cafeteria. She told me that she stood up to that person to explain why I was wearing the poncho. In another class, I had a few boys giggling when they saw me walk in the room. I told them that I am not ashamed to



Shopping at indigenous markets in Otavalo

wear the poncho because my
(Continued on page 7)

STUDY ABROAD IN ECUADOR... YOU MIGHT WANT TO TRY IT TOO

BY AMY CASTELLANO, SPANISH MAJOR



Amy in Quilotoa, a lagoon inside a crater.

As those who know me probably already know, I am not at Salem State this semester. I have been in Ecuador since January in a study abroad program, and I'm having the time of my life. So, I wanted to tell you a bit about my trip and about the wonders of study abroad.

Perhaps you have thought about going abroad, because you know that that's the best way to learn a foreign language and have a great experience, but you haven't taken the leap yet for a number of reasons. You've probably asked yourself the same questions I asked myself before I decided to go abroad. Will I graduate on time? Will I be able to pay for it? Can I really spend five months away from home? Well, the answer to all of those ques-

tions is yes. College is the best time for students to see the world because study abroad programs, as well as Salem State, offer both need- and academic-based scholarships. Study abroad programs also offer help and support before and throughout your

semester or year abroad. As for graduating on time, of course you can! In order to maintain your student visa you must take at least 12 credit hours. So if that hasn't convinced you, I'd like to share with you some of my experiences I have had here in Quito.

For the adventurous types, Ecuador is the perfect place with its wide range of lands and its diverse cultures. I have traveled by boat through the jungle, swam down the Tiputini River, and fallen asleep to the sound of howler monkeys right outside my window all in the Amazon rainforest region. I have swum with sea lions and met with 150 year-old giant turtles in the Galápagos

Islands. I have climbed numerous active volcanoes and gorgeous waterfalls in the highlands and enjoyed beautiful scenery on the beaches of the coast. I have had the opportunity to talk with indigenous locals and try some traditional dishes, such as *cuy* (guinea pig!). When I am not on an adventure I am at home in Quito with my amazing host family or out enjoying the nightlife with friends in *La Mariscal*.

So maybe you are different and you would like a more subtle environment with historical museums or shopping. Fortunately for you, the world is huge and you can find a place for whatever your interest might be. My advice for anyone would be to go for at least a summer session abroad because in my opin-



An old friend of Amy's at the Galapagos

ion there is nothing better and more exciting than to learn about another culture firsthand. ■

CHRISTINA BERRY

(Continued from page 6)

trip to Ecuador meant a lot to me. I got support from another student who said that she appreciated what I was doing. If she had a poncho, she told me, she would wear it, too.

What was I doing in Ecuador? I was there to translate for my cousin who has not spoken Spanish since she was adopted from Ecuador over twenty years ago. I was able to bridge the language gap between my cousin and her long-lost Ecuadorian family. During our trip, we also got to visit the Equator, the Incan ruins, and the Andes

Mountains (which I was excited to see in person after studying Spanish all these years).



My cousin and I at the top of Mt. Pichincha, Andes Mountains

A favorite part of my trip was volunteering at a local orphanage. When my students saw pictures of the babies, they instantly recognized the importance of Spanish in the outside world. Speaking Spanish to babies is much less intimidating than speaking to adults. Perhaps I will have inspired a student to make their own trip to Ecuador one day to volunteer their time or to learn about a new culture. Sometimes, in order to be more effective, a teacher needs to step outside of the box not just to discuss the example but rather, become one. ■

CIPILO VENETO MESSICANO di Ernesto Oregel

Chi è Agostino Zago?

—Ieri—

Tra i 300 ragazzi del nostro liceo classico c'è un cipilegno bravo

di bei capelli biondi,
un giocondo ragazzo
di parlare spontaneo,

secco, aperto, affilato
di occhi azzurri e chiari,
un giovanetto gaio,

sportivo, dinamico,
musicomane, dedito.
Lui è Agostino Zago.

—Oggi—

È il 28 febbraio
—anno duemillanove—
nel nostro calendario.

