

2017-2018

## International Engineering Becomes a UConn Destination Program

With the opening of the fourth dual-degree engineering program in the fall of 2018, LCL turns an important corner, with the development of a suite of programs under the new rubric of International Engineering. What this means is that instead of coming to UConn for an amazing niche program—traditionally the Eurotech in German—students will now be coming to a destination program at UConn on par with the Honors Program. This has involved a massive outreach campaign at every level of the university.



*UConn's Eurotech class at the Brandenburg Gate in Berlin, Germany*

For those who might not be familiar with the concept, students in International Engineering programs simultaneously pursue a BSC in Engineering and a BA in a language and culture. For years, our International Engineering students would study German in the pioneering Eurotech program. Over the past two years, we have expanded that program to a total of four languages—besides German, we now have programs in Spanish, French, and Chinese. The beauty of having a menu of different programs is that they cater to a wide range of student profiles. Students can begin any



*This photo was taken by Eurotech student Sydney Smith-Romanski during her year abroad in 2016-2017.*

of the programs with no prior language experience. For instance, students in Eurotech have been successfully learning German from scratch, year in, year out, for 25 years. On the other hand, students can also choose a program because they want to maintain and deepen a language they have already learned.

On one front, we have been coordinating efforts to reach out directly to high schools and high school students through a variety of programs organized by Early College Experience, Undergraduate Admissions, and Engineering Advising. We have even been working on improving the efficiency of credit transfers between the branches of UConn (for instance, the School of Engineering, CLAS, the Business School) to facilitate the development of creative cross-disciplinary programs. On another equally crucial front, we have been reaching out to all departments that may benefit from the exchange programs. These involve departments as diverse as History, English, Physics, Math, and Chemistry in CLAS, all departments in the School of Engineering and even parts of UConn Health, especially those connected to Genomics and Biomedical Engineering. LCL and...

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## Miguel Gomes Named Board of Trustees Distinguished Professor



Professor Miguel Gomes has been named Board of Trustees Distinguished Professor. This title is the highest distinction that the University bestows on faculty who have demonstrated excellence in all three areas of teaching, research, and service. This is the first time that a faculty member in LCL has been awarded this highly prestigious honor.

Professor Miguel Gomes is an internationally recognized scholar in the field of Latin American Literary Studies. He has authored seven book-length monographs—the most recent of which just appeared a few weeks ago—and over 100 articles, along with chapters in academic journals and books. He has also edited sixteen book projects, anthologies, and journal issues. Professor Gomes has been invited to give keynote addresses at national and international conferences of Latin American Studies. He has received numerous awards and distinctions for his scholarly work, such as the Orden Alejo Zuloaga, the Orden José Félix Ribas, and the José Martí Essay Award. He is a member of the Connecticut Academy of Arts and Sciences and the North American Academy of the Spanish Language. In his role as a public intellectual, Professor...

*Continued on Page 6*



### World Language Education

Excellent career prospects and yet Connecticut faces shortage of language teachers.

*Continued on Page 2*



### LANGSA Conference 2017

Speakers discussed how literatures, cultures and languages explore, shape and represent the future.

*Continued on Page 3*



### NEW Arabic Program

Starting in fall 2018, students can major or minor Arabic and Islamic Civilizations.

*Continued on Page 3*

## Excellent Career Prospects yet Connecticut Faces Shortage of Language Teachers

Whether you fancy Japanese literature, have friends from Peru or dream of visiting the pyramids in Egypt, the reasons people decide to invest in learning a new language are countless. In today's globally interconnected world, however, not only our personal, but also our professional and civic lives are more and more traversed by intercultural relations. Intercultural competence is an essential skill set for ensuring national prosperity and security and for managing transnational challenges like wars, epidemics, or climate change.

The importance of learning world languages can be understood in terms of this mission, since intensive language study is a privileged venue from which students also acquire intercultural



*Kes Federowicz, 5th year of Neag's IB/M program in world language education: "I came into UConn with a declared French major. I am reaching out to people to let them know that language can be fun."*

competence. "Studies have shown how learning a new language fosters creativity or problem-solving skills", explains Manuela Wagner, professor of German Studies and Second Language Acquisition at LCL. Too often people complain about the inapplicability of what they learn in the language classroom.

