University of Wisconsin-Madison Language Institute
Annual Report
2010-11

Submitted by
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The University of Wisconsin-Madison Language Institute (LI) promotes and supports collaboration for research, education, and outreach in world languages, literatures, and cultures. The LI is an initiative of the College of Letters and Science (L&S), with substantial support from the Division of International Studies (DIS).

We were pleased in the Spring of 2011 to publish a first issue of a Language Institute newsletter, attached. This report provides more detail on our activities in 2010-11.

1. **Grant and Gift-Funded Projects and Programs**

With the support of L&S and DIS, the LI actively pursues outside funding to support its activities in all three areas of its mission: research, education and outreach.

Current projects and programs supported by grants or gifts are as follows. A request to the Menasha Corporation Foundation in support of World Languages Day in 2011 is pending.

1.1 **Research**

1.1.1. **Study on the Goals of Postsecondary Students and the National Standards for Foreign Language Learning**

- **Director**: Sally Magnan
- **FY11 funding**: $163,809, U.S. Department of Education International Research and Studies Program
- **Personnel**: Gary Cook, Sally Magnan, Dianna Murphy, Shenika Harris (SLA doctoral student), Narek Sahakyan, Sandra Terra (SLA doctoral student)
- **Description**: A large-scale study, with the American Council on the Teaching of Foreign Languages (ACTFL), on the alignment of student goals with the goals of the U.S. Standards for Foreign Language Learning
- **Years funded**: 2009-2012

**2010-11 progress**: In year 2 of this study, we focused on data collection, analysis and dissemination of findings:

- **Data collection**
  - Administered the survey to 11,990 students enrolled in 1,217 sections of beginning-level courses of 35 languages at the 11 participating universities. Surveys were administered in-class within 2 weeks of the beginning of the academic year. The response rate was 96.8%.
  - Conducted interviews with 129 students from these same 1st year courses at 2 universities: UC-Berkeley, UW-Madison.

- **Analysis**
  - Prepared quantitative data for analysis: Optically scanned responses into secure database using TELEforms scanning technology. Cleaned and configured data for analysis in Excel and Stata. Conducted statistical analysis and prepared charts, graphs and tables to present findings that answer research questions. Began to explore the importance of explanatory variables such as reasons for language study, home language, major field of study, etc.
• Prepared qualitative data for analysis: transcribed interviews, coded transcripts, imported into NVivo. Conducted preliminary analysis of open-ended question on student goals, and questions related to targeted items on the questionnaire, to identify major themes.

**Dissemination**
Presented findings at national conferences: American Council on the Teaching of Foreign Languages, November 20, 2010; American Association of Applied Linguistics, March 26, 2011; and locally: World Languages Day session for Wisconsin High School Teachers, November 17, 2010; UW-Madison, April 14, 2011. Submitted a successful proposal to the 2011 ACTFL Convention in Boston. Planned for publication after the study is complete.

### 1.1.2. Study on the Global Engagement of UW-Madison Alumni

**Directors** Sally Magnan, Dianna Murphy, Rob Howell

**FY11 funding** $18,000, UW-Madison Office of the Provost, University Assessment Funds

**Personnel** Carolina Bailey, Clara Salto Weis Azevedo (SLA doctoral students)

**Description** A pilot study, with International Academic Programs (IAP) to assess the long-term impact of study abroad by comparing the global engagement of UW-Madison alumni who did and didn’t study abroad as undergraduates.

**2010-11 progress:** In this year, we focused on completing data collection and preparing data for analysis in 2011-12: Expanded participants to include UW-Madison alumni of 6 additional IAP programs (marked with an asterisk in the list below), and UW-Madison alumni of all targeted programs who graduated between 1980 and 2000. (The previous data collection for this study focused on UW-Madison alumni who graduated between 1996 and 2009.) Targeted IAP programs are to Aix-en-Provence, France; Bologna, Italy; Bonn, Germany;* Chiang-Mai, Thailand;* Florence, Italy; Freiburg, Germany; Kerala, India;* Madrid, Spain; Madurai, India;* Saint-Louis, Senegal;* Varanasi, India.* Data collection consisted of compiling participant lists of from targeted programs and years, obtaining current contact information of alumni from the Wisconsin Alumni Association, creating a control group of participants of UW-Madison alumni who did not study abroad as undergraduates, and administering an online questionnaire. Preparing the data for analysis included cleaning the data files and consulting with experts in inferential statistics.

