

# The LANGUAGE MIRROR

Newsletter of the Department of  
Modern Languages and Literatures



California State University,  
Los Angeles

Volume 7 Spring 2005

## FROM THE CHAIR



As the new Department Chair, I would first like to thank Dr. Hildebrando Villarreal, my predecessor, for his leadership and dedication during the previous three years. His selfless service is deeply appreciated by all students, faculty, and staff in the Department. As the Associate Department Chair and the Undergraduate Advisor, Dr. Villarreal continues to assist students and faculty, and I am grateful for his assistance.

Together with Dr. Villarreal's success as Department Chair, Dr. Domnita Dumitrescu's Outstanding Professor Award, Dr. Christophe Lagier's tenure and promotion, and my promotion were celebrated at the Department party held at the residence of Dr. Toshiko Yokota and her husband on March 5, 2005. More than 20 people attended the party, which was indeed a wonderful gathering. I would like to thank Dr. Yokota and her husband for their hospitality, and all faculty and staff for their contributions.

We had a busy year, particularly with preparing documents for renewal of the subject matter programs in French, Japanese, and Spanish. The task force, headed by Dr. Dumitrescu, consisted of Dr. Gretchen Angelo, Dr. Maria Costa, Dr. Ignacio Lopes-Calvo, Dr. Villarreal, and myself. I would like to thank the task force members and its leader, as well as all other faculty who made contributions to the process (new course proposals, course and program modifications, and revising syllabi). It was indeed a collaborative effort. We look forward to developing a Chinese subject matter program in the near future.

Good news: The Department is proud of Dr. Dumitrescu's Outstanding Professor Award, congratulations! In September 2005, a new faculty member will join us: Ms. Chisato Koike (Japanese). Ms. Koike is working on her Ph.D. in Japanese linguistics at UCLA. At Cal State L.A., she will assist faculty with the use of technology in instruction, and work closely with students in the subject matter preparation programs in French, Japanese, and Spanish (also in Chinese in the future). We look forward to having her on board.

Sad news: Dr. Ignacio Lopes-Calvo left Cal State L.A. for the University of North Texas. We wish him and his family the very best.

**Sachiko Matsunaga, Ph.D.**

Chair, Department of Modern Languages and Literatures

## LANGUAGE AREA NEWS

### CHINESE

The Chinese Studies Center organized two guest lectures: Ying Hu, Professor of Chinese and Comparative Literature, from UC Irvine, presented "Sword or Brush: Three Women's Lives or a Tumultuous Moment in Chinese History" on May 12, 2005. On May 23, 2005, Zheng-sheng Zhang, professor of Chinese, presented "The Myth of Chinese Characters."

Thanks to generous donations from Major Tsai, Monique Wu and Kylie Hsu, the Center awarded seven scholarships on May 3, 2005:

#### Chinese B.A. Scholarships

Quincy Hou  
Michelle Chiang

#### Major Tsai Awards

Albert Graves  
Quyen Hy  
Sunny Yuan  
Makaylah Cheung

#### Kylie Hsu Endowed Scholarship

Richard Yao-Tang Chen



The 13th Annual Chinese Poetry Recitation Contest was held on May 3, 2005. The event kicked off in Music Hall with lovely performances in Chinese by children from Academia Semillas del Pueblo and with an inspiring speech from Dean Carl Selkin. Contestants from Cal State L.A. and other universities and

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colleges performed in high spirits with daring imagination. Three major Chinese newspapers, *Chinese Daily News*, *Hsing Tao Daily*, and *China Daily*, all covered the event. We have more winners than ever before:

**Advanced Level**

- 1st—Richard Yao-Tang Chen, CSULA
- 2nd—Xuyen Dang, CSULA
- 3rd—Eileen Osmun, USC
- 3rd—Quyên Hy, CSULA

**Intermediate Level**

- 1st—Quincy Hou, CSULA
- 2nd—Jack Tung, CSULA
- 3rd—Eugene Yu, CSULA
- 3rd—Ling He, CSULA
- 3rd—Ran Nakayama, SMC
- 3rd—Tracy Chan, CSULA