"The goals of language education have shifted," says Wagner, "We are engaging in real life problems now to provide students with the knowledge, skills, and attitudes necessary to engage in meaningful dialogues with different people in their communities and..."

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## "Our lives are a political game. It is tiring,"

commented Joseline Tlacomulco as I sat down with her for tea at the Beanery Café. She agreed to be interviewed for a piece on DACA students that we wanted to include in our Newsletter this year. Joseline is in her junior year at UConn taking a double major in Political Science and Human Rights. She grew up in New Haven with her parents and two younger siblings and came to UConn for the music program when she first arrived. "I felt joy when I received the acceptance letter", she tells me, "I am the first undocumented member of my family to go to college." Her college experience differs from that of most of her peers on campus. Not eligible for financial aid, she and her family struggle each semester to find a way for her to keep studying. Now that she is getting closer to graduating, I ask her what career she plans to pursue after school. She is considering graduate school because she



would like to work in public policy or immigration. Not knowing if she will be allowed to work after graduation, however, can make thinking about her life after college disheartening. Her DACA expires in August 2019. Joseline got to the US when she was eight months old. Her parents decided to migrate to the US because there was not enough food and prospects for improving their lives dim. Her grandfather, then living in New Haven...

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## UConn-Based Press Wins Acclaim; LCL's Jeanne Bonner wins PEN

World Poetry Books, a new literary press established in December 2017 by LCL's Program in Literary Translation, received international attention after the celebrated poet Anne Carson named its two first titles as her favorite books of 2017. Writing in the Paris Review, Carson noted: "This year, I read two unusually excellent new poetry books from Greece, in unusually excellent translation. Both were published by World Poetry Books. They were: *Homerica* by Phoebe Giannisi, translated by Brian Sneed, and *Rose Fear* by Maria Laina, translated by Sarah McCann. Both books are available online at Amazon.



World Poetry Books under the direction of acclaimed translator Peter Constantine is a nonprofit press and will publish a minimum of six books a year ranging from new and cutting edge European poetry, to works from overlooked, underrepresented, and indigenous languages. Upcoming titles include translations from Chinese, French, German, and Swedish, as well as the works translated from indigenous languages such as Deori, Gamilaraay, Māori, Ngarluma and Yindjibarndi.



Also of note in connection with the translation program is that one of LCL graduate students in the Italian Studies program, Jeanne Bonner, was named the 2018 recipient of the PEN Grant for the English Translation of Italian Literature for her translation of *A Walk in the Shadows*, by Mariateresa Di Lascia.



## Monsters and Demons Interrupt before Christmas

The theme for the French Section's annual Soirée de Poésie was monsters and demons. The evening, organized by Professor Eliane Dalmolin, the French Club, with a major assist from Professor Florence Marsal, was held in the Student Union, café-concert style, accompanied by dinner in the shadow of a large Christmas tree. The successful evening featured many undergraduates presenting their own monster-themed poems including Ola Bulli, Preston Bogan, Alaina Small, Zoe Schaefer, Norah Cowley, Kyra Kabulis, Abigail Lafontan, Andrea Cuadrado, Daniela Doncel, Nicholas Ravalese, Jess Fox and Lindsay De Brito. Norah Cowley and her Tap Club danced at half time followed by graduate student Kate Cross's ukulele interlude. Undergrads Mariel Wilson and Nicholas Ravales played the demons haunting a child and her oblivious maman, acted out by grad students Julia Hillbrand and Charlotte Dutournier. Later, grad student Jonathan Bassette danced with Hillbrand in a haunted dream sequence.

Graduate students, as ever, were indispensable to the effort as Olivia Merchen, Océane Rouxel, Claire Boers, Kate Cross, Jonathan Bassette and Clémence Lucchini recited original poems and enthusiastically supported the evening in a host of inventive ways. Our thanks to Nazli Morel, President of the French Club and, indeed, to all the French Club for the dinner and technical support that ensured yet another wonderful poetic soirée.