Per celebrare insieme
con te, i tuoi amici
di l'età quindicenne
sassantun'anni fa,

è che siamo venuti
noi e quei d'aldilà,
di te ben conosciuti.

Dopo tanti tanti anni,
giubilanti qui siamo
quei ragazzi, un po'anziani.

Oggi ti visitiamo
con allegria nel cuore
nel tuo paese amato,

Chipilo, nel spagnolo,
Cipilo, in lingua veneta,
il benvenuto luogo

dove vivi e sei nato,
dov'è nata tua moglie
e tua famiglia è un quadro.

A quel ragazzo biondo,
a questo storiatore:
un futuro giocondo!

Un abbraccio,

Ernesto
25 febbraio 2009

www.lrc.salemstate.edu/oregel



Here are Fifteen Things Studying a New Language Might Do for You

1. broaden your experiences; expand your view of the world
2. encourage critical reflection on the relation of language and culture, language and thought; fosters an understanding of the interrelation of language and human nature
3. develop your intellect; teach you how to learn
4. teach and encourage respect for other peoples
5. contribute to cultural awareness and literacy, such as knowledge of original texts
6. build practical skills (for travel or commerce or as a tool for other disciplines)
7. improve the knowledge of your own language through comparison and contrast with the foreign language
8. expose you to modes of thought outside of your native language
9. give you a sense of relevant past, both cultural and linguistic
10. balance content and skill (rather than content versus skill)
11. expand opportunities for meaningful leisure activity (travel, reading, viewing foreign language films)
12. contribute to achievement of national goals, such as economic development or national security
13. contribute to the creation of your personality
14. enable the transfer of training (such as learning a second foreign language)
15. preserve (or foster) a country's image as a cultured nation

The above was adapted from Alan C. Frantz, "Seventeen Values of Foreign Language study" (ADFL Bulletin, vol. 28, N.1, Fall 1996) by Dr. Dávila.

TALK BY SPAIN'S CONSUL GENERAL, MR. CARLOS ROBLES

BY FÁTIMA SERRA, FOREIGN LANGUAGES

D. Carlos Robles Fraga, Consul General of Spain, came to visit SSC and gave us great insight into the relationship between Spain and the USA. Nowadays, both countries have common problems—like their relationship with North Korea, Iran and the Middle East—and a common interest: to make life in this world sustainable in the long term for 6 billion people. However, to get to this point the US and Spain have had a long trajectory together, sometimes as friends and sometimes as foes.

The Consul reminded us that the first American city, St. Augustine (San Agustín) in Florida, was founded by the Spanish in 1565, 42 years before the Jamestown Settlement and 55 years before the Mayflower arrived. Also, the ever present image of the American cowboy is actually a direct



descendant of the Spanish *vaqueiro* that settled in the Southwestern United States. And finally, the dollar symbol (\$), comes from a Spanish coat of arms engraved on the Spanish

colonial silver coins used right after the "discovery" of the New World. This symbol included two columns and a small "S"-shaped ribbon around each, with the motto "Plus Ultra" meaning "Further beyond." The columns and the motto marked the entrance to the rest of the world—the Americas—and indicated the overseas possessions that Spain had.

However, these facts, lost in the American psyche, are not the most significant ones that molded the American-Spanish relationship. According to the Consul, Spain had a big impact during the War of Independence of the US. The Crown of Spain supported the independence movement because the Spanish territories had frontiers with the British. Troops and economic help were sent from Cuba, and while fighting in Florida escalated, the British had to reinforce the southern front contributing to a weaker northern resistance. This independence idea moved south to Latin America. Robles stated that it was not so much that Spain was a failing Empire, but rather that the spirit of the American Revolutionary War had caught on in the imagination of Latin Americans, and Spain couldn't stop it.

The idea of Spain as a "decadent

Empire," was in part coined by Salem's William Prescott. Educated in Harvard, he devoted his life to the history of Spain and the Spanish-speaking world. During the same period, George Ticknor, a Bostonian, became the first Professor of Spanish and French



The Consul with undergraduates Joana Melo, Daniel Gonzalez, Jackie Turner, and Jennifer Paiz

at Harvard University. At the end of his life he donated his extensive Spanish literature collection to the Boston Public Library. In the eyes of the Americans, the defeat of Spain in the Spanish American War 1898 corroborated this image of an old fallen nation in contrast with a young, strong United States.

