Language Institute
UNIVERSITY OF WISCONSIN—MADISON
2016-17 Annual Report

Submitted June 1, 2017 by
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www.languageinstitute.wisc.edu
## Contents

1. Overview ................................................................................................................................. 2

2. Academic Programs .................................................................................................................. 3
   2.1. Doctoral Program in Second Language Acquisition (SLA) .................................................. 3
   2.2 Undergraduate Russian Flagship Program ............................................................................ 5

3. Advising for Undergraduate Students ..................................................................................... 7

4. Grants and Campus Programming for Faculty, Staff and Graduate Students .......................... 8

5. K-12 Outreach ........................................................................................................................ 9

6. Research and Special Projects .............................................................................................. 10

7. Acknowledgements ............................................................................................................... 12
1. Overview

In 2016-17, the Language Institute continued to provide key support and advocacy for the study of language and languages on the UW-Madison campus and beyond. Activities of the Language Institute fall into five broad categories, which are represented by separate sections in this report:

- Academic programs
  - Doctoral Program in Second Language Acquisition
  - Russian Flagship Program
- Advising for undergraduate students of languages
- Grants and campus programming for faculty, staff and graduate students
- K-12 outreach
- Research and special projects

New or expanded Language Institute initiatives in the 2016-17 academic year include:

- Federal funding to conduct a Language Roadmap Initiative that will bring together Wisconsin leaders in K-16 education, state and local government, and the private sector to develop a vision and strategic plan for meeting Wisconsin's next-generation multilingual workforce needs.
- Federal STARTALK funding for the Korean Language and Culture Academy, a new precollege summer program for beginning-level learners of Korean.
- Four-year renewal (2016-20) of the federal grant for the undergraduate Russian Flagship Program.

The excellence of our staff in carrying out the activities described in this report was recognized this year by two awards:

- Michael Kruse, 2016 College of L&S Academic Staff Early Career Award
- Dianna Murphy, American Association of Teachers of Slavic and East European Languages (AATSEEL) 2016 Award for Service

In May 2017 the Awards Committee of the Wisconsin Association for Language Teachers (WAFLT) announced that the Language Institute had been selected to receive the Anthony J. Gradisnik Award for 2017. This award is presented annually to "an individual or group outside the language teaching profession that shares Mr. Gradisnik’s enthusiasm and advocacy for language education in such areas as international education, early language learning, and creative initiatives in language education." The award will be presented in November 2017.
2. Academic Programs

2.1. Doctoral Program in Second Language Acquisition (SLA)

The Doctoral Program in SLA prepares students to research and teach in a rapidly growing interdisciplinary field that investigates second language learning and acquisition, bi- and multilingualism, second and foreign language teaching, and the relationship among language, culture, identity and thought in diverse social contexts.

BY THE NUMBERS

- Current students: 22 SLA PhD majors; 45+ SLA PhD minors
- SLA majors who have earned the PhD since the program was established in 2002: 27
- Applicants for admission in the Fall 2017: 33
- Students admitted and planning to matriculate in Fall 2017: 3
- Graduate School Fellowships awarded for 2017-18: 6 one-semester fellowships
- Anticipated graduates in Spring-Summer 2017: 6

STUDENT ACHIEVEMENTS

- Sara Farsiu was awarded a Scott Kloeck-Jenson Fellowship to support her dissertation research in Germany. She was also inducted into the UW-Madison Teaching Academy as a 2017 Future Faculty Partner.
- Lauren Goodspeed received the campus-wide Innovation in Teaching Award.
- Sandrine Pell and Snezhana Zheltoukhova received the Mellon-Wisconsin Fellowship for Summer 2017.
- Nine students received SLA Program Travel/Research Awards to support their dissertation research and travel to conferences.
- Amy Clay will begin a permanent position at the University of Illinois as Teaching Assistant Professor of French.

ALUMNI ACHIEVEMENTS

- Twenty-five program graduates are employed in academic institutions. One recent graduate, Akira Kondo, was hired by Amazon in 2016 as a language engineer.
- Two of the program’s alumni were promoted to associate professor with tenure: Isabelle Drewelow (University of Alabama) and Paula Garrett-Rucks (Georgia State University).
- Isabelle Drewelow received the 2017 Educator of Excellence Award from the Alabama World Languages Association.
- Peter de Costa was appointed co-editor of *TESOL Quarterly*, a refereed professional journal in the area of teaching English as a second language.

