

# Lingua Franca

Y E A R I N R E V I E W

**Summer 2025, Vol. 15**

SLC Graduate Student Committee  
Purdue University





# Contents



**1, Opening Remarks from the SLC Head**

**2-3, Opening Remarks from the SLC Grad Student Committee President**

**4-11, Study Abroad Opportunities Offered by SLC**

**12-13, A Year in Review: SLC Grad Student Committee Events**

**14, Congratulations to Our Graduates**

**15, Meet the Team**

---

# Opening Remarks from the SLC Head



*Jen William at the SLC Open House for High Schoolers, September 2024*

It is an honor to be asked to write remarks to preface the wonderful annual publication *Lingua Franca*! The summer is always a good time to reflect a bit on our recent past, and to muse a bit about our foreseeable future.

First, many thanks to this year's officers of the SLC Graduate Student Committee and especially to Sarah Jaran for serving so well as President—best wishes for your upcoming year in Grenoble! I look forward to working with the new GSC officers soon.

Second, in addition to congratulating those who finished their MA and PhD degrees with us this year, as listed on p. 14, I would like to commend once more our TAs who won teaching awards as well as various honors from outside of SLC. Your well-deserved recognition also provides us with positive visibility that contributes to our grad programs' strong reputation.

Third, and looking toward the future now, as Sarah mentions in her remarks on p. 3, SLC graduate students will have a \$2000 increase in their annual stipend. I am very happy to have been able to work this out with the College of Liberal Arts, and I plan to work with the new CLA Dean on further increases.

SLC's graduate programs are thriving, and we are excited to welcome eight new students to the School this Fall! Enjoy the rest of the summer, and my thanks for all your teamwork,

Jen William, SLC Head



Dear SLC Graduate Student community,

It has been an honor to serve as your president for the 2024-25 school year and to get to know many of you. One of my favorite parts of the SLC community is the fact that as you walk around Stanley Coulter, you regularly see people stopping to chat and interact with each other. From what I have heard, we are unique in that and I could not be more proud to be part of this little world on Purdue's campus.

Throughout this year, we have had a wide variety of events and activities that have been filled with joy and community. From the SLC Open House and Spring Fest where many graduate students gave their time to interact with people from the larger Lafayette/West Lafayette community to general SLC events like the annual picnic and monthly social dinners to graduate student-only events like bowling and going to the Tap, connections and friendships have been forged. I love seeing how we exchange our languages and cultures with one another; to me, that is what it means to truly embrace each other and be in community together.



This year, however, has not been all fun and games. The SLC Graduate Student committee applied for and received an equipment fund so that the new graduate student hubs could be more comfortable for all of us. A very special shoutout to Akari for applying for the fund and Nick and Mirei for helping Akari to order all of the materials. Our work spaces have improved because of their hard work and dedication. We also were able to decorate all of the hubs, thanks to the planning of Santiago. Chinaza and Gwénaél also worked extremely hard to bring enrichment to the pedagogical and research side of our work lives. With two very helpful workshops and an interesting symposium with presenters from across the university, we owe huge thanks to the ideas and execution of said ideas by the two of them. Oloore has been our voice in the Graduate Student Senate, along with Shalom who was voted in as President for the upcoming year, and I am grateful that he spends his Monday nights keeping us up-to-date with university-wide issues. Finally, through your input and the Committee's guidance, I was able to sit down with Dr. Jen William, head of SLC, to negotiate a raise in our stipends for next year. I know this is important for all of us and I genuinely appreciate the behind-the-scenes work that you all did, even if it was as simple as sharing your experiences with me.

Although I would like to end this letter with a "see you around Stanley Coulter," I am sorry to say that I will not be in Indiana the upcoming academic year. While I am away in France for the year, however, I do look forward to hearing about all the exciting activities, events, and important work that you will accomplish.

I wish all of you great success in the upcoming academic year, and a heartfelt goodbye to those who are leaving us for greener pastures. Good luck to the next committee, I know you will do great things with Andrés at the helm.