## LCL Offers New Program in Arabic and Islamic Civilizations

Starting in the fall of 2018, LCL will be offering a new program in Arabic and Islamic Civilizations. This program will allow students interested in the contemporary Middle East, in Arabic as a language, and in Arabic and Islamic literary and cultural heritage to explore these topics as fully developed Majors or Minors. The program is designed to equip students with a professional level of Modern Standard Arabic, the language spoken and understood in the contemporary Arab world. Students will also gain understanding in Classical Arabic, the language of the Quran and of Arabic literature, and will have the additional opportunity of acquiring other major local dialects such as Levantine Arabic, which is spoken today in Syria, Palestine, Lebanon and Jordan.

The establishment of the program was made possible thanks to the achievements of Maha



Darawsha who has been a lecturer in Arabic in LCL for over 10 years. Thanks to her efforts and charisma, the number of UConn students wishing to focus on Arabic studies has increased steadily. The program will continue to build on Maha's long expertise as a language instructor, as well as on the work of Adjunct Professor Hazza Abu Rabia, who offers courses in Modern and Colloquial Arabic and on traditional and modern Arabic culture.

Professor Nicola Carpentieri, who joined the faculty of LCL in the fall of 2017, was critical to this development and he will anchor the new program's full development as a Major. He received his PhD at Harvard University and specializes in Arabic and Persian literary studies. Before coming to UConn, he held postdoctoral positions working on a variety of projects. At the University of Manchester (UK) his work focused on the history of medicine and Greek to Arabic translations. Later, at the University of Barcelona (Spain), he moved on to his study of Arabic literatures across the Mediterranean.

The new program offers a wide range of courses from Medieval Folktales to Arabic poetry to Arabic Travel Narratives and courses on topics like Muslim Spain, Middle Eastern Cinema, and Media Arabic. These new courses will appear under the rubrics ARAB (Arabic) and ARIS (Arabic and Islamic Studies) in the UCONN course catalog for next fall.

## "Shaping the Future" LANGSA Conference 2017

On October 27th, UConn's Languages Graduate Student Association (LANGSA) hosted its 8th annual academic conference, entitled "Shaping the Future".

Professor Ellen Nerenberg of Wesleyan University and Professor Nicoletta Marini-Maio of Dickinson College delivered a keynote presentation on their collaborative research project on the Winx Club. Instead of speculating on the product, Nerenberg and Marini-Maio interviewed a group of Italian children about their uses of and attitudes towards the popular Winx Club cartoon series. Their research upends many long-held academic assumptions about consumption and popular culture, their nuanced portrait showing that children navigate its stereotypes and commercial dimensions with surprising sophistication while at the same time



personalizing their appropriations to augment their own play in surprising and specific ways.

Among the nine graduate student panelists, Britta Meredith and Mareike Geyer, two graduate students from LCL's German section, discussed the future of foreign language education with a focus on the online classroom. They presented research they've collected in...

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## Manuela Wagner Wins Teaching Innovation Award

Manuela Wagner is the recipient for this year's UCONN-AAUP Teaching Innovation Award. Her areas of expertise include Second Language Acquisition, intercultural citizenship, intercultural competence, social justice, intellectual humility, humor, and educational technology. She has worked with many partners—indeed, collaboration is at the heart of her research and teaching processes—but of particular note is her close association with the creator of the educational model on intercultural competence, Michael Byram (Durham University, UK).



Professor Wagner researches what she teaches and teaches what she researches. An example of Professor Wagner's innovative teaching practices is her partnership project between UConn and outside schools that took place between 2013 and 2017. Integration of theory and practice was a paramount aspect of this project. The project consisted of pairing students and language teachers who then planned units that integrated cultural competence in a meaningful way.

They then implemented the units and wrote about the theory they used, its implementation, and their experience collaborating in the project. This project resulted in an important book project co-edited by Professor Wagner and two other colleagues in which each of the teacher-graduate student pairs also had the opportunity to publish a chapter.

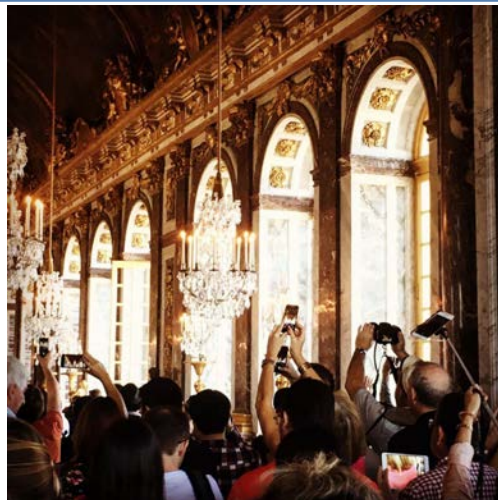
Another of Professor Wagner's collaboration-based innovations was a project to teach two graduate seminars to graduate students in Mathematics and in LCL. Supported by a grant she received to support this project, she worked with a school district to create interdisciplinary units that integrated intercultural citizenship in the Math curriculum. Like in previous projects, the graduate students involved in the project had an opportunity to publish their results.