FACULTY AND STAFF

Core faculty in the SLA Program are from 9 departments and represent unique perspectives and backgrounds that inform a diverse program, research and teaching profile. The current director is Catherine Stafford, Department of Spanish and Portuguese; Wendy Johnson, Language Institute assistant director, provides program administration.

PROFESSIONAL DEVELOPMENT EVENTS AND ACTIVITIES

- Invited lectures by Nick Ellis (University of Michigan), Hiram Maxim (Emory University), and SLA alumna Isabelle Drewelow (University of Alabama).
• Workshop on interviewing for academic jobs by core faculty members Katrina Thompson (African Cultural Studies) and Naomi Geyer (Asian Languages and Cultures)
• Professional development mini-conference, “Setting Yourself Up for Success,” organized by SLA students Amy Clay and Lauren Goodspeed with funding they secured from the Graduate School.
• Biweekly lunchtime chats with SLA students and faculty.
• Annual SLA Student Symposium, co-sponsored by UW-Madison, University of Iowa, and the University of Minnesota, held this year on the University of Minnesota campus.
• Six funded SLA research grants that will give SLA students the opportunity to work collaboratively with SLA faculty in summer 2017.
2.2 Undergraduate Russian Flagship Program

The Russian Flagship is a non-degree program for UW-Madison undergraduate students of any major to reach a professional level of competence in Russian by graduation through intensive and accelerated programs of study on the UW-Madison campus and extensive study overseas. This prestigious program, funded by a grant from the National Security Education Program of the U.S. Department of Defense, is a collaborative initiative of the Department of German, Nordic, and Slavic and the Language Institute, with the Center for Russia, East Europe, and Central Asia (CREECA) and the Doctoral Program in Second Language Acquisition.

BY THE NUMBERS

- 2016-17 external grant funding: $409,123
- Students: 46
- Percentage of students assessed in Fall 2016 who met Russian proficiency targets: 100%
- Tutors: 18
- Average hours/week of individual and small-group Russian tutoring in Spring 2017: 49

FACULTY AND STAFF: Karen Evans-Romaine, director; Dianna Murphy, associate director; Anna Tumarkin, assistant director; Laura Weigel, program coordinator

PROGRAM HIGHLIGHTS

- Awarded continued grant funding from the National Security Education Program, U.S. Department of Defense, for 2016-20.
- Published the newsletter article (Evans-Romaine), “What have we learned from the Russian Flagship? Applying Flagship Practices to Enhance Language Learning,” in the Winter 2017 issue of the ACTR Letter, the newsletter of the American Council of Teachers of Russian. (Part II to be published in Summer 2017.)
- Gave presentations about the Russian Flagship Program:
  - Invited talk by Evans-Romaine for the University of Michigan Slavic Department, “Attracting Students to Slavic and Enabling them to Succeed: the UW-Madison Russian Flagship as a Model.”
  - Presentation by Murphy for the panel, “The Language Flagship Model: Collaborations to Produce the Global Professional,” at the Forum on Education Abroad Conference in Seattle, Washington.
- Led Russian Across the Curriculum tutorials for advanced Russian Flagship students on topics such as the everyday lives of citizens in occupied territories of the USSR during World War II; familial relationships and during the Stalinist era; cardiology, anatomy, function, and pathology of the human heart and cardiovascular system; Boris Yeltsin’s presidency; the Chernobyl nuclear disaster; and atomic waste and disaster regulations.

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1 $300,923 for core institutional costs, $108,200 for student scholarships.
• Promoted undergraduate student research: Funded the participation of two students in the 2017 UCLA Undergraduate Conference on Slavic and East/Central European Studies.

• Developed and piloted a new tutorial, Introduction to Kazakhstan, to provide a general introduction to the geography, history, culture, politics, society, economy, and culture of everyday life in Kazakhstan and to better prepare students for overseas study of Russian in that country.

• Offered optional non-credit tutoring in Kazakh language.