All my best,

Sarah Jaran

President of the SLC Graduate Student Committee, 2024-25





In an increasingly interconnected world, fostering global awareness, empathy, and intercultural understanding is more essential than ever. At the School of Languages and Cultures, we believe that study abroad is a powerful catalyst for both personal and academic growth. Our programs, offered in a variety of languages and countries, provide students with opportunities for cultural immersion, language acquisition, and hands-on learning in new environments. These experiences encourage students to step outside their comfort zones and view the world—and themselves—through new perspectives.

In this edition, we are excited to highlight recent and upcoming study abroad opportunities organized by SLC faculty and graduate students. Newsletter Chair Mirei Uchida interviewed Dr. Annalisa Mosca, Dr. Lori Czerwionka, and Dr. Huai-Rhin Kim, who generously shared their insights. Thank you very much for your time!

## Study Abroad in Italy: An interview with Dr. Annalisa Mosca

### “A MULTICULTURAL EXPERIENCE: TRIESTE SUMMER ABROAD”

#### **Q: Could you tell us about the location and timeframe of your study abroad program?**

The location is the city of Trieste, which is in the northeast of Italy, right on the border with Slovenia and very close to Austria. It's the last city in the region of Friuli-Venezia Giulia.

The timeframe depends on the partner school we use, but it's usually from mid-June to mid-July, give or take a few days. So, it's a four-week summer study abroad program.

#### **Q: Why Trieste specifically?**

Trieste offers a unique multicultural experience. It reflects different historical periods of Italy and has ties to Austria and Slovenia. Plus, many of our professors, including myself, have personal or academic ties to Trieste—we can give students an “insider” experience.



#### **Q: Could you tell us about the courses and activities involved?**

The program offers two courses. One is a language class (Italian), which is taught at any level—from beginner to advanced—based on what the student needs. We have six levels.

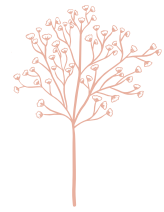
The other course I teach is “Culture and Civilization Abroad.” It's a panoramic survey of Italian culture from ancient Rome to the present, with a special focus on Trieste's role in Italian history and culture.

During the program, students complete an intercultural journal with reflection activities based on their experiences. It's a program-long project, not a daily one.

#### **Q: What is your role in the program?**

I'm the program organizer and the instructor for the culture course. The language classes are taught by Italian instructors at our partner school.

# Study Abroad Opportunities Offered by SLC



## Q: What motivated you to start this program?

I noticed there weren't many faculty-led study abroad programs to Italy, especially ones tailored for students majoring or minoring in Italian. I wanted to offer something more guided, rather than just sending students abroad without support.

## Q: How long have you been running this program?

This would have been the 10th year, not counting the COVID pause.

## Q: What are the typical daily and weekend activities?

Students attend language and culture classes on weekdays, with afternoon cultural activities organized by our partner school—like visiting Miramare Castle and other local landmarks. We also include two weekend excursions: one is a day trip to a World War I site and an ancient Roman town in Friuli-Venezia Giulia, and the other is a weekend trip to Venice and Verona. Many of these activities count as class hours because they are part of the cultural learning experience.

## Q: Is knowledge of Italian required before going?

No, there's no language requirement. Students with no prior experience take Italian 101 during the program.

## Q: What are the main goals of the program?

We want students to experience a different culture firsthand and build intercultural competence, which is part of the Italian curriculum. We also want to offer students a chance to practice Italian, which can be hard to find at Purdue since we don't have a large Italian-speaking community.

The program also helps majors and minors progress academically, and it often inspires others to start studying Italian.