### 1.2 Education: Russian Flagship Center

**Director** Karen Evans-Romaine, director; with Dianna Murphy, associate director, and Anna Tumarkin, assistant director

**FY11 funding** $325,259

**Personnel** Karen Evans-Romaine (cost-shared), Wendy Johnson, Victoria Kononova (Slavic doctoral student), Galina Lapina, Sally Magnan (cost-shared), Melissa Miller (Slavic doctoral student), Amanda Murphy (Slavic doctoral student), Dianna Murphy, Molly Thomasy (Slavic doctoral student), Anna Tumarkin, Alexandra Walters;
Snezhana Zheltoukhova (SLA doctoral student); student hourly employees

**Description** Undergraduate program to enable highly motivated students to achieve a Superior level of proficiency in Russian

**Website** [www.russianflagship.wisc.edu](http://www.russianflagship.wisc.edu)

**Years funded** 2010-2013

2010-11 progress: With the Department of Slavic Languages and Literature, and in collaboration with the Center for Russia, East Europe, and Central Asia (CREECA) and the PhD Program in SLA, launched a new Undergraduate Russian Flagship Program, admitting a first cohort of students in the Fall 2010 and preparing a first cohort to participate in the Overseas Russian Flagship Program in 2011-12.

**Recruitment.** The Russian Flagship Program has had a very successful first year: 8 students started the program in 2010-11 (6 in the Fall; 2 in the Spring). We admitted 12 outstanding new students to begin the Russian Flagship in the Fall 2011; to date, 11 of those students have accepted. We have worked to recruit students with a broad range of disciplinary interests: the current or intended majors of current and newly-admitted students are Biochemistry, Biological Systems Engineering, Biology, Computer Science, Criminal Justice (certificate), Economics, History, International Studies, International Studies (security track), Medical Microbiology and Immunology, Philosophy, and Russian. We are currently working on a proposal, responding to an RFP from the National Security Education Program, and in collaboration with the local Army, Air Force and Navy ROTC units, to further expand the program to recruit and support students in the Reserve Officers’ Training Corps (ROTC).

**Student progress.** Students at all levels have made excellent progress. Of perhaps greatest note: 4 Russian Flagship students reached the minimum of Advanced Low proficiency in Russian to qualify for consideration for the Overseas Russian Flagship in 2011-12. All 4 students were accepted; 3 indicated that they plan to participate in the Flagship oversees program (the 4th student decided to accept a Fulbright instead.)

**Curriculum.** New courses in 2010-11 are a Russian Flagship Research Seminar, taught by Evans-Romaine in the Fall and Spring 2011, and an intensive course sequence for Second and Third Year Russian, offered during the 2010-11 academic year and in the Summer 2011. We also provided students with the option to take a 1-credit Russian language course in conjunction with an area studies or other course (in 2010-11, one student enrolled in this option, in conjunction with a course on Soviet History, taught by professor Francine Hirsch). We obtained approval of new advanced courses in Russian, to be offered in the 2011-12 academic year: Slavic 433: *History of Russian Culture* and Slavic 434: *Contemporary Russian Culture*. New course options allow Russian Flagship students to move more quickly through lower-level coursework, and provide options for students at an Intermediate High - Advanced Low level of proficiency in Russian to move toward Advanced Low-Advanced Mid.
**Tutorials.** Developed targeted tutoring plans for each student based on assessments. Designed plans and procedures for non-credit tutorials. Recruited, trained and supervised tutors (native or Superior-level speakers of Russian). Drafted written guidelines for tutors. Provided each Russian Flagship student with 1-2 hours of tutoring a week. Recruited additional tutors for 2011-12.