Her importance in the field has meant that she was recently invited, in collaboration with Michael Byram, to publish an article on the next fifty years of teaching intercultural competence for a Special Edition of FL Annals. What Professor Wagner preaches in her overview is what she brings into her teaching and mentoring of graduate students, undergraduate students, and pre-service teachers: experimentation, the rigorous evaluation of results, and the chance for all the parties involved participate meaningfully in the development of new teaching and research practices and materials.

### LCL Photo Contest 2017/18

Winner picture Fall 2017 by Emily Côté during her study abroad in Paris, France:

*"We were all happy to travel some distance away from the city to the opulent palace of Versailles. We all had our own thoughts about the least modest home we had ever seen in our lives ... We kept joking around but grew silent when we stood at the doorway of the Hall of Mirrors, whose walls were packed with countless tourists, all raising their iPhones just that inch higher to get the "perfect photo." Hundreds of tourists, and hundreds of screens, all reflected in 357 mirrors. This gave 'excessive' a whole new meaning."*



## Spotlight on Annia Bu

Annia Bu is a second-year master's candidate in the Spanish Studies section. Annia was a professional actress in film and theater before she came to UConn. In fact, she was acting professionally even before her undergraduate degree and has received acting awards at the Ceara Film Festival in Brazil, the Gasparilla International Film Festival in Tampa, Florida, and has worked under renowned directors such as Juan Carlos Tabio. She is a native of Santiago de Cuba.



She completed her undergraduate studies at the Art Institute of Cuba. There, she studied drama, acting and theater arts. Annia knew that she wanted to pursue graduate studies in the United States with a focus on literary and cultural studies. In 2016, she began her master's degree at UConn. Annia says she was excited to begin her M.A. because of the encouragement of Professor Laurietz Seda, a specialist in Latin American theater. In her first year of the program, Annia took courses in Latin American and Hispanic Theater taught by Professor Seda as well as in Spanish Theater taught by Professor Ana María Díaz-Marcos. Advanced study has supplemented her practical theatrical experience with new insights. "When I analyze literature or philosophy here in school, I'm glad I can apply the practice of looking for subtexts, things that are not told in the text completely... I'm so happy that I can see these, but now in a different way," she says.

Annia has drawn upon theatrical practice to help teach her native language. Her students always form a circle at the beginning of class, a ritual that is important in theater. During class, Annia implements group activities during which she encourages students to play out their lessons, voice their new vocabulary, and to translate the abstract into physical gestures. She says that theater helped her learn how to go further in communicating even when words aren't spoken perfectly. In the future, she would like to pursue a PhD with a focus on history through the lens of theater.



## A Note from the Department Head

Dear LCL Community:

We are excited to present the new issue of our LCL Departmental Newsletter. Many good things have happened this year, but we also experienced an unexpectedly sad event. Our colleague Professor Osvaldo Pardo (1963-2017)



passed away last fall. I invite you to read the brief commemoration of his accomplishments that we have included in this newsletter. Osvaldo had a strong presence in our community and we all feel his loss.

This year has been a very fruitful one for LCL. We have seen the creation of the first major and minor programs in Arabic and Islamic Civilizations. We have also made great progress in the creation of a new Graduate Certificate in Literary Translation, for which we expect to receive final approval soon. This year the department received a grant from the Korea Foundation that will enable us to hire our first full-time Korean instructor. We have also worked hard to create new MA and PhD concentrations in Applied Linguistics and Discourse Studies, for which we also hope to get final approval in the not too distant future. The last highlight I would like to share is the steady growth of our dual degree and interdisciplinary programs with other schools, particularly the consolidation of the four language, culture and Engineering programs: Eurotech Asia-Tech, ESP Spanish, and Technopole France under the umbrella of International Engineering, a destination program at UConn. This year we also raise our cups to the highly successful Eurotech Program, which is celebrating its 25th anniversary.