Right after the hiatus of the Spanish Civil War 1936-1939 the scholarly ties between New England and Spain became strong again. All Spanish intellectuals on the left had to flee the country to escape the persecution by the Franco regime and save their lives. Some of the most renowned poets from Spain settled in Bos-

ton, such as Jorge Guillén and Pedro Salinas. After the death of Franco in 1975, with the transition to democracy and inclusion in the European Union in 1988, Spain changed drastically and rapidly to become the modern country it is today. After 200 hundred years, Spain and the United States became military allies in 1982 when Spain joined NATO. In sum, throughout a history of confrontation



The Consul with Heather Trubiano, Katherine Hanchett, Kristen Artinano, Dr. Serra, Marta Fuertes Rodríguez, and Dr. Ken Reeds

(Continued on page 12)

MY SPRING BREAK IN EL SALVADOR & POLITICS

BY JACQUIE TURNER, SPANISH MAJOR



Over Spring Break, I had the privilege of traveling, for the third time, to the tiny country of El Salvador to visit my boyfriend and his family. It is the smallest and most densely populated country in Central America, but most certainly, in my opinion, the most beautiful and fascinating of them all. Having previously spent a large amount of time there, I have gotten to know the people, customs, cities, food, culture, and the beautiful mountainous landscape. During my most recent stay, I got to learn about an aspect of the country that I had little previous knowledge of before: the politics.

I was fortunate enough to be there for the presidential elections and to experience them firsthand. I was nervous because I had been told that there were many demonstrations going on between the two main parties and that there was a high potential for violence. El Salvador had a civil war between the right-wing and left-wing parties from 1980 to 1992, but the tension between the two parties still exists today. There are two interesting movies which portray the civil war: "Innocent Voices (Voces Inocentes)" and "Surviving Guazapa (Sobreviviendo Guazapa)". The former does not really reveal the true horror that truly went on as much as the latter.

I was also extremely excited to

be able to be there during such a historical time and to see how everything worked in a different country. El Salvador has several political parties. From those parties, they have preliminary elections where they narrow it down to two main parties/candidates; almost always the left-wing (FLMN) and right-wing (Arena). This year, the candidate for the left-wing party was Mauricio Funes and for the right-wing party was Rodrigo Ávila.

There was an overwhelming amount of tension between the two parties during the days leading up to Election Day. There were signs for each party



posted on every available space of wall on buildings, lamp posts, and cars. People wore t-shirts for the party that they supported. There were flags hanging from windows, out of car

windows... just about anywhere you looked there was something political. There was nothing civil or calm about this election. I even witnessed, a couple of times, people defacing signs or flags of the opposing party by spray-painting or throwing buckets of black paint all over them.

On Election Day, March 15th, we all woke up early and drove to the designated voting area. Most voting locations were outside with big tents or set up in random schools. The one we went to was outside. There were thousands of people in the streets waving flags, holding up signs, wearing the colors of the different parties, shouting slogans of their party or insults towards the opposing one. The line to get into the voting area was enormous and stretched the length of the road. Once we were finally in, we had to look at a large list of names on the wall that told you which number tent to go to in order to vote. Once we got to the designated tent, they sign you in, you take the poll sheet and fill it out in this curtained cardboard area. Once you turn in your poll sheet, they stick your thumb into this type of pigmenting powder, which turns your skin a dark brownish/purple color. They do

this so that you cannot go and vote again.

Once we arrived back to the house, we patiently awaited the

(Continued on page 12)



BROKEN ENGLISH

A collection of signs and notices written in English that were supposedly discovered throughout the world. Some are really hilarious.

In a Paris Hotel Elevator: Please leave your values at the front desk.

In a Hotel in Athens: Visitors are expected to complain at the office between the hours of 9 and 11 a.m. daily.

Outside a Hong Kong Shop: Ladies may have a fit upstairs.