**Elementary Level**

- 1st—Anton Borja, CSULA
- 1st—Sarah Jacobus, SMC
- 2nd—Shunsuke Ito, SMC
- 2nd—Albert Graves, CSULA
- 3rd—Frank Liou, CSU Poly Pomona
- 3rd—James Liu, CSU Poly Pomona

**FRENCH**

The CSU quarter-system campuses have formed a consortium to offer online courses. New students may choose from a wider range of courses by concurrently enrolling in courses offered through other campuses. This alleviates enrollment quotas faced by some CSU campuses. During the '04-'05 year, French Translation was offered through the CSU Bakersfield campus and Linguistics was offered jointly via Cal State L.A. and CSU San Bernardino.

**Le Cercle Français**

Le Cercle Français elected a new board at the beginning of Spring '05, and a new president, Sara Vard, an undergraduate majoring in Art History.

**JAPANESE**

**Japanese Studies Center**

The Japanese Studies Center hosted Japanese Film Nights 3 (*Wild Geese*) and 4 (*After Life*) in November 2004 and May 2005, respectively. It also held the Eighth Annual Japanese Speech Contest (February 26, 2005), with 21 contestants from four high schools and three universities who spoke in front of 55 people. The following students were selected by judges Yasuko Koshiyama of Pepperdine University and Motoko Ezaki of Occidental College as winners of the prizes. The event was supported by the Japan Foundation and Kinokuniya Bookstore.

**Grand prize winner**

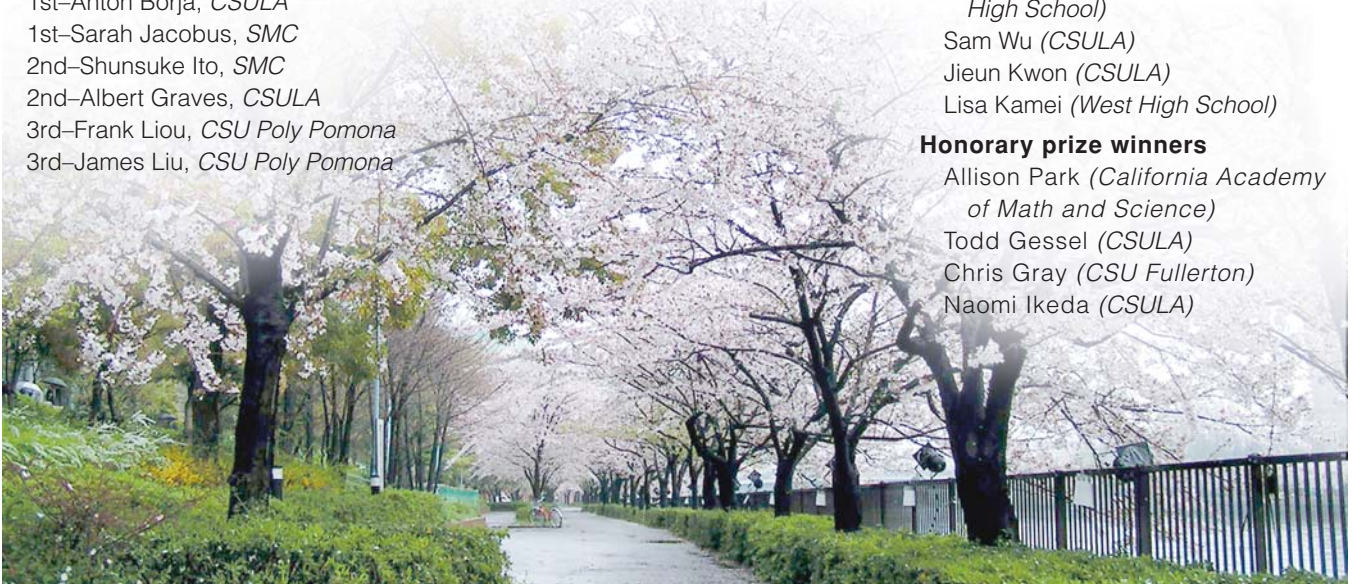
Albert Graves (CSULA)