**STUDY ABROAD IN ITALY**  
A MULTICULTURAL EXPERIENCE:  
TRIESTE SUMMER ABROAD

**WHY TRIESTE?**

- The city and its surroundings inspired many international and Italian authors like Joyce, Stroom, Rilke, Freud and Hemingway.
- Its complex history makes it a truly cosmopolitan and multicultural, a bridge between Italian, Austrian, German and Slav cultures.
- The city has been named Italy's City of Science and Europe's Capital of Science 2020.
- It offers an authentic Italian learning experience as it is not overrun by tourists.
- The area is rich in historic sites spanning ancient Rome and the two World Wars.
- The region offers diverse natural beauty as it is surrounded by the eastern Alps, rolling wine-country hills and the Adriatic Sea.
- Venice, Verona and Padova are a short distance away and other sites in Italy are easily accessible.
- Convenient and low-cost flight connections depart Trieste. Support for many destinations in Europe.

**PROGRAM DATES:** mid-June to mid-July  
**APPLICATION DEADLINE:** March 1  
**PROGRAM FEE:** about \$5,900\* for 6 credits  
\*subject to change until early program deadline

**Courses Offered**  
ITAL 101 through ITAL 302. Beginning to advanced language courses. Held in Italian. Students will follow the appropriate level after advising by the program leaders and a placement test at the school in Trieste.  
ITAL 280: Italian Culture and Civilization. Held in English. Open to all students. Fulfills the Humanities University Core requirement. Counts towards the Italian Minor and the Italian Studies Major.

**Accommodations and highlights**  
Program fee also includes accommodations in shared apartments, tourist activities, 2 weekend excursions, in-town bus tickets, some group meals, and more.

**Scholarships**  
Students may apply for external, university and departmental scholarships.

**How to Apply for the program**  
Apply through the Study Abroad Programs Office.  
Join our mailing list [italiansummer@indiana.edu](mailto:italiansummer@indiana.edu) or [italiansummer@groups.purdue.edu](mailto:italiansummer@groups.purdue.edu) to receive updated info!

For information: Alessandra Mencia [mencia@purdue.edu](mailto:mencia@purdue.edu) & Yajaira Rello Williams [rellow@purdue.edu](mailto:rellow@purdue.edu)



## Study Abroad in Spain: An interview with Dr. Lori Czerwionka

### “WIP Program La Universidad Complutense de Madrid, Spain”

#### **Q: Could you tell us what kind of program the WIP program is?**

It is a semester or year-long program, and WIP stands for Wisconsin, Indiana, and Purdue. This program rotates directors between the three institutions. One year someone from Indiana leads it, the next year someone from Wisconsin, and then it's our turn again. I'll be directing the program next year. This program is hosted at one of the main public universities in Madrid: the Universidad Complutense de Madrid. It places our students on the same campus as local Spanish students. They can take some courses with regular Complutense students, and they also have the option to take more sheltered classes with other international students. While short-term programs are increasingly popular, I think it's important to remember the value of long-term programs. If we see benefits from short stays abroad, we can expect even greater and more diverse benefits from longer ones—especially since our department is focused on language learning.

#### **Q: What kind of classes do students usually take?**

They can take language and culture-specific classes like Culture and Society of Madrid, Spanish Foreign Policy and International Relations, Contemporary Theater, or Art of Madrid. There are also humanities and liberal arts courses, such as Religions of the World, History of Spain, European History, and Spanish-American History.

Recently, they've also started offering a few business and philosophy/ethics courses. And this year, they added a new track that requires fewer courses in Spanish. Students still need to take a minimum number of classes in Spanish, but they now have the option to take some in English, depending on their course needs or Spanish proficiency.





**Q: How many students usually participate in the program?**

It's not a large program—typically 20 to 30 students total from the three universities. From Purdue, we usually send 2 to 10 students. We tend to send fewer because many of our students have other majors outside of our department, often in STEM. Unfortunately, for many Purdue students, it's hard to take a full semester abroad. Their other majors—especially in STEM—often require specific classes every semester. It would be great if curricula across majors allowed for more flexibility, perhaps by reserving one semester in sophomore or junior year for this kind of learning.