• Offered a rich program of co-curricular activities that included:
  o Facilitated conversations with special campus guests such as the feminist activist group Pussy Riot; Andrei Kozyrev, the first Foreign Minister of the Russian Federation; and Maria Stepanova, founder and editor-in-chief of one of the most significant independent media outlets in Russia today.
  o Skype conversations with a Moscow-based Russian journalist to discuss the 2016 Parliamentary elections in Russia and Russian coverage of the 2016 U.S. Presidential elections.

• Conducted a site visit (Evans-Romaine) to the Russian Overseas Flagship capstone program in Almaty, Kazakhstan.

• Professional development workshops for graduate TAs: two TAs in the ACTFL 4-day Oral Proficiency Interview Assessment Workshop (required for OPI tester certification) and one TA in the Language Flagship-sponsored workshop, Reaching the Advanced Level of Proficiency, at the University of Utah.

• Professional development workshop for faculty: Evans-Romaine and Tumarkin in the Summer 2017 workshop at UCLA, Teaching Russian from the Intermediate to Advanced Levels of Proficiency.

Russian Flagship students meet with members of the Russian feminist group Pussy Riot on November 16, 2017.

For more information: russianflagship.wisc.edu
3. Advising for Undergraduate Students

3.1 Undergraduate Academic and Career Advising
Undergraduate academic and career advising is offered through the Language Institute by International Directions Advisor Michael Kruse.

BY THE NUMBERS
- Advised 58 current students
  - The largest number of students were interested in Spanish (28 out of 58), followed by Chinese (12), and Arabic and French (7 each)
  - 23 out of 58 students indicated interest in two or more languages
  - 39 advising sessions focused on internships and careers, the topic of most interest to students, followed by finances/funding and policy issues
- Met with over 500 incoming students at SOAR (Summer 2016 and Winter 2017)
- Organized or presented at 14 career-focused events for undergraduates; total attendance of 213

3.2 Undergraduate Communications
Supported improved undergraduate communication efforts in departments of languages, literatures and cultures:
- Convened a new “Language Communicators” group, an informal community of practice for staff in departments with responsibilities that include undergraduate-focused communication. Topics of discussion have included student e-bulletins, alumni newsletters, web site development, etc.
- Initiated a pilot project with the Department of Asian Languages and Cultures (ALC) to share the Language Institute’s alumni profiles, allowing ALC to display this content on their own website. (See image at right.)

With Communications Intern Jen Wagman, expanded communications targeted at undergraduates, including:
- 15 original news features for the web site, highlighting the activities and accomplishments of UW-Madison faculty, staff, and students.
- Several stories were republished on L&S News and University News, including one on Monica Macaulay’s work on Menominee language preservation which was part of a statewide effort to highlight UW-Madison’s outreach work
- Over 200 Facebook posts to nearly 750 fans; the most popular post reached over 800 Facebook users.
- 441 tweets to nearly 1,500 Twitter followers; the average tweet reached about 243 Twitter users.
- Bi-weekly Love Languages e-Bulletin, sent to a list of over 1,600, with career tips, information about events, and scholarship, job/internship and other opportunities.

For more information: languages.wisc.edu
4. Grants and Campus Programming for Faculty, Staff and Graduate Students

In 2016-17, the Language Institute sponsored two small grants programs for faculty and academic staff in departments of languages, literatures, and cultures, and organized a rich program of lectures, workshops and other events for faculty, instructional staff and graduate students with interests in the study of human languages, and in language education and research. These programs were primarily organized by Language Institute Associate Director Dianna Murphy.

4.1. Instructional Innovation Grants

In 2016-17, small grants were awarded to:

- Choua Lee (Hmong), Department of Asian Languages and Cultures, to support the development of a Hmong language textbook.
- Damon Sajnani (Wolof), Department of African Cultural Studies, for co-curricular programming with Senegalese rapper Maxi Krezy (deferred).
- Adeola Agoke (Yoruba), Department of African Cultural Studies and Byung-jin Lim (Korean), Department of Asian Languages and Cultures, to participate in the 2017 Big 10 Less Commonly Taught Languages (LCTL) Partnership workshop at Michigan State University.

