University of Wisconsin-Madison Language Institute
Annual Report
2012-13

Submitted by
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Contents

1. Overview .......................................................................................................................... 3
2. Academic Programs ...................................................................................................... 5
   2.1 Doctoral Program in Second Language Acquisition (SLA) .................................. 5
   2.2. Undergraduate Russian Flagship Program....................................................... 7
3. Undergraduate Academic and Career Advising ....................................................... 10
4. Campus Programming ................................................................................................ 11
   4.1. For Faculty and Graduate Students................................................................. 11
   4.2. For Undergraduate Students ........................................................................ 15
5. K-12 Outreach ............................................................................................................. 16
6. Special Projects ........................................................................................................... 17
   6.1. Study on the Goals of Postsecondary Students and the National Standards for
        Foreign Language Learning...................................................................................... 17
   6.2. Study on the Global Engagement of UW-Madison Alumni ......................... 18
   6.3 Nazarbayev University (NU) Phase IV Project .............................................. 18
7. Publications of Language Institute Research in 2012-13 ........................................ 18
8. Acknowledgments ......................................................................................................... 19
The 2012-2013 academic year, named *the Year of Innovation*, generated a number of inspiring discussions around the campus. Honoring this initiative to reevaluate conventional approaches towards teaching, research, administration and outreach, the Language Institute (LI) also undertook a serious review of our activities vis-à-vis its original mission, “to promote collaboration for research, education and community outreach in languages, literatures and cultures.” We explored how the LI should be situated in, and contribute to, the changing dynamics of the campus community and higher education in general, by engaging in the following activities:

- CIC- and AAUSC-German Meeting (September 28 & 29, 2012)
- Changing Course: Teaching African Languages at UW-Madison in the 21st Century (October 12, 2012)
- Rethinking The Language Center In The Age Of Globalization - A Symposium Sponsored By The Consortium For Language Teaching And Learning And The Yale Center For Language Study (November 8 & 9, 2012, at Yale University)
- ACM-CIC Planning Subcommittee (Spring 2013)
- Ad Hoc Committee on Title VI-Funded International Languages (Spring 2013)
- L&S World Languages, Literatures and Culture Taskforce (Spring 2013)
- LI Brownbag Lunch Series: Conversation on innovations in language teaching and learning (Spring 2013)

One major outcome of these series of discussions is the clear consensus for the need for better coordination across language programs on campus, and with programs at other institutions, in order to maintain and further strengthen the breadth and quality of our language offerings. Indeed, in the Fall 2012, UW-Madison was recognized as the second most innovative college in the nation for foreign language study (and the first among public universities) by the Best Colleges [http://www.thebestcolleges.org/]. To sustain this reputation in a challenging fiscal environment, we anticipate that the LI will be expected to take an even a stronger role in promoting collaboration among relevant units.

Another related outcome of our work this year was to re-conceptualize the role of the LI director and the role of the director of the Doctoral Program in Second Language Acquisition (SLA). Until now, the same individual has simultaneously assumed the leadership role for both the LI and SLA, but starting in 2013-2014, there will be two separate directors for these units. In the Fall 2013, Robert Howell (LI director) and Monika Chavez (SLA director) will succeed Junko Mori in those respective roles. This new arrangement will allow the two directors to devote their time and energy to these two critical units for innovation in language education, while at the same time supporting each other’s mission and operations.
The remainder of this annual report for 2012-13 describes other major activities in the following areas:

- Academic programs
  - Doctoral Program in Second Language Acquisition
  - Russian Flagship Program
- Undergraduate advising
- Campus programming
- K-12 outreach
- Special projects
- Publications of Language Institute research
2. Academic Programs

The Language Institute is the administrative home for two academic programs, the Doctoral Program in SLA and the federally funded undergraduate Russian Flagship Program.

2.1 Doctoral Program in Second Language Acquisition (SLA)

Director       Junko Mori, Department of East Asian Languages and Literature, with Margaret Hawkins, Department of Curriculum and Instruction, associate director

Personnel      Modupe Olubiyi, Program Coordinator

Website        www.sla.wisc.edu

The Doctoral Program in Second Language Acquisition (SLA) aims to train future researchers and educators who will critically examine issues concerning language learning and teaching through a wide range of analytical lenses. The program began in 2002; it has been administratively housed in the Language Institute since the LI’s inception in 2004. As mentioned above, the SLA PhD Program will have its own director starting in 2013-14, but the LI will remain the administrative home of the SLA PhD Program.