**First prize winners**

- David McNeill (*Crescenta Valley High School*)
- Sam Wu (CSULA)
- Jieun Kwon (CSULA)
- Lisa Kamei (*West High School*)

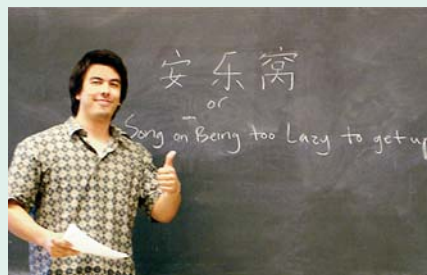
**Honorary prize winners**

- Allison Park (*California Academy of Math and Science*)
- Todd Gessel (CSULA)
- Chris Gray (CSU Fullerton)
- Naomi Ikeda (CSULA)



**NEWS FROM QUINCY HOU: CHINESE B.A. STUDENT**

I am Quincy Hou and I'm currently working towards my B.A. in Chinese at CSULA. Although my father is Chinese, I did not learn to speak the language as a child. After a few years of disappointment as a film major at other colleges, I decided to change my major to Chinese. I have always wanted to learn the language, and I am very happy with my decision to study Mandarin.



I was honored to not only win a first-prize trophy in the 13th annual Chinese Poetry Recitation Contest, but also to be awarded a Chinese B.A. scholarship. I was selected to participate in the CSU overseas study program at National Taiwan University in Taipei. I will be studying Chinese intensely there for nine months beginning

Since my return to college I have taken six Chinese language courses, as well as a Chinese poetry class. I am currently studying about Chinese culture and civilization, in addition to contemporary life in Taiwan.

this September and will return to finish my schooling at Cal State L.A. in the summer of 2006. I look forward to sharing my experience when I return from abroad. I am so happy that CSULA offers a degree in the beautiful language, culture, and history that is Chinese!

**SIGMA DELTA PI**

Gamma Psi, the CSULA chapter of the National Collegiate Hispanic Honor Society Sigma Delta Pi, won a Certificate of Honor and Merit for its activity in 2003-2004, its 50th anniversary. This is the tenth certificate the chapter has won since its reactivation in 1990. The 2004-2005 officer are: Mario Cuéllar, president; Mónica C. Shah, vice-president; José Luis Corona, treasurer; Tlálóc García, secretary; and Domnita Dumitrescu, chapter adviser.

The initiation ceremony took place March 3, 2005, in the Golden Eagle Ballroom. The following candidates were initiated: María Carolina Almánzar, Ana Barajas, Idania Friginals, Sara González, Hilda Jiménez, Diana G. López-Vega, Ofelia Narváez, Sandra Novoa, Gladys E. Pacheco and Carolina Schmeisser. Professor José Cruz González, from the Theatre Arts and Dance department—who gave a wonderful presentation



about Hispanic Theatre in the U.S. at a Sigma Delta Pi event organized in fall 2004—was initiated as an Honorary Member. In addition, the Gabriela Mistral prize for academic excellence was awarded to Monica C. Shah, the chapter vice-president, and the Order of the Discoverers, a distinction reserved for outstanding Hispanists, was bestowed upon emeritus professor Joseph Chrzanowski.

At the fraternity dinner that followed, Assistant Professor Christian Ricci, who holds a BA in Spanish from CSULA, a doctorate from UC Santa Barbara, and currently teaches at UC Merced, gave

the keynote address, entitled: *El regreso de los moros a España: fronteras, inmigración, racismo y transculturación en la literatura magrebí contemporánea*. At the end of the dinner, there was an excellent artistic program featuring Professor Manuel Castillejos from the Mount San Antonio Community College, and Angela Estrada from the Bilingual Foundation of the Arts (who is finishing an M.A. in Vocal Performance at CSULA) performed a series of popular Spanish songs, which enchanted the audience. Angela Estrada was accompanied by Oscar Estrada and Twyla Meyers.