4.2. Academic Staff Professional Development

Four professional development grants totaling $4,000 were awarded to:

- Marcus Cederstrom, Department of German, Nordic, and Slavic, to participate in the 2017 meeting of the American Folklore Society.
- Funda Derin, Department of German, Nordic, and Slavic, to participate in the 2016 American Association of Teacher of Turkic and Middle East Studies Association Conferences.
- Nete Schmidt, Department of German, Nordic, and Slavic, to participate in the 2017 Danish American Heritage Conference.
- Rachel Weiss, Department of Asian Languages and Cultures, to enroll in the Career Development Facilitator Training course.

4.3. Lectures, Workshops, and Brownbags

Such as the following (see www.languageinstitute.wisc.edu/events for the full listing):

- Yearlong lectures series, Language Sciences Across Disciplines, with the Department of Linguistics. Talks and brownbags by:
  - Colin Philips, Director, Maryland Language Science Center, University of Maryland
  - Keren Rice, Canada Research Chair in Linguistics and Aboriginal Studies, University of Toronto
  - Thomas Wasow, Clarence Irving Lewis Professor of Philosophy and Professor of Linguistics (Emeritus), Stanford University
- Yearlong series of instructional technology workshops, led by Lauren Rosen, Director, UW System Collaborative Language Program, on Techniques and Technologies for Promoting Proficiency. For 38 faculty and instructional staff representing 18 languages: Burmese, Chinese, Filipino, French, Hindi, Hmong, Indonesian, Italian, Japanese, Persian, Russian, Spanish, Thai, Tibetan, Turkish, Urdu, Vietnamese, Yoruba.
- Pedagogical workshops and panel conversations for language instructors:
  - Annual pre-service interdepartmental orientation workshop for new language TAs and instructors in Van Hise departments of languages, literatures, and cultures.
  - Workshop on Mind the Gap: Building Independent Study Skills in the Language Classroom, Peter Glanville, Director, Arabic Flagship Program, University of Maryland.
  - Workshop on Writing to Speak: Activities for the Language Classroom, Julie Larson-Guenette, Department of German, Nordic, and Slavic.
  - Panel on Teaching Professional Communication in Language Courses, with Ritt Deitz, Department of French and Italian, and Takako Nakakubo, Department of Asian Languages and Cultures.
5. K-12 Outreach

By connecting UW-Madison expertise in languages and cultures with younger learners and K-12 teachers, the Language Institutes strives to inspire future generations to undertake and continue the long-term study of languages.

Language Institute 2016-17 K-12 outreach programs, led by Language Institute Assistant Director Wendy Johnson, were:

- **STARTALK Korean Language & Culture Academy**: A new summer pre-college program on the UW-Madison campus directed by Byung-jin Lim, Department of Asian Languages and Cultures (ALC), and coordinated by Johnson. The 5-week day program, co-sponsored by the Language Institute and The Department of ALC, is supported by federal grant funding from STARTALK, a program of the National Security Agency with the mission to increase the number of U.S. citizens learning, speaking, and teaching critical-need foreign languages.

- **High School Tutoring in Less Commonly Taught Languages**: With East High School (Madison) and Plymouth High School (Plymouth), provided tutoring and instructional support for Wisconsin high school students studying Arabic, Chinese, Japanese, and Russian. Gave a presentation about the collaborative program at the Central States Conference on the Teaching of Foreign Languages in Chicago, IL.

- **World Languages Day**: Hosted the all-day program of 45+ breakout sessions led by UW-Madison faculty, staff and students for over 500 Wisconsin high school students and teachers. Topics of sessions ranged from Russian holidays and traditions, Zulu music and dance, the Chinese Zodiac, mini lessons in a variety of languages, and study abroad. The opening program included welcome remarks from John Karl Scholz, Dean of the College of Letters & Science, and Guido Podestá, Vice Provost and Dean, International Division. The keynote address was by undergraduate student Jennifer Ostrowski (See http://ls.wisc.edu/news/student-of-the-world).