**Assessment:** Developed a new diagnostic assessment instrument for students at the Intermediate-Advanced levels of proficiency, and new, online proficiency-based assessments in listening and reading. Developed an extensive protocol for both diagnostic and ongoing assessment of Russian Flagship students.

**Extra-curricular programming** Designed and offered extensive opportunities for Russian language use on campus through a weekly social hour, social activities, films, invited lectures and conversations with visiting scholars. See: [www.russianflagship.wisc.edu](http://www.russianflagship.wisc.edu) (click on Events).

**Residential Russian Program.** Submitted a successful proposal to launch a Russian Language Floor (Russkii dom) in the International Learning Community beginning in the 2011-12 academic year. Hired a Graduate Language Program Coordinator and recruited 8 students to live on the floor next year.

**Study abroad.** Obtained UW-Madison approval for the Overseas Russian Flagship Program in Saint Petersburg, as well as for ACTR/ACCELS summer programs in Saint Petersburg and Moscow. Encouraged students to apply for many sources of financial aid. One Russian Flagship student received the FLAS in 2010-11; two have been awarded the FLAS for 2011-12. Applications for the Boren Scholarship and other forms of aid are still pending.

**Scholarships.** Developed procedures for scholarships applications and awards, based on NSEP student support guidelines. Awarded $61,500 in scholarships for students participating in the Overseas Russian Flagship Program in 2011-12, in a designated study abroad program to Moscow in the Summer 2011, and for students enrolling in intensive summer Russian courses at UW-Madison.

**Evaluation.** Developed and implemented a formative program evaluation protocol to include all program participants. Administered anonymous evaluation questionnaire to students in the Fall 2010 and Spring 2011, and held a formal evaluation meeting with students in the Spring 2011. An external evaluator, Professor Maria Shardakova, Indiana University, visited the program April 14-15; she will submit a formal written evaluation report by June, 2011.

**Professional development.** Sponsored a workshop led by Professor Dan Davidson on *Developing Superior Proficiency at the Undergraduate Level*, conducted as part of Evans-Romaine’s graduate-level course Slavic 818: *Teaching Methods in Slavic Languages*. Tumarkin participated in the ACTFL OPI Tester Refresher Workshop. Made
arrangements for a full, 4-day ACTFL OPI Assessment Workshop in Russian for September, 2011.

1.3 Outreach: Giannini Chinese Online Program

Co-directors Sally Magnan, Dianna Murphy
Personnel Yi-Chen Lee, Yang Liu, Ya Ju Chuang, Wendy Johnson
FY11 funding $87,000
Description Project to develop and offer online Chinese language courses for high school students
Years funded 2007-2012

Completed development of second-semester online course. Offered the full course sequence to students at two high schools: Whitewater High School, Whitewater, Wisconsin (2010-11 academic year); Liberty Bell Senior High School, Winthrop, Washington (Fall 2010), with course hosting and instruction provided by the UW-Madison.

Submitted an unsuccessful pre-proposal to the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment to further disseminate the courses to Wisconsin high schools.

Established a successful relationship with the Paradise Valley Unified School District (PVUSD) Arizona, to provide online course customization and pedagogical and IT consulting, and to license the online courses for use by the PVUSD in 2011-14. The first course will be taught in 2011-12 by a PVUSD teacher to 160 students in 5 high schools in the district. The PVUSD course curriculum is based on the UW-Madison online course, with synchronous class meetings enabled by Cisco TelePresence.

2. Doctoral Program in Second Language Acquisition (SLA)

The LI serves as the administrative home to the interdisciplinary Doctoral Program in Second Language Acquisition (SLA).

The SLA PhD Program brings together faculty and academic staff in departments and programs across the UW-Madison whose research interests address a wide range of languages and disciplinary perspectives within SLA. In 2010-11, 38 faculty and academic staff participated as core or affiliate members of the program. New core SLA faculty in 2010-11 are Karen Evans-Romaine, Department of Slavic Languages and Literature; Rita Kaushanskaya, Department of Communicative Disorders; Byung-jin Lim, Department of East Asian Languages and Literature; Bei Yang, Department of East Asian Languages and Literature; and Hongming Zhang, Department of East Asian Languages and Literature. New affiliate academic staff members are Dianna Murphy, Language Institute; and Jeannine Schueller, Department of German.