**Q: Who is this program designed for?**

The program is intended for intermediate to advanced college-level students. They must have completed at least five semesters of Spanish before attending. All courses and excursions are conducted in Spanish. Most students live with host families, although they also have the option to live in university dorms or arrange apartments with others. We've had students choose all of these options, though most live with host families.

**Q: Is there anything you would like to see in a future study abroad program?**

I really wish we, as an institution, had more effective ways to encourage students to study abroad for longer periods—especially to help them recognize the incredible value of language learning and the rich experiences that come with it.

Right now, there are institutional barriers that make it difficult for more students to participate. Of course, we all want students to graduate on time, but sometimes these structural limitations unintentionally discourage them from taking advantage of study abroad opportunities.





## Study Abroad in South Korea: An interview with Dr. Huai-Rhin Kim

### “Semiconductors in Korea”

**Q: Could you give us an overview of the study abroad program — such as the itinerary, duration, and types of activities students will participate in?**

The program runs from May 11 to May 24 — it's about two weeks long. Over the course of those two weeks, students will engage in a series of academic, industrial, and cultural activities throughout South Korea. The itinerary includes visits to leading semiconductor companies such as SK Hynix and Samsung, as well as research labs at institutions like KAIST, Seoul National University, and Yonsei University. We'll also visit other universities and national labs, including in Busan.

In addition to technical site visits, students will take part in cultural tours and lectures that offer insights into Korea's historical and social context.

**Q: Could you describe your role in the program and how you became involved?**

I serve as one of the program leaders and teach the embedded Korean Culture and Society course. I've been involved in Korean studies and global engagement at Purdue for some time. My collaboration with engineering faculty and partnerships with Korean industrial partners helped make this program a reality.

**Q: What inspired the development of this program?**

The idea was inspired by Korea's growing prominence in the global semiconductor supply chain — especially with major Korean companies investing in U.S. regions, including Indiana. We wanted to give students firsthand exposure to both the technological and cultural forces driving innovation in Korea. Our goal is to connect academic learning with both professional and intercultural development.

**Q: What types of experiences can students expect?**

They'll visit cutting-edge tech facilities, meet Korean researchers and professors, and attend lectures on Korea's innovation policies and business culture. Culturally, students will visit historical landmarks such as Gyeongju, explore Korean cuisine, and participate in group reflections. They'll also attend a banquet hosted by the Korean government and interact with Korean university students — creating valuable networking opportunities.

**Q: How many students will participate this year, and what are their academic backgrounds?**

We have 22 students this year, selected from a highly competitive applicant pool of about 50. Most of the students are from engineering and computer science backgrounds, largely because the engineering department advertised the program early. It's a joint program between Engineering and the School of Languages and Cultures.



## Q: Are there any language requirements for students?

No language proficiency is required. Some students have taken Korean 101 or 102, but more than half have no Korean language background. Their main interests are Korea's advanced technology and innovation, though many are also curious about Korean culture and language.

## Q: What do you hope students will gain from this program — academically, personally, or culturally?

I hope they gain both technical insights and cultural understanding. The ultimate goal is for them to feel more prepared to contribute meaningfully in global and intercultural contexts.

### SEMICONDUCTORS IN KOREA

MAY 11 TO MAY 24, 2025



#### OPEN TO FIRST-YEARS AND SOPHOMORES

ENGR 49600 - 3 CREDITS  
KOR 28200 - 3 CREDITS  
\*\*\*KOREAN LANGUAGE NOT REQUIRED\*\*\*



This course offers an opportunity to learn Korean culture and society while visiting leading semiconductor companies and research laboratories in one of the world's leading hubs for semiconductor technology--South Korea!

Gain firsthand exposure to cutting-edge developments in semiconductor research and manufacturing, engaging with both the academic and industrial sectors.



Explore and experience Korean culture and society visiting Gyeongbokgung Palace and Insa-dong in Seoul; Bulguksa; Daejeon "Asia's Silicon Valley", and Suwon.