**NEWS FROM TODD GESSEL: JAPANESE MAJOR**

Studying Japanese is a gargantuan task. “Why?” you ask. “Isn’t learning Japanese as easy as learning Spanish or French?” Having studied German and Spanish, quite frankly no. For the English speaker there is no similarity in the languages as there is with French, Spanish, and other Latin- or Germanic-derived languages.

To begin, one must master three separate “alphabets.” Two of them called *Hiragana* and *Katakana* each contain 46 letters (*Kana*). Now imagine having to learn a third which requires an understanding of two-thousand “letters.” These “letters” called *Kanji* have two or more pronunciations—some have up to 12! The *Kanji* has a seemingly inexhaustible number of characters. Learning how to pronounce a combination of *Kanji* involves trial and error and instruction. Secondly, a student must learn a formal written (essay) form of Japanese and a casual written style of Japanese.

Conversation has its own challenges, including mastering male and female usage and learning the polite language (*Keigo*) to navigate the hierarchy of Japanese society. *Keigo* is confusing not only to learners, but native speakers of Japanese as well. These tasks, in addition to learning grammar and vocabulary, require a great deal of study and practice.

Fortunately, the faculty at CSULA caringly and diligently instructs students in the acquisition of Japanese language, history, and culture. In addition to the everyday curriculum, the department arranges events such as classic Japa-

nese film and animation screenings, and an annual Japanese speech contest, in which students from local colleges and universities do battle in a number of categories. The judges are Japanese professors from non-competing universities. I placed in two of the speech contests. The speech contest helped me a great deal in my ability to speak Japanese in a public setting. To be honest, I was quite intimidated and I stumbled over words and became a bit embarrassed. However, I learned from my experience and was ready for the next contest, in which I aimed for the heart of the audience, and spoke about my hopes for my daughter’s future. With a year more of Japanese study and a strategy, I did well and placed in the contest. My peers from CSULA did an outstanding job as well, winning the overall first place category, the second year, the fourth year, and the Heritage categories.

American, Chinese, Filipino, Japanese, Mexican, and Korean, the students that choose to study Japanese are as varied as their reasons for studying. Most wish to become teachers of Japanese. However, others wish to use their Japanese in business and or governmental/diplomatic positions. Still others wish to explore their Japanese ancestry.

All in all, the Japanese program has been not only a tremendous learning experience, but also a gateway to a wonderful culture.

**D**ue to the efforts of the American Council on the Teaching of Foreign Languages (ACTFL), 2005 is being celebrated as The Year of Languages (YOL)<sup>1</sup> in the United States. These celebrations will take place in elementary, secondary, and post-secondary institutions, as well as at events at the local, state and national levels across America. The goal of the YOL celebration is to advance the concept that every American should develop proficiency not only in English, but in other languages as well. Its goals include building public awareness of the diverse languages and cultures that enrich the American way of life—thus encouraging cross-cultural understanding—and educating the public about the academic benefits of learning a second language.

These celebrations are a result of the ever-increasing importance of learning a foreign language in the era of globalization.

### **More Than Meets the Eye**

Learning to speak a foreign language is more than memorizing vocabulary words or grammar rules. It is experimenting with new sounds, expressions, and gestures. It is orchestrating a new perspective on the world based on a colorful blend of innuendos and myths, lilts and cadences, hidden behind each word and phrase. In fact, learning to speak another language unveils fascinating cultural secrets behind the language.

### **Benefits**

#### *1. Communication advantage*

Often, the main goal for learning a new language is to acquire the ability to speak, write, and read the new language to effectively send messages and be understood. You may want to find your way while vacationing in another country, be able to read foreign magazines or books for information or pleasure, understand foreign newscasts and newspaper articles, or meet and talk with a new group of people. All these activities would be nothing short of impossible if we were limited by the constraints of a single language—our mother tongue.