In a Zurich Hotel: Because of the impropriety of entertaining guests of the opposite sex in the bedroom, it is suggested that the lobby be used for this purpose.

On the Menu of a Swiss Restaurant: Our wines leave you nothing to hope for.

In a Bangkok Dry Cleaners: Drop your trousers here for best results.

In a Rhodes Tailor Shop: Order your summers suit. Because is big rush we will execute customers in strict rotation.

In a Bucharest Hotel Lobby: The lift is being fixed for the next day. During that time we regret that you will be unbearable.

In a Yugoslavian Hotel: The flattening of underwear with pleasure is the job of the chambermaid.

In a Rome Laundry: Ladies, leave your clothes here and spend the afternoon having a good time.

Advertisement for Donkey Rides in Thailand: Would you like to ride on your own ass?

On the Door of a Moscow Hotel: If this is your first visit to the USSR, you are welcome to it.

In an Acapulco Hotel: The manager has personally passed all the water served here.

In a Copenhagen Airport: We take your bags and send them in all directions.

In a Budapest Zoo: Please do not feed the animals. If you have any suitable food, give it to the guard on duty.

Taken from *The Octopus*, 1995.

Provided by Dr. Dávila ■



ETYMOLOGY CORNER: BARS, PUBS, CLUBS, AND OTHER FUN PLACES, IN MANY LANGUAGES

BY JON ASKE, FOREIGN LANGUAGES

In a Spanish composition I was recently reading, a student wrote that she had gone to a bar during her spring vacation. She referred to the bar in Spanish as “la barra” (feminine) instead of the actual word “el bar” (masculine). Obviously she had picked up the wrong choice of translation from the dictionary, for both are possible translations of the English word bar, each one for each of the two main senses of this English word: bar, the drinking place, and bar, the long, metal object. This got me thinking about the word bar and its history, and it occurred to me that there might be some interest among our readers about the origins of terminology for public establishments.

Although the connection may not be clear to most people, it turns out that the two senses of the word bar—the long metal (or even chocolate) object and the drinking establishment—are related, and the second meaning actually derives from the first. The reason should be obvious to anyone who frequents such establishments, for traditionally along the length of the counter where drinks are served runs a long metal bar. So the bar became metonymically the name of the whole establishment. By the way, the term bar in legal contexts, as in for example “passing the bar (exam)” is also related to a metal bar, namely the one that traditionally divided the bench where the judge sat and the area where the lawyers did.

The English word **bar** (both meanings) comes from the Vulgar (that is, popular or spoken) Latin word *barra*, meaning “rod”. Classical (written) Latin did not have this word and it is not clear where popular Latin got it from. Like many other English words from Latin, the word *bar* came into English through French, in the 12th century. Spanish, of course, being, like French, a language derived directly from spoken Latin, did not borrow the word *barra* the way English did. But eventually, much later, it did borrow back the word *bar* to refer to the

drinking establishment, while keeping the word *barra* to mean the counter at the bar (besides the rod meaning). Spanish certainly didn’t borrow this word because it really needed it, since Spanish has many words to refer to drinking establishments, such as *taberna*, *bayuca*, *bodegón*, *borrachera*, *buchinche*, *chingana*, *tabernería*, and *tasca*.



Before leaving the word bar, let me mention the origin of the word **barbecue** (also spelled barbeque, Bar-B-Q or BBQ). This word is not historically related to the word bar at all, as its spelling might suggest. English got this word from Spanish *barbacoa*. But Spanish got it from a native Caribbean language, probably Taino, in which it was used to describe the framework for supporting meat over a fire. According to Merriam-Webster it entered English in 1709.

The word **pub** is short for public house, a place where carriages used to stop for passengers to get a rest. From English the word spread to other languages, Spanish included. But, as you have probably already guessed, the word ‘public’ is not a native English word, but a borrowing, this one also from Latin. You may have noticed that most English words are borrowed, and most borrowings are from either Latin or French, which is a language that derives from popular Latin. When French or Spanish borrows from English they are just taking back words that English borrowed from them at one point. English borrowed the word public from Latin through French in the Middle Ages. The Latin word was *publicus*, which is the adjective form of *populus* “people”, from which come English borrowings “people” (borrowed through French *peuple*) and “popular” (borrowed from the written classical Latin word). The Spanish equivalent is *pueblo* “people; town.”