Faculty and staff: The 2013-14 SLA steering committee, consisting of eight core faculty (Heather Allen, Monika Chavez, Karen Evans-Romaine, Margaret Hawkins, Junko Mori, Catherine Stafford, Francois Tochon, Jane Zuengler), met monthly to discuss various programmatic matters. In addition to these eight faculty, Richard Young (on research leave in 2012-2013) and Diana Frantzen (on sabbatical leave in the Fall 2012) have also actively participated in the program, by advising students and directing dissertations, while Naomi Geyer assumed the role of SLA minor advisor.

Maintaining an active group of core faculty is critical for the operation of this interdepartmental, interdisciplinary program. To this end, we are pleased with the outcome of the search in the Department of African Languages and Literature, for which we collaborated with the department. In the Fall 2013, the new hire, Katrina Thompson (African Languages and Literature) will join the SLA PhD Program as a core faculty member; Mariana Pacheco (Curriculum and Instruction) has also agreed to serve as a core faculty, starting this summer. On the other hand, we are certain that the impact of the retirement of a long-time, key contributor to the program, Jane Zuengler (English), will be felt next year. We hope to be able to work with the Department of English to explore a mutually beneficial solution to this major void.

In pursuit of the sustainability of this program, the clarification of the rights and responsibilities of core/affiliated faculty members, as well as the program’s governance structure, will continue to be an important issue to be addressed in 2013-14. Another urgent issue is to secure staff support for the program’s operation, as the appointment of Modupe Olubiyi, who has served as program coordinator for the last two years, will end on June 30, 2013.

Past, current and future students: As of May 2013, 13 students have completed the degree; 29 students are currently enrolled in the program. In 2012-13, the program
welcomed two new students, funded by the University Fellowship and the Chancellors Fellowship respectively. The program also produced two PhDs: one obtained a position as an instructor of Spanish at Madison College; the other obtained a position as instructor of Hindi instructor at Stanford University. The program was pleased with the news that two of our alumni who have held visiting positions during the past few years have been offered tenure-track positions to begin in Fall 2013: at Michigan State University and George Mason University, respectively. We anticipate that there will be a larger number of students completing the degree in 2013-14.

Our current students’ notable accomplishments this year include prestigious research grants such as the Language Learning Dissertation Grant and the Konosuke Matsushita Memorial Foundation Grant, as well as recognitions of teaching excellence such as the 2013 L&S Teaching Fellow Award and the Department of English Teaching Excellence Award. A number of our students also presented at various national and international conferences, including the American Association of Applied Linguistics Conference, one of the leading conferences in our field.

Due to the large number of applications seen in the last few years, the program decided increase its application requirements (e.g., mandatory submission of GRE scores and submission of a writing sample). Despite the change, we still received over 50 applications, out of which we admitted five. One of the five chose the Department of Applied Linguistics at the Pennsylvania State University (where he obtained his master’s degree) over our program; a second student, currently completing an MA in the Department of African Languages and Literature, decided to continue her doctoral studies in that department, minoring in SLA. The remaining three students decided to come to UW-Madison for the SLA program: we were able to offer one student a three-year funding package by combining a two-year University Fellowship and a one-year Chancellors Fellowship; another student received a two-year University Fellowship and Mellon Area and International Studies Fellowship; the third student received a combination of a one-semester guaranteed TA-ship in German and one-semester Chancellors Fellowship. The three students represent diverse language backgrounds, including Korean/Japanese, Turkish, and Persian/German.

The program has decided to adopt a strategy to admit a small number of students for whom we can provide sufficient academic and financial support. Nevertheless, the exploration of additional options for funding for SLA students, and a mutually beneficial model to work with language programs concerning language TA positions, continues to be an important priority for the program.

Program Review: During the current academic year, the SLA steering committee decided to make two major changes in the program: to the language requirement and to the format of the preliminary examinations. These changes were prompted by the committee’s observation that the time to degree for our students tends to have been longer than what we originally anticipated. Input from our current and former students also helped the committee identify specific measures to be taken to address this issue. While the core of the learning objectives remain essentially the same, the assessment protocols were modified with the aim to encourage students to develop the ability to conceptualize an empirical research project at an earlier stage of their graduate work, and
to allow flexibility to tailor protocols suitable for each students’ academic and professional goals