#### *2. Cultural advantage*

Learning a new language enables us to learn about the people who speak that language. You learn their customs and practices, their victories and struggles, their joys and their grief. This promotes tolerance and cultural awareness. No linguistic education would be complete without acknowledging the cultural component. Knowledge of other cultures will help expand personal horizons, and help you become a more compassionate and responsible citizen. Your ability to talk to others and gather information beyond your own language and culture will enable you to look at life through a different cultural lens.

#### *3. Academic advantage*

Studies have shown that learning another language helps students gain a better understanding of other academic subjects. Students who speak more than one language consistently score better on standardized tests than students who are monolingual. Research has shown that there is a correlation between the number of years of foreign language studies and the increase of reading, writing, and mathematics skills. Our exposure to another language opens the door to making links between different subjects or fields.

#### *4. Cognitive advantage*

Learning another language increases the brain's capacity for creativity, openness, flexibility, analysis and interpretation. Recent studies have shown that this is a result of the change in the brain's anatomy through exposure to a new language, helping to strengthen areas associated with language, memory, and attention.

#### *5. Social advantage*

Language skills are useful when interacting with people from other countries, as well as foreign-language-speaking people within your own country. Forming a social group composed of foreign-language speakers significantly influences the quality of your linguistic skills and benefits your multi-cultural pool of knowledge.

#### *6. Occupational advantage*

Learning a second language gives you a competitive edge and will catch the eye of anyone reading your job application. Furthermore, since an increasing number of businesses work closely with companies in other countries, there is a great demand for workers who can communicate in different languages and understand other cultures. An employer will see you as a bridge to new clients or new markets and enhances opportunities in several fields including government, business, medicine and healthcare, law enforcement, teaching, technology, the military, communications, industry, social services and marketing.

### **Application**

- Take language courses in college to gain a firmer foundation on which to build your linguistic knowledge and experiences. Moreover, you gain the opportunity to meet other people who are also interested in learning a new language. Some programs teach languages in conjunction with engineering, business, nursing, or journalism.
- Find a language exchange partner, preferably a native speaker of the language you are interested in who would like to learn a language in which you are proficient. Together, you can arrange casual meetings in a relaxed atmosphere (at a local café, for example) where you can practice each other's language. You will not only practice your vocabulary and grammar, but also learn about the culture associated with the language. An added bonus is that you can meet a variety of people from around the world.
- Take advantage of the wonders of technology and enroll in online language courses. Many of them allow you to complete your language education at your own pace, from the comfort of your own home.
- Find an e-pal. An updated version of the pen pal practice, e-pals allow you to exchange messages with someone in another country at the click of a mouse.

### *Faculty Research Colloquium*



- Use your second language on the job or with friends who speak the language. The more often you apply what you know, the easier it will be for you to remember terms and utilize adequate grammatical sequences, and the more motivated you will be to continue learning.
- Seek out opportunities to use the language in your community. The larger and more diverse the group of people you regularly contact, the more exposure you will have to different accents and modern slang. This will help you lose the feeling of self-consciousness, give you a more practical grasp of the language, and lead you to discard many outdated textbook terms and phrases.
- Study abroad. Full immersion in a new culture is an exhilarating adventure. The experience will force you to actively use and improve your linguistic, cultural, social, and survival skills. These hands-on lessons will change your view about the host culture as well as your own culture. You will be greatly enriched by direct exposure to different perspectives and practices.
- Develop creative ways to use your linguistic and cultural knowledge. Go to a local foreign cuisine restaurant and try ordering in that language. Listen to foreign music. Watch a foreign movie (ignore the subtitles). Attend cultural exhibitions at museums and art galleries. Offer to serve as a tour guide for visiting tourists.

Speaking more than one language in today's global society is a great asset. Learning a new language will not only make a great difference in how you see the world, but also in how the world sees you.