The international word **restaurant** (*restaurant* in French, *restauro*

rante in Spanish, etc.) is also an interesting word. It is related to the verb *restore* and the noun *restoration*. The word originated in France in the 17th century, when restaurants, in the modern sense of the word, first appeared. Supposedly, a Parisian soup-vendor named Boulanger started selling hearty soups by the name of *restoratives* in 1765 and he hang up a sign outside his shop which read, in Latin: VENITE AD ME VOS QUI STOMACHO LABORATIS ET EGO RESTAURABO VOS “Come to me, you who labor in the stomach, and I will restore you.” The idea stuck and from this RESTAURABO (future tense of RESTAURARE “to restore”), came the word restaurant “restoring.”

Another popular public establishment is the (night) **club**, so I thought you might like to know the origin of the this word too. English club comes from Middle English *clubbe*, from Old Norse *klubba*; akin to Old High German *kolbo*, meaning “a heavy usually tapering staff especially of wood wielded as a weapon.” The word entered English in the 13th century from Danish (many Danes settled in England at the time) with the meaning of big stick. This meaning is still present in Modern English in the phrase golf clubs. Eventually the word came to mean an association of people. How this happened is not clear. The Oxford English Dictionary (OED) suggests that this perhaps has to do with another sense of the original word, namely “clump”, which can have the meaning of things brought together. From English the new sense of the word (association) spread to other European languages in the 19th century and the word club is quite international now.

Before there were clubs and bars and restaurants, there were **taverns**. This venerable institution seems not to have done too well in the US, as com-

pared with bars. The tavern is still a very important establishment in parts of Europe, where they serve as regular meeting places for people, much like bars do in Spain, for example. The English word *tavern*, Webster’s dictionary tells us, comes from Middle English *taverne*, which took it from Old French, and comes originally from Latin *taberna* meaning “hut, shop.” It was borrowed in the 14th century. Most people wouldn’t know the difference between a bar and a tavern, though a tavern sounds old fashioned and there aren’t many taverns nowadays. In most places taverns cannot sell hard liquor, which is [more profitable than beer](#), which is why not many tavern licenses are sold.

I hope this brief account of several popular English words has proven instructive and interesting for you. It should have given you a sense of some of the reasons why English has so many words that have similar counterparts in French and Spanish. Such words are called cognates in the language pedagogy world, although the meaning of the word cognate for linguists is more restricted: cognates are native (not borrowed) words that derive from a common ancestor, such as the word *mother* in English and the word *madre* in Spanish or *mère* in French, a fact that is due to the fact that all three languages can be traced back to a common ancestor, long gone, which we call Indo-European. If you like to learn about the history of words (etymology) you will find plenty of information online. There are many etymology blogs, such as Podictionary.com. Technorati reports that there are currently [294 of them](#). But very often all you need to satisfy your linguistic curiosity is a visit to an English dictionary that has etymological information, such as [Mer-](#)



COMMUNICATION STYLES, CULTURE, AND LANGUAGE LEARNING

BY JON ASKE, FOREIGN LANGUAGES

We learn a second (or third, or fourth) language so that we can communicate with people in that language. We assume that if we learn the vocabulary and the grammar of that language we will eventually be able to successfully communicate with its speakers. There is some truth to that, but we should also not lose sight of the fact that culture and personality affect communication and sometimes cause miscommunication.



Miscommunication is not the same thing as misunderstanding. We are all familiar with the phenomenon of misunderstanding when people use a language (or a dialect, for that matter) that they don't have full control of. Miscommunication with speakers of our very own language and dialect is a different thing. We normally do not blame the linguistic abilities of the people involved, but rather their communicative abilities or, worse, their intentions or motivations. By this I mean that we often blame other people's rudeness or meanness (lack of politeness) for faulty communication. In fact that is not always the case.