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<th>World Languages Day was a fantastic opportunity for my students. I'm so glad that we were able to attend. All of the sessions were great and my students came back very enthused for the study of world languages and cultures.</th>
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<td>–Wisconsin High School Teacher</td>
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6. Research and Special Projects

6.1. Research Studies
As part of its research mission, the Language Institute conducts and disseminates research that informs instructional practice. In 2016-17, the institute’s main research project, in addition to the co-edited book on Language Flagship Programs (see Section 2.2: Russian Flagship Program), was to complete and submit for publication a paper that documents the gender and ethno-racial distribution of U.S. Bachelor’s degrees in languages and literatures other than English (LOTEs) over a four-year period, from 2010-11 through 2013-14 (average annual n=24,242). In doing so, it also reports on the number of Bachelor’s degrees conferred in 50 different LOTE programs in the United States in 2010-14. The project is led by Dianna Murphy, with Educational Psychology PhD student Seo Young Lee. Murphy presented on a sub-set of the data at the annual meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL) in February, 2017. She will give a campus brownbag on the project in Fall 2017.

6.2. Wisconsin Language Roadmap Initiative
A major special initiative in Spring 2017 was to prepare a federal grant proposal, submitted to the National Security Education Program in the U.S. Department of Defense, to conduct a Language Roadmap Initiative in the State of Wisconsin in 2017-18. The Language Institute recently received news that the proposal was successful: Wisconsin was selected as one of two U.S. states, with Indiana, to receive the grant.

The project, which will begin in Summer 2017, will bring together Wisconsin leaders in K-16 education, state and local government, and the private sector to develop a vision and strategic plan for developing multilingual talent to meet Wisconsin’s next-generation workforce needs. The initiative will be directed by Language Institute Director
6.3. Collaborative Projects

The Language Institute provided leadership or support for many different collaborative initiatives, including:

- The establishment of a Leadership Council for World Languages, Literatures, Cultures and Linguistics.
- A successful proposal to implement a new UW-Madison course attribute for introductory language courses that will enable students and advisors to more easily find language courses and identify how those courses may fulfill undergraduate degree requirements such as the L&S Foreign Language Requirement.
- Campus coordination for Big 10 Academic Alliance projects:
  o For the Mellon Big 10 LCTL Partnership at Michigan State University, coordinated the successful submission of a proposal for UW-Madison to participate in the partnership as a core partner for Swahili (Katrina Daly Thompson, African Cultural Studies) and an affiliate partner for Hindi (Sarah Beckham, Asian Languages and Cultures). Supported the participation of two other UW-Madison faculty and staff to participate in related workshops at MSU (see Section 4.1.).
  o For the Mellon LCTL Partners Program at the University of Chicago, served as the campus contact to share information about opportunities to participate in workshops and/or to apply to participate as a Collaborative Partner to develop shared courses in LCTLs.
- Support for the UW System Collaborative Language Program (CLP): Co-sponsorship of the 2016 CLP Summit and limited local administrative support for CLP activities.
7. Acknowledgements

The Language Institute is an initiative of the College of Letters & Science, with substantial support from the International Division.

The primary source of campus funding for the Language Institute is from L&S.

Generous funding from the International Division for 2016-17 Language Institute programming supported:

- Undergraduate advising:
  - Staffing at SOAR
  - Undergraduate communications intern
- K-12 and community outreach:
  - World Languages Day 2017
  - Collaborative Language Summit
- Faculty and student research:
  - SLA faculty/student research projects
  - SLA and Linguistics student conference travel
- Faculty and staff professional development:
  - Yearlong series of instructional technology workshops
  - Academic staff professional development grants
  - UW-Madison participation in Big 10 LCTL Partnership workshops

The Russian Flagship Program is supported by a grant from the Language Flagship of the National Security Education Program, U.S. Department of Defense, and by the College of L&S.

The governing body for the Language Institute is the LI Administrative Council, comprised of:

- Director, Language Institute (Rob Howell)
- Director, Doctoral Program in Second Language Acquisition (Catherine Stafford)
- Director, Russian Flagship Program (Karen Evans-Romaine)
- Chair, Department of Linguistics (Eric Raimy)
- Associate Director, Language Institute (Dianna Murphy)
- Assistant Director, Language Institute (Wendy Johnson)

The activities of the Language Institute are possible because of the outstanding work of the many faculty, staff and students who are involved in Language Institute programs, projects and activities. We are deeply grateful to these colleagues for their contributions of time, talent and expertise to promoting the mission of the Language Institute and the Wisconsin Idea.