The SLA PhD Program received 72 applications for admission in the Fall 2011, slightly more than in the previous year. Thirteen students were admitted; 4 will begin the program
in the Fall 2011. Two of the incoming students have funding in 2011-12 through the Chancellor’s Fellowship for the Humanities; one student has support from the Indonesia Fulbright Presidential Scholarship and the Language Institute. Funding for a fourth student is pending. Students who were admitted but chose not to come to UW-Madison cited higher multiple-year funding packages from other institutions as the main factor in their choosing another university. The program’s ability to offer competitive funding package remains a major issue.

In 2010-11, 30 SLA majors are completing coursework requirements, preparing for preliminary examinations, or researching or writing the dissertation. As the SLA PhD Program grows, so does the range of locations in which students are collecting data for the dissertation. As shown in the map in Figure 1, current SLA students are conducting dissertation research in the United States in Chicago, Madison, Washington DC, as well in France, Germany, Japan, Laos, Mexico, Mozambique, and Singapore.

![Map of SLA Student Dissertation Research](image)

Figure 1. Map of SLA Student Dissertation Research

The SLA Graduate Student Organization, with graduate students in the Foreign Language Acquisition Research and Education Program at the University of Iowa, organized the third annual SLA Graduate Student Symposium, Methodologies in SLA, held in Iowa in April, 2011. Plans are already underway for next year’s SLA Graduate Student Symposium, to be held at UW-Madison in April, 2012.

Three students earned the PhD in SLA in 2011:
• Jacques Arceneaux: *Language Play in Beginning University-Level French* (Sally Magnan, advisor) (City College of San Francisco)

• Maria del Carmen De Avila, *Spanish Language Shift and Second-Generation Zacatecanos in Chicago* (Diana Frantzen, advisor) (wishing to remain in Chicago and will look for employment there)

• Peter De Costa, *The Power of Language Ideologies: Designer Immigrants Learning English in Singapore* (Jane Zuengler, advisor) (Monterrey Institute of International Studies)

A late graduate last year, Paula Rucks, will be starting as Assistant Professor, tenure track, at Georgia State University in Fall 2011.

Through an award of $750 from the Graduate School, the LI was able to support to several SLA majors to give papers at scholarly conferences.

3. Campus Programming

**For Faculty and Graduate Students**

Our lecture series this year, *Immersion and Language Learning: Contexts, Challenges*, examined the broad range of contexts for immersion, to interrogate assumptions about the benefits of immersion, explore ideas around agency, identity, beliefs and motivation as they relate to immersion and language learning, and to discuss outcomes from different pedagogical approaches to immersion program design. The local audience for the lectures was 40-80; the lectures were recorded for dissemination on iTunesU.

• Funding for the series was from the Anonymous Fund. Featured talks were:

  • *When the Multilingual Subject Goes Abroad*, Celeste Kinginger, Pennsylvania State University. Comments from Rob Howell, Department of German; International Academic Programs.

  • *L2 Gain, Time-on-Task, and Language Use in Arabic and Russian Overseas Flagship Programs*, Dan Davidson, Bryn Mawr College; American Councils for International Education: ACTR/ACCELS. Comments from Karen Evans-Romaine, Department of Slavic Languages and Literature.

  • *Blessings of Babel: Principles for Code Choice in the Foreign Language Classroom*, Glenn Levine, University of California-Irving. Comments from Diana Frantzen, Department of Spanish and Portuguese.

  • *Learning English Immersion Style: Lessons from Two Programs in Japan*, Yasuko Kanno, Temple University. Comments from Mariana Pacheco, Department of Curriculum and Instruction.