I would like to end this brief note with two major awards received by our faculty. Professor Manuela Wagner has just received the university-wide UCONN-AAUP Excellence Award for Teaching Innovation, which recognizes her work as a ground-breaking educator. In addition, we have just learned that Professor Miguel Gomes has been awarded a Board of Trustees Distinguished Professorship, the highest distinction that the University confers upon its faculty. This is the first time any member of the LCL faculty has been honored with this prestigious distinction. On behalf of the whole department, congratulations, Manuela and Miguel!

Gustavo Nanclares



Left: Professor Jennifer Terni teaching her French Cinema class. Right: LCL Beginning of the year Barbecue in August 2017 (photo credit: Silvia Di Angelis)

## Joseline Tlacomulco Continued...

...called his daughter, Joseline's mom, and told her to come to Connecticut. When I ask her about her favorite parts of Connecticut, Joseline tells me that she values the school system of New Haven for its diversity and many programs, but despite this bright spot, living undocumented brought with it traumatic experiences. Before she became a DACA recipient in her freshman year of high school, she recalls a raid in New Haven: "They took 30 people and I didn't leave the house for three or four days."



Joseline advocating for undocumented immigrants and refugees in New Haven. Source: The Daily Campus via Joseline Tlacomulco

Joseline notes that "DACA was never a long-term solution and people were left out. Nonetheless, it provided a platform to not settle in but to find a pathway to citizenship." She wants American citizens to recognize the privileges which come with their citizenship, being allowed to work, to circulate, to vote, just getting on with their lives when others can't – both within the US, but also in many other parts of the world. Negotiations seem to suggest all over again that the lives of undocumented immigrants like hers are often valued more for how they weigh on the political scales. One thing she particularly dislikes about the current DACA debate is the premise that the people who were brought here as children arrived through "no fault of their own". "This puts the weight on our parents. At fault is the immigration system and the US for not reforming its policies. Don't throw our parents under the bus."

She struggles sometimes to balance success at school with organizing activities and self-care, adding that "this took some time for me to realize". Undocumented women suffer more from depression and anxiety than men, and she is among them. "It is hard to come out when you know that you not only put yourself at danger but also other people", she says, which is why most are less open about their status. It was only after her freshman year at UConn that she met another DACA recipient and got involved in community organization to help develop better resources for fellow undocumented students. She takes part in CT Students for a Dream, an organization which seeks to address social injustices and support members of the undocumented community. If people want to support the accessibility of Dreamer students to higher education in Connecticut, they can find out more by following this link:

<http://www.ct4adream.org/institutional-aid>

Students rally to defend DACA at the Rowe Center for Undergraduate Education, Storrs Campus in Sept. 2017. Source: Alexis Taylor/The Daily Campus



## Professor Osvaldo Pardo



In Memoriam of Professor Osvaldo Pardo (1963-2017) whose untimely passing last November has made a lasting impact on our community here at UConn and beyond. Osvaldo had been at LCL for 20 years and was a noted scholar of Colonial Latin America, with an emphasis on the interactions between Christianity and indigenous religions. He will be remembered for his witty humor and for the legacy of his seminal works *The Origins of Mexican Catholicism: Nahua Rituals and Christian Sacraments in Sixteenth-Century Mexico* (2004) and *Honor and Personhood in Early Modern Mexico* (2015).



The photos above were taken by Carlos Lugo, a second-year masters candidate in LCL's Spanish section.

## Miguel Gomes named Board of Trustees Distinguished Professor Continued...

...Gomes is also a regular contributor in prestigious venues of the Hispanic world, such as *Papel Literario de El Nacional* (Venezuela), *Letras Libres* (Spain and Mexico), *Revista Cultural* (Venezuela), *El Malpensante* (Colombia), and others.

In addition to his remarkable accomplishments as a scholar, Miguel Gomes is a highly recognized author of narrative fiction. He has penned eight books of short stories and novellas as well as a highly acclaimed recent novel. He has published a large number of short fiction pieces throughout the last 30 years that appeared in anthologies, journals, literary magazines, and newspapers. His literary work has appeared in some of the most prestigious presses from around the world, including Random House, Mondadori, Seix-Barral, and Gallimard. He has also been the recipient of several prestigious literary awards, such as the Caracas Municipal Fiction Prize and the Short Story Award *El Nacional*.