<sup>1</sup>For more information, visit <http://www.yearoflanguages.org>



The Center for the Study of Genders and Sexualities, together with the Department of Modern Languages, Sigma Delta Pi, and Le Cercle Français, sponsored a colloquium titled “Languages of Desire” on April 27, 2005. Christophe Lagier’s talk was titled “Transgendered Masks of Transgressions: The Jean(ne) de Berg Exemplary Case.” Elena Ruzickova spoke of “Gender-based Tendencies in Spanish-language Variation and Linguistic Sexism in Spanish.” Igancio López-Calvo gave a talk on “Chineseness and Sexual Desire in Severo Sarduy’s Oeuvre.” Alejandro Solomianski delivered the paper, “Feminine Land in Nineteenth-century South America,” while María Dolores Costa spoke of “Sexuality and Nation in Four Spanish Novels.”

**Gretchen V. Angelo** traveled to France last summer taking photographs for her nearly completed first-year college level textbook, *Liberté*. Traveling solo, she spent 11 leisurely days in Paris. *Liberté* has been adopted by Mt. San Antonio College for the upcoming Fall '05 curriculum.



Angelo organized and facilitated the CSULA/MCLASC (Modern Classical Language Association for Southern California) Teacher’s Immersion Day on February 26, 2005. This event engaged high school and college French and Spanish teachers in a range of stimulating conversation on cultural, literary and linguistic topics such as (in French): *Images d’une heroine nationale—le cas*

*Jeanne d’Arc; Le rap de MC Solaar - “Bouge de la;” Le voile musulman a l’ecole en France;* and (in Spanish): *Es sexista la lengua Española?; Discusion del cuento “El arbol;” Los medios masivos y la realidad.”*

Angelo is also serving her eighth year on the CSU Foreign Language Council as the CSULA French Department representative.

**Domnita Dumitrescu** received one of the four CSULA 2003-2004 Outstanding Professor Awards.

This award, announced on Fall Faculty Day 2004, is given “primarily for excellence in teaching,” as well as “significant achievements...in scholarly inquiry or creativity, professional activities, and service to the campus and community.”



Dumitrescu published “Agradecer en interlengua: una comparación entre la competencia pragmática de los estudiantes nativos y no nativos de español en California,” in the *Proceedings of the Second International Colloquium of the EDICE (Estudios del Discurso de Cortesía en Español)* program, published in CD-ROM format by the University of Costa Rica, in 2005 (editor: Jorge Murillo). She also published several book reviews in *Hispania* and *The Southwest Journal of Linguistics* on recent books about applied linguistics, Romance studies, and an English-Spanish dictionary of false cognates.

She presented a paper on Octavio Paz’s *Renga* at the 15th International Congress of Hispanists, Monterrey, Mexico,

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and she organized and chaired a panel at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese, Acapulco, Mexico. She also read a paper and chaired a panel at the 33rd Annual Meeting of the Linguistic Association of the Southwest, in New Orleans, where she was the general program chair; and she made a presentation at the Fall Meeting of the AATSP-Southern California chapter. She attended the MLA meeting in Philadelphia as a member of the Delegate Assembly, and she continued her editorial work for the *Southwest Journal of Linguistics*, and, as a referee, for two publishing houses.

**Kylie Hsu** was selected for inclusion in the 2005 *Who's Who Among America's Teachers*. She was also awarded a sabbatical in Fall 2004 to develop instructional materials for her book. She published two articles and nine reviews, and she was featured in the following news reports: "The Effects of California Budget Cut on Higher Education," *China Press*, January 10, 2004; and "Opinions from Experts and Parents on Early Entrance," *Sing Tao Daily*, September 23, 2004.



**Christophe Lagier** has been selected by the CSU International Programs (Chancellor's Office) to serve as Resident Director in France effective 2006-2007. The Resident Director oversees 80 CSU students in Aix-en-Provence and Paris and bears responsibility for the academic success and administrative efficiency of the program's operation.