Other talks for the Language Institute this year were:

• *Three Learning Theories for Multimedia Language Instruction and Testing in the Context of the Common European Framework*, Yuangshuan Chuang, Kun Shan University, Taiwan.
• **Eliza Doolittle: The Language Worlds of Indian Call Centers**, Mathangi Krishnamurthy, Andrew W. Mellon Postdoctoral Fellow, Institute for Research in the Humanities.

Talks for the Doctoral Program in Second Language Acquisition Talk Series* were:

• **Metrolinguistic Landscaping: Talking in the City**, Alastair Pennycook, University of Technology, Sydney, Australia.

• **English Language Teaching in a Multilingual World: Global and Local Factors in Language Learning**, Rita Silver, National Institute of Education, Singapore.

• **Making Instruction Relevant for Second Language Development: Bridging the Socio-Cognitive Divide in Theory and Practice**, Paul Toth, Temple University

*Funding for the lecture by Alastair Pennycook was from the Anonymous Fund. Funding for the lectures by Rita Silver and Paul Toth was from Richard Young, Department of English and Doctoral Program in SLA.

**Orientation Workshop for Incoming Language Instructors**: As in previous years, the LI coordinated the annual cross-departmental pre-service workshop for new graduate teaching assistants. In 2010, 59 new instructors participated in the 3-day workshop.

**For Undergraduate Students**

The Language Institute works to stimulate enrollments in language courses and to support UW-Madison language students through multi-faceted communications and programming. LI staff work closely with the advising community at Summer Orientation and Advising (SOAR) and throughout the academic year to advise students on resources regarding course offerings, credits and requirements, and to encourage enrollment in language courses. The LI website serves as a reference point for advisors and students, with information on course offerings, university policies related to languages, and the value of language study. LI workshops, panels, and other programs expand the objective of increasing interest in language study and supporting language students' goals. In 2010-2011 this programming consisted of:

• **Strategies for Learning Foreign Languages**: Interactive lectures by Dianna Murphy and Sally Magnan. Audience of over 60.

• **Language for Life**: Panels featuring alumni and other working professionals using languages in their careers. Supported by the Anonymous Fund. Two panels in 2010-11:
  - **Languages and Careers in Medicine**. Jehad Algharabli, medical student, University of Wisconsin School of Medicine and Public Health; Elizabeth Longmier, Memorial Family Residency Program (Houston, TX); UW undergraduate and medical school alum. Co-sponsored by the Center for Pre-Health Advising and Global Studies. Audience of over 40.
  - **Languages and Engineering**. Christopher Bareither, Research Associate, Department of Geological Engineering, UW-Madison; Eyleen Chou, Meds and Foods for Kids (Cap Haitien, Haiti); Jeffrey Schacherl, Plexus

• **Marketing Your Language Skills:** Workshop by Wendy Johnson. Hosted and co-sponsored by Cross-College Advising Services. Audience of 20.

• **Love Languages Profiles:** An additional 15 online personal histories were collected and published this year. The profiles feature UW-Madison alumni and current students of a wide variety of languages and career paths.

• **Summer Orientation and Advising (SOAR):** In the Summer 2010, the Language Institute represented language departments at SOAR through a number of approaches, including a video featuring classroom footage and interviews with language faculty and students, shown daily in the L&S and Cross-College Advising Services presentations to incoming students; daily foreign language consulting by Wendy Johnson; emails to incoming students before their participation in SOAR; and the publication of the booklet *World Languages at the University of Wisconsin-Madison* for incoming students and campus advisors on Fall 2010 language offerings. In 2011, we will continue to reach out to students and advisors at SOAR with a similarly broad approach. This year, we will publish 125 copies of the languages booklet, for which the College of Letters & Science is providing $700 for the printing costs.

• **Language Institute Facebook** and **YouTube** pages connect students with Language Institute projects and media to feature videos, upcoming programs and news items.