Professor Gomes is also an outstanding teacher and mentor. Like many scholars of his caliber, he believes that research and teaching are inseparable. Both undergraduate and graduate students describe the high quality of his classes, the extraordinary human qualities he brings to the classroom, and his commitment to treat every student with warmth, dignity, and respect. He has mentored numerous doctoral students and has also supported young writers from across the Hispanic world with book introductions, reviews, and his participation at book fairs and roundtables. Despite his remarkable productivity, students remark on Professor Gomes' unusual accessibility. In fact he uses his office hours as part of a deliberate strategy that enables him to individualize the attention he gives to students, especially those who need extra help. He reaches each student at their own level no matter what that level happens to be.

In all, Professor Miguel Gomes is an outstanding intellectual, an original thinker and writer, a generous and dedicated teacher and mentor, and a wonderful human being. As his colleagues, we humbled by his many accomplishments, and fortunate to count him among us. Congratulations on this well-deserved recognition as BOT Distinguished Professor, Miguel! You make all of us proud!

## LANGSA Conference 2017 Continued...

...German language courses they've taught at UConn over the past five years. They shared the panel with Chiara Barni, a Boston College PhD candidate whose research focuses on English as Lingua Franca and, more specifically, English textbooks for Italian students. Nathaniel Herter, a recent graduate from LCL's Classics and Medieval Studies section and current PhD candidate at Harvard University, presented a paper on Plato's *Gorgias*. In the same panel, Eddie Guimont, a PhD candidate from UConn's History Department, discussed the dialectics of time and relativity in socialism.



LCL alum Nathaniel Herter presenting his research on Plato

Luisa de Freitas, a PhD candidate from Yale University/University of Brasilia, and Kyle Evans, a PhD candidate in Mathematics at UConn, discussed the shift from textbooks and the emphasis on real-world application and analytical thought among students of literature and math alike. Another panel focused on "Femifuture: Future, Gender and Feminism", during which Giovanna Parmigiani, a PhD candidate from Harvard University, shared research on political practices of exclusion in the context of social media among feminists in Italy, and Kristen Lacey, a PhD candidate from Boston University, discussed the representation of violence as an inevitable "solution" in *The Female Man* by Joanna Russ.



## International Engineering Continued...

....Engineering faculty have even been partnering in applying for NSF grants to fund undergraduate research projects abroad with our partner universities.

The five-year International Engineering programs include an entire year abroad, typically during the student's fourth year. During the fall of the year abroad students study language and culture intensively and generally come close to finishing their BAs. In the spring semester, students capitalize on the language and culture skill they have acquired to pursue prestigious engineering internships in top companies and labs in the host country. International Engineering students thus live and work intensively in a foreign language and culture while getting invaluable professional experience in an authentic global setting.

Currently there are 150 students in the International Engineering programs: 100 in Eurotech; 40 in Spanish; and 10 in Chinese. The French program, which opens officially in the fall of 2018, already has five students enrolled. We expect, following the examples of the handful of other universities that have adopted this strategy, that by becoming a destination program at UConn, that all of the International Engineering programs will expand. In five years, we anticipate that we will be recruiting 300 students.



*Airbus facility in Toulouse, France*

The different programs have also been designed to emphasize national strengths in given engineering fields. Thus, the German program is renowned for its exceptional programs in automotive, mechanical, chemical, and green technologies. It routinely sends students on internships with Porsche, Mercedes, Audi, and BMW. The French program, in Toulouse, is based in a kind of European Silicon Valley. It is the home of the European aerospace industry (Connecticut's own Pratt & Whitney makes engines for Airbus). Toulouse is also the center of a massive biomedical / cancer research infrastructure. Spain is strong in biomedical, computer, and chemical engineering, while the program in Shanghai is largely focused on electrical, chemical, computer, materials, and manufacturing. All of these



*Valencia, Spain.*

These programs are exciting for LCL since they create real-world incentives to learn a foreign language and culture. Students know that they are going to have to live and work in their target language, look for a job in that language, be in a country where not everyone speaks English and the cultural rules are not the same. Despite the ambitious course load a double major brings with it, it turns out that engineering students are excellent language learners, while their experience with developing a foreign language and living abroad helps them to become better engineers: they look at things in new and sometimes quite unconventional ways. This program is intuitive from an educational point of view because it marries serious study in language, culture and professional training so organically.