**Estimated cost: \$4700** which includes: hotels, ground transportation, daily breakfast, welcome and farewell dinners, cultural activities, academic credits and international health insurance. **ADDITIONAL COST:** airfare, some meals, passport, visa (if needed) and personal expenses.



**PURDUE**  
UNIVERSITY

College of Engineering

GLOBAL ENGINEERING  
DANIEL FARMER GLOBAL INNOVATION LAB

## Study Abroad in Japan by Mirei Uchida (Graduate Student)

### “Japan Around New Year’s”

## Q: Where and when did the study abroad program take place?

The program was held in Japan over the New Year holidays, typically spanning 10 days from late December to early January. We visited several key locations, including Tokyo, Kamakura, and Nagoya, with day trips to nearby historical and cultural sites.

## Q: What did the itinerary include?

The itinerary offered a variety of cultural immersion experiences. Students visited temples and shrines to participate in traditional New Year customs, explored both historic and modern landmarks, walked through bustling shopping streets, and enjoyed homestay visits. A Japanese cooking class allowed them to engage with local cuisine, and a culture and language classes were held during the stay. Students also had opportunities to interact with Japanese college students and local families. To prepare participants, we conducted pre-departure orientation sessions that introduced key cultural concepts and expectations.

**Q: What was your role in leading or organizing the program?**

I served as one of the program leaders, alongside Dr. Atsushi Fukada, who was the primary leader. We designed the itinerary, planning cultural learning activities, and facilitating both pre-departure and on-site sessions. We also assessed students' intercultural development using tools such as the Intercultural Development Inventory (IDI).

**Q: What motivated you to get involved in organizing or contributing to the study abroad program?**

There were no existing faculty-led short-term study abroad programs in the Japanese program, so Dr. Fukada and I decided to create one for the winter semester. Our goal was to provide students with a unique opportunity to explore Japanese culture firsthand and develop their intercultural competence. The program was credit-bearing (3 credits) and could be applied toward a major or minor in Japanese or Asian Studies. The response was very positive—over 30 students applied.

**Q: What were the main goals of the study abroad program you worked on?**

The primary goals were to enhance students' intercultural competence, deepen their understanding of Japanese society, and provide experiential learning that would challenge their cultural assumptions and promote self-reflection.

**Q: What feedback have you received from students who participated in the program?**

Students reported that the program significantly deepened their cultural understanding. They especially valued the opportunities to interact with local residents. Many said the experience shifted their perspectives—not only on Japan but also on their own culture. Some expressed renewed motivation to continue studying Japanese or pursue longer-term study abroad opportunities in the future.

**7 Days in Tokyo**  
**3 Days in Nagoya**

**Japan Around New Year's**  
**12/27/2024 - 01/06/2025**

**Destinations for 10-Day Adventure!**

- Tokyo Sky Tree
- Senso-ji Temple in Asakusa
- Imperial Gardens
- Day excursion to Kamakura
- Meiji Shrine
- Harajuku
- Ghibli Museum
- Ghibli Park
- Toyota Automobile Museum
- Japanese Cooking Class
- A family home to experience New Year's
- And more Schedule is subject to change.

**Includes:**

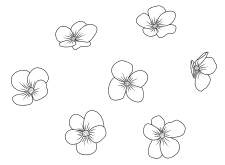
- Accommodations
- Transportation (including bullet trains)
- Guided tours to major attractions
- Breakfast daily
- Entrance fees to attractions
- Welcome & Farewell dinners
- Travel insurance
- Airfare NOT included

**JPNS 49000**  
**3 credits**

**Estimated program fee: \$3,140**

Contact: uchida0@purdue.edu  
Program Leader: Prof. Atsushi Fukada  
Assistant Leader: Mirei Uchida





**Q: How do you think the study abroad program has impacted students' academic and personal growth?**

Academically, students expanded their understanding of global perspectives and cultural frameworks. On a personal level, they gained confidence, adaptability, and a greater appreciation for cultural diversity. The reflective components of the program helped them recognize and articulate these gains in a meaningful way.