The most prevalent or popular model of how communication works can fool us into misreading people's intentions and abilities. When asked, most of us would probably say that the main function of language is to convey information. "It is raining," conveys information about the weather. "I went to Paris last weekend" conveys information about one's travels. Surely we also use language for social reasons, to greet people ("Hello") and the like, but for the most part we think that we convey information to each other and that if we say what we mean (and say it well) and mean what we say, then communication will proceed smoothly, unless one or both of the people communicat-

ing says or means offensive things.

In actuality, communication goes well beyond conveying information. When we communicate we are conveying ourselves to others in ways that are not universal but rather culturally conventional. What we say, to whom we say it, when we say it, where we say it (in what context), why we say it (or don't say it), and how we say it, are all things that have to be considered when analyzing successful or unsuccessful communication.

Even if you say what you mean and you mean what you say, miscommunication can result. This is especially true among people of different cultures or backgrounds.

We typically interpret what others say in terms of how it would be interpreted if ourselves or people like ourselves said it. This is perfectly natural. Interpreting others' behaviors by our standards is basically what's known as ethnocentrism, which is a perfectly natural thing, but one that we should learn to overcome to be successful communicators in a multicultural world. Language and culture "specialists" such as most of you reading this have an even greater responsibility to learn about cross-cultural communication.

If a certain communicative act seems rude to us, it probably means that in the circles we move it would be considered rude (of course, some things are rude in any language: a slap in the face, an insult, and so on). But when communicating with people of different backgrounds or cultures, we should not be always quick to characterize some speech behavior as rude, impolite, inappropriate, or even aggressive. It may not be by the speaker's standards. We should question whether that behavior would be considered rude among people of the speaker's back-

ground. That doesn't mean we have to like and accept all kinds of behaviors that to some people may seem natural. Not at all. Some behaviors will indeed be too jarring for us and will clash with our principles too strongly. Still, it seems to me that we can go a long way towards accepting other people's communication styles that are somewhat different from ours without turning into total cultural relativists ("any behavior is just as good as the next").

Deborah Tannen is a linguist who has written several popular books about miscommunication due to different communication styles in people from different cultural backgrounds, including men and women in our own culture. You may have seen her books, such as *That's Not What I Meant!* (1987), *You Just Don't Understand: Women and Men in Conversation* (2001), *You're Wearing That?: Understanding Mothers and Daughters in Conversation* (2006), and *Talking from 9 to 5: Women and Men at Work* (1995). Perhaps you have come across one of those books. If not, I highly recommend them to anyone who wants to learn about communication.

One of the main themes in cross-cultural communication is indirectness, and its counterpart directness. Directness is saying exactly what we mean, whereas indirectness is the opposite. People who share the standard American culture (whatever that is) are known to be much more direct than people of other cultures, in particular Asian cultures, and they tend to think of directness (saying exactly what you mean) as a good thing. But we are all indirect to one extent or another and in different ways. For instance, if you are sitting at the table and you want the salt

which is within reach of somebody else sitting at the table, a direct way to get the salt is to say "Pass me the salt!". But that would not be very polite in the US (it might be in Spain). Thus we have conventionalized *indirect* formulas such as asking "Can you pass me the salt?" This question is an indirect way of getting someone to do something for you. Because this type of question is conventionalized, your table companion is able to understand this not as a question (only a child, or someone teasing you, would respond "Yes, I can" and do nothing), but as a request. This is just a simple example of the much wider culture-dependent phenomenon of indirectness.

Actually all of us, every person, in every culture, communicate indirectly. The difference lies in when, where, and how we are indirect. As Tannen says "everyone is indirect, meaning more than is put into words and deriving meaning from words that are never actually said. It's a matter of where, when and how we each tend to be indirect and look for hidden meanings" (Tannen 1994:64). This is something that we learn from those around us since we're little and an ex-



tremely important (and difficult) thing to learn when we are learning the language of another culture as a second language. Unfortunately, while we are all aware that we must learn vocabulary and grammar to learn to communicate in another language, many don't realize that it is just as important to learn to communicate in culturally appropriate ways and thus they end up transferring their own communication patterns to the second language, as well as judging speakers of the second language by their own patterns.