How does this translate concretely? Our engineers get a 10% larger starting offer compared to their cohort and they have a 100% placement rate. They are also more competitive for graduate programs across the U.S. and beyond. Students must be admitted to the School of Engineering before they are eligible to apply for the International Engineering Program.

For students who would love to participate in a program like this but who don't want to do engineering, we have three other foreign professional internship programs: one in pre-med and nursing that takes place in Grenada, Spain, and is designed to give students a deep immersion in Spanish for Medicine and Global Health. LCL is also home to two Business Dual Degree Programs: one in Madrid and the other in Germany, called Eurobiz, an offshoot of the twenty-five year-old Baden-Württemberg Exchange with UConn. These programs work almost exactly like the Engineering programs, but students can either apply before they are admitted or after they arrive at UConn.



*Shanghai shopping district on the left. Photo above taken by Eurotech student Sydney Smith-Romanski.*

## World Language Teachers Continued...

..beyond. To achieve our goals, we need to transcend classroom walls and disciplinary boundaries.”

Wagner explains that though some schools have closed down their language programs, most see them as crucial for their educational mission. She is optimistic about the overall trend, yet, there is a critical shortage of language educators in Connecticut. More than 90% of public, charter and magnet schools offer world languages. Due to demand, schools are particularly short of Spanish and French teachers. Assistant Professor Michele Back who is in charge of the World Languages Education program at UConn's Neag School of Education tries to get more people interested in careers in world language education. “One common misconception is that teachers don't get paid enough. However, the salaries are actually not bad.” Connecticut is among the states with the highest salaries for teachers. In Glastonbury, one of the wealthier school districts, a teacher with an MA would earn an average of \$68,700 a year.

Currently there are only 11 students pursuing the five-year integrated bachelor's / master's program in teacher education for world languages. MA student Kes Federowicz is the only French major at the moment, with the 10 others in Spanish. Kes wishes there were more French majors and she actively reaches out to

people to let them know about the program. She sings its praises and especially likes the student teaching part during which student-teachers do observations in schools in the fall semester and then teach in the spring. Wagner compliments Neag's program for its innovative approaches and for the collaborations and communication they foster among disciplines and schools.



*Assistant Professor Michele Back runs the World Languages Education program at the Neag School for Education*

LCL works in close collaboration not only with Neag to turn out better language teachers, but also with a host of schools and disciplines from across the UConn community. In these programs, students spend significant periods abroad furthering their language skills, intercultural competence, and professional experience in programs in fields as wide-ranging as engineering, pre-med and nursing, business, human rights, and design. These kinds of creative cross-disciplinary programs are unparalleled in their seriousness about what is involved in creating global citizens.



*Pictured on the left: Professor Valerie Saugera presents her research as part of the LCL Lecture Series.*

*Pictured on the right: Undergraduate students from Elementary French by Mirror Lake, Storrs Campus.*



*Pictured on the left: Arnab Roy and Annia Bu with Carlos Gardeazabal Bravo (middle) after his successful dissertation defense.*

*Pictured on the right: Juntao Li and Onuwa Ugwuanyi, grad students from the German section, at a TA workshop.*







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## Numbers at a glance

Did you know that in LCL there are...

**239** majors

**256** minors

**128** dual degree students

**461** courses taught

**24** MAs who are also TAs

**27** PhD students who are also TAs

**13** MA/Ph.D. students who are active but not teaching

**83** students abroad in France, Spain, Italy and Germany

**46** full-time faculty members (including **31** tenured or tenure-track professors)

## LCL Alumni Contact Form

*We want to hear from you! Please e-mail the following information to Patricia Parlette at [patricia.parlette@uconn.edu](mailto:patricia.parlette@uconn.edu) to receive departmental updates and news.*

Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

Graduation year from UConn: \_\_\_\_\_

Past program in LCL: \_\_\_\_\_

Current profession (*optional*): \_\_\_\_\_

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<http://languages.uconn.edu/support-lcl>