Lagier was also selected to serve for a three-year term on the College Board Development Committee that develops the AP® French Course Description and Examination.

He has written two encyclopedia ar-

ticles: "Jacques Audiberti" in *Dictionary of Literary Biography 321: Twentieth-Century French Dramatists* (Brucoli Clark Layman, Inc., to be published fall '05) and "Jean(ne) de Berg" (Catherine Robbe-Grillet's pen names) in *Encyclopedia of Erotic Literature* (Routledge, to be published spring '06).

His article "From Linguistic Deviation to Cultural Re-identification: 'Verlan' in Mathieu Kassovitz's *La haine*" has been accepted for publication by *Review of the Center for the Studies of the Literature and Arts of North Africa* (2007). He will present a related paper at "Youth Cultures in Post-War France" on September 9, 2005, organized by the Department of Languages & Intercultural Studies at Heriot Watt University in Edinburgh, Scotland.

**Sachiko Matsunaga** presented a paper entitled "Learning strategies of hiragana and katakana as foreign symbols" at the Hawaii International Conference on Arts and Humanities, Honolulu, January 13-16, 2005, which was published in the conference proceedings. She also published a refereed journal article in *The Chinese Journal of Psychology*, 46. (2004). She continued to serve as a referee for the *Modern Language Journal*, and as a member on the Japanese Standard Setting Panel, California Subject Examinations for Teachers (CSET).



**Qingyun Wu** taught a new course CHIN420: Chinese Poetry in the winter 2005. Twelve students were enrolled in her class. Although this is a challenging course focusing on classical Chinese poetry, students participated with great enthusiasm. Student Cathy Huang commented, "What I like best about this course, Chinese Poetry, is that I get a better understanding and foundation of the evolution of Chinese



poems after this ten-week intense course." Quincy Meilong Hou, a native English speaker currently pursuing a B.A. in Chinese, said "My favorite part was being able to hear my classmates present engaging poems. I have learned more than I expected and enjoyed the class more than I thought I would."

Invited by the Asian Studies Program of Pomona College, Wu gave a guest lecture on "Women's Utopian Imagination in Imperial China" on Tuesday, March 8, 2005. Her essay "Daring to Dream: Wang Yun and Her Play *A Dream of Glory*" and excerpts from her translated play will be published in the August issue of the journal *Renditions* in 2005. She will also present her paper "Classical Roots and Transnational Influence of *Lolita*" at the ACCL Conference in Nanjing University, China on June 24, 2005.

**Toshiko Yokota** presented three papers: one at the Asian Studies on the Pacific Coast Conference in Oregon (June 2004), one at the Second International Humanities Conference on New Directions in the Humanities in Prato, Italy (July 2004) and one at the MLA Convention in Philadelphia (December 2004). Her paper on "Cultural Diversity in Eighteenth-Century Japan: Buson, a Poet-Painter and His Work" was published in the *International Journal of the Humanities* (January 2005). Another article, "An Interactive Approach to Advanced Japanese," is to appear in *Academic Exchange Quarterly* (summer 2005).



- **Gretchen Angelo** (*Ph.D., Yale University*): Medieval French Literature
- **María Dolores Costa** (*Ph.D., University of Massachusetts at Amherst*): Modern Spanish Fiction
- **Domnita Dumitrescu** (*Ph.D., University of Southern California*): Contemporary Spanish Linguistics
- **Kylie Hsu** (*Ph.D., University of California, Los Angeles*): Chinese Functional Linguistics and Language Pedagogy
- **Christophe Lagier** (*Ph.D., Princeton University*): Modern French Theater
- **Ignacio López-Calvo** (*Ph.D., University of Georgia*): Contemporary Spanish and Spanish-American Fiction; Literary Theory
- **Sachiko Matsunaga** (*Ph.D., University of Hawaii at Manoa*): Applied Japanese Linguistics and Psycho-linguistics
- **Elena Ruzickova** (*Ph.D., University of Pittsburgh*): Hispanic Linguistics
- **Alejandro Solomianski** (*Ph.D., University of Pittsburgh*): Hispanic Language and Literature
- **Hildebrando Villarreal** (*Ph.D., University of California, Los Angeles*): Applied Spanish Linguistics
- **Qingyun Wu** (*Ph.D., Pennsylvania State University*): Modern Chinese Literature
- **Toshiko Yokota** (*Ph.D., University of California, Irvine*): East Asian Languages and Literatures