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EL SALVADOR

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results. They had all of the votes counted fairly early, around nine in the evening. The left-wing/FLMN candidate, Mauricio Funes, had won by a landslide. It was the first time in forty years that someone from the left-wing party had been elected president. Everyone was relieved but some were also a little disappointed. They were relieved because there had been much talk of a violent rebellion against the government by the supporters of FLMN if he was not elected. The people who support that party are extremely liberal and were willing to take harsh measures to get their candidate into power. They were also disappointed because with the new president-elect has ideas that some equate with socialism. Socialism is slowly spreading throughout Central and South America, most likely originating from all of the socialist commotion in Venezuela and from their president Hugo Chávez.



A caravan of supporters of the FMLN party.

All in all, I am very happy to have witnessed such an exciting part of Salvadoran history. I strongly encourage all of you to travel and see the world while you have the opportunity. Traveling not only teaches you incredible things about the people, cultures, and languages around you, but about yourself as a person. Do not hold back because of fear, just go for it! It is worth the risk if it gains you memories of unique, worldly experiences that will last you a lifetime. You will not regret it! ■

SPANISH CONSUL GENERAL

(Continued from page 8)

between the two countries, the Consul left us with some interesting perspectives and nuances on the shared history, and how both countries have become allies, concerned with the same big issues.

The evening ended with a lively discussion between students and the Consul. Some interesting data that surfaced: Spain was the biggest foreign investor in the world during the 90's; in the last 10 years, more than 10% of people in Spain have been born outside the country; 13% of electricity consumed in Spain is generated by wind power and Spanish companies are building windmills in

the US; and most of the Italian labeled olive oil is in fact Spanish.

The Consul, as the person in charge of spreading Spanish culture in the Northeastern US, reminded everybody that the Education Office of Spain is offering more than 1,000 positions as English teaching assistants in Spain, paid by the Spanish government (www.mepsyd.es/exterior/usa/en/programs/us_assistants/default.shtml).

For all the SSC students present the Consul had something to say: Go travel, study abroad, see the world and then come back and do whatever you have to do. ■

COMMUNICATION STYLES

(Continued from page 11)

Context has a lot to do with how a person communicates too. Two young male friends may speak to each other, teasingly or playfully, in ways that they would not speak to even acquaintances. But what is appropriate in a certain context is also very much culture dependent. And it's not like we all speak indirectly only sometimes, whereas most of the time we speak directly. As Tannen points out, "every utterance functions on two levels--the referential (what it says) and the relational (what it implies about the speaker's relationships)" (Tannen 1994:67). So we have to constantly be aware of how literal meanings are interpreted.

And it's not just what we say, but how we say it too. We are all familiar with the fact that members of some cultures express themselves in tones of voice, and loudness, that in other cultures are reserved for extreme expressions of emotion. This may lead Americans to think that members of those cultures are very emotional or prone to extremes of emotion, when this is not necessarily the case.

All these things, and many more, about communication are very important when learning a language. But these are not the sorts of things that one learns—or even can learn—in a language classroom. Maybe in theory one can learn them,

but in order to understand how communication in a culture works one has to live it, be immersed in it, for a long time. And even then, communication patterns are one of the hardest things to learn. One can speak a second language quasi-natively and still have trouble communicating with speakers of that language because of how things are interpreted. Still, there is no substitute to an immersion situation to learn how things sound to other people. Which is why I strongly encourage any language learner to put themselves in an immersion situation, live in a foreign culture, and have friends from that culture. Even when one goes to another country and acquires the patterns of communication of that society, that doesn't guarantee that one won't have trouble communicating with some of the speakers of that language. The Spanish-speaking world, for instance, does not have a single culture, even though there are similarities from one country to another. The way Spanish-speaking people from the Caribbean communicate is not the same as the way Spanish speakers from Andean countries communicate. But it is only by experiencing first hand that not all people are like us, or communicate like us, that we can learn about ourselves and about the differences and commonalities that make us human, and become truly multicultural individuals and citizens of the world. ■

(Reference: Tannen, Deborah. "Why Don't You Say What You mean?" NYT Magazine, Aug. 28, 1994.)