**Q: What skills or competencies do you believe students gain through their participation in the program?**

Students developed greater cultural self-awareness, open-mindedness, and communication skills, particularly in navigating unfamiliar and sometimes ambiguous social situations. One of the most meaningful challenges for them was interacting with Japanese college students and families they had never met before—an experience that pushed them outside their comfort zones and encouraged personal growth.





As we reflect on the past year, SLC Grad Student Committee is proud to have organized a variety of engaging and meaningful events that brought our community together, encouraged learning, and advanced our mission. Here's a look back at some of our highlights:

## Decoration Party

To celebrate the opening of the new Grad Student Hub, we came together to decorate the space and make it a welcoming environment for all. Midway through the semester, we added a scanner, coffee maker, and kettle—making it an even more inviting spot for study, conversation, and community.



## Bowling Night

Our first social event of the fall semester offered a fun and relaxed setting to welcome new students and reconnect with peers. It was a great night of friendly competition and community building.



## Workshop #1: Sharing Effective Pedagogical Methods for Teaching Languages and Literature

Graduate students from Spanish, German, Japanese, French, and Comparative Literature departments led a peer-sharing session focused on effective teaching strategies. This workshop created a supportive space for exchanging insights, classroom experiences, and pedagogical approaches across language and literature disciplines.





## Workshop #2: Academia & Beyond — Alumni Perspectives on Diverse Career Paths

This panel featured recent alumni who successfully transitioned into academia. They shared candid insights on career shifts, job searching, and the transferable skills gained through graduate studies. The session concluded with a dynamic Q&A, offering valuable advice from alumni and this year's graduates.



## Annual Symposium

Theme: Fostering Information Literacy in the Digital Age

Two insightful presentations from the College of Education highlighted innovative approaches to literacy in today's digital world:

- Blake Andrew Boyd: Psychological Inoculation as a Refutational Strategy to Promote Information Literacy in the Digital Age
- Maria Regina Jaga: Weaving Digital Futures: Integrating Indigenous Textiles and Oral Traditions into Post-Pandemic Literacy Education in Nusa Tenggara Timur



## Final Social Gathering

We celebrated the end of the academic year and shared a great time together.



We sincerely thank all participants who made these events possible and look forward to another enriching year together!

Written by Mirei Uchida

---

# Congratulations to Our Graduates

---

We proudly recognize the accomplishments of our graduating students.  
Thank you for your contributions, and we wish you continued success in your future endeavors.

## Doctoral Degree Recipients

Roseline Adewuyi, Ph.D.  
Gwénaél Jouin, Ph.D.  
Lorena Piña Palacio, Ph.D.

## Master's Degree Recipients

Natalia Arango, M.A.  
Nick Hale, M.A.  
Shalom Kpetsu, M.A.  
Bankole Adesuyan, M.A.  
Mirei Uchida, M.A.





# Meet the Team

2024-2025 SLC Grad Student Committee Officers



**President  
Sarah Jaran**



**Vice President  
Nicholas Hale**



**Treasurer  
Akari Osumi**



**Symposium Chair  
Gwénaél Jouin Bruno**



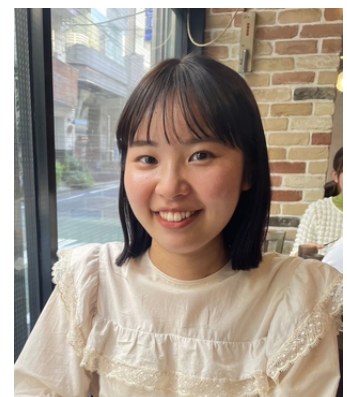
**Webmaster/Social Chair  
Santiago Castillo**



**PGSG Senator  
Nafiu Olayiwola Oloore**



**Workshop Chair  
Chinaza Justina Egere**



**Newsletter Chair/ Secretary  
Mirei Uchida**





Lingua Franca