**EMERITI/RETIRED**

- |   |   |
|---|---|
| <b>Alfred F. Michael Atlee</b> (Spanish)  | <b>Hugh W. Kennedy</b> (Spanish)          |
| <b>Abdallah J. Beddawi</b> (French)       | <b>Harold E. Lionetti</b> (Spanish)       |
| <b>Dale Carter</b> (Spanish)              | <b>Grant MacCurdy</b> (Spanish)           |
| <b>Matilde O. Castells</b> (Spanish)      | <b>Alfredo O. Morales</b> (Spanish)       |
| <b>Joseph Chrzanowski</b> (Spanish)       | <b>Françoise M. Pasques</b> (French)      |
| <b>Felipe Díaz</b> (Spanish)              | <b>Elba Torres de Peralta</b> (Spanish)   |
| <b>Jeannine Gaucher-Morales</b> (Spanish) | <b>Leon Schwartz</b> (French)             |
| <b>Alfonso González</b> (Spanish)         | <b>Marie-Antoinette U. Zrimc</b> (French) |
| <b>Kazumitsu Kato</b> (Japanese)          |   |



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College of Arts and Letters

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- María Dolores Costa • Chia-Juey Liliana Chan  
Christophe Lagier • Sarah Van Hazinga  
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Qingyun Wu • Quincy Hou

We welcome comments and suggestions. Call (323) 343-4230.

**Reina Gallardo** (B.A. Spanish, '95) received her MA in Guidance Counseling in 2002 and is now the bilingual coordinator at Kennedy High School. She also taught ESL and Spanish at Bethune Middle School from 1995 to 2000.

**Luis Hernández** (B.A. Spanish, '01) teaches Spanish and is the soccer coach for Damien High School. His team was the CIF Soccer Champion for 2004-05.

**Debbie Martin** (B.A. Spanish '85) is now married (Debbie Gonzalez), lives in Brea and has two kids, Danny and April. She teaches Spanish at Brea High School and says, "Hi" to her professors and friends.

**Rosa Vergara** (B.A. Spanish, '99) teaches Spanish at John Fremont High School. She married in 1999 and now has a beautiful baby girl named Milagro.

**Student Highlights**

**José Aviña**, a current M.A. student in Spanish, has been serving in Iraq for the past year. He says it has been an interesting experience, but he is ready to come back and resume his normal life and continue studying.

**Redouane Khamar**, a graduate student in French, has been admitted to a Ph.D. program specializing in North African Literature at University of Wisconsin in Madison. We wish him the best of luck at his new university.

**Thania Muñoz** (Spanish major) has been accepted by the CSU International Program to study in Chile during 2005-06.

**Tracie Therence**, a current MA student in Spanish, has been sent to Iraq. She sends greetings to her professors and friends in the Spanish program.

**Sean Myers** (Japanese major) has been accepted to a graduate program at Waseda University, Tokyo, Japan.

**The Language Mirror** is distributed to alumni who have majored/minored in a program in the Department of Modern Languages and Literatures, and to others in the academic community. The Department appreciates your assistance in publishing future issues of *The Language Mirror* and in supporting its activities. Donations may be made by check to: University Auxiliary Services Inc./MLL, Cal State L.A.

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*The Language Mirror* editorial board welcomes comments, suggestions, and news about Cal State L.A. alumni.

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French:	Christophe Lagier
Japanese:	Sachiko Matsunaga and Todd Gessel (student assistant)
Spanish:	María Costa and Chia-Juey Liliana Chan (student assistant)

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