Finally, Wendy Johnson and student assistants staffed tables at events for undergraduates such as the **Majors Fair, Spring Advising Fair, and the Study Abroad Fair.**

### 4. Outreach

#### K-12 Outreach

By reaching out to K-12 students and teachers, the Language Institute hopes to inspire the next generation of lifelong language learners and facilitate the exploration of many and diverse languages and cultures. This year’s outreach programs and activities coordinated by the LI included:

• **School visits and presentations,** to give K-12 students a taste of college-level language classes, UW-Madison language and international programs, and opportunities that language study brings.

  ○ Coordination of Lincoln Elementary School (Madison) visit to UW-Madison language classes
  ○ Coordination of Plymouth High School (Plymouth) visit to campus for a day of Arabic-focused speakers and activities.
  ○ Presentation at Lodi Middle School (Lodi) *Career Day*
  ○ Presentation at Lodi High School (Lodi) *International Education Week Speakers Festival*

• **Language workshops at College for Kids,** to introduce Dane County rising sixth-graders to a number of languages through daily classes at the School of Education program. In 2010, languages represented in the workshop were Chinese, French, German, Japanese, Norwegian, Spanish, and Tibetan. In 2011, the LI is coordinating
a workshop at College for Kids II, a program for rising ninth-graders, which will feature, Chinese, French, German, Russian and Yoruba.

- **Love Languages Profiles** of alumni and current UW-Madison language students. Supported by a grant from the Wisconsin Association for Language Teachers (WAFLT)

- **World Languages Day**: The Language Institute organized the 10th World Languages Day on November 17, 2010, welcoming 700+ high school students and teachers to campus for a day celebrating the many rich and diverse languages offered at UW-Madison. The event was supported by the Anonymous Fund; the Evjue Foundation; African Studies Program; Center for East Asian Studies; Center for European Studies; Center for Russian, East Europe, and Central Asia; Center for South Asia; Global Studies; and Latin American, Caribbean, and Iberian Studies Program, and Russian Flagship Center. In 2011, World Languages Day will be held in the new Union South on November 16.

- The LI continues to connect with Wisconsin high school teachers through the Wisconsin Association for Language Teachers (WAFLT), this year participating in the annual meeting in Appleton, and the Winter Workshop in Milwaukee.

## 5. Language Institute Leadership and Personnel

LI founding director Sally Magnan, Department of French and Italian, is retiring from UW-Madison in May, 2011. Junko Mori, Department of East Asian Languages and Literature, has been appointed Interim Director of the Language Institute in 2011-12.

Modupe Olubiyi was hired in July, 2010 as administrative program specialist.

We thank the College of Letters and Science and the Division of International Studies for their continued support of our mission. We also thank the members of our 2010-11 Advisory Board for their insights and suggestions:

- Erlin Barnard, Department of Languages and Cultures of Asia
- Susan Brantly, Department of Scandinavian Studies
- Bruno Browning, Letters and Science Learning Support Services
- Monika Chavez, Department of German
- Magdalena Hauner, College of Letters and Science
- Robert Howell, International Academic Programs
- Junko Mori, Department of East Asian Languages and Literature
- Ellen Rafferty, Department of Languages and Cultures of Asia
- Jane Zuengler, Department of English

We are grateful for the support that we have received this year from staff with International Academic Programs and L&S Learning Support Services. Finally, we acknowledge the outstanding contributions of faculty and staff listed above who contributed their expertise and time to our individual projects, and to the staff of the Language Institute, whose work on many LI projects and programs has been invaluable: outreach coordinator Wendy Johnson, financial specialist Malliga Somasundaram,
administrative program specialist Modupe Olubiyyi, graduate students Christine Elliott and Laura Bru, and undergraduate student Taylor Hebel.

Note from Sally Magnan
As I retire from UW Madison, I see one of my larger contributions to the University as setting the path for the Language Institute through its initial development phase. I am grateful to the College and the DIS for providing me this privilege and offering the support which has made the success of the Language Institute possible. I wish to acknowledge all the outstanding staff in the LI and, in particular the Associate Director, Dianna Murphy, who have done exceptional work. I thank my colleagues on the Advisory Committee for their guidance and insight. I am proud of what the LI offers our university and look forward to its continued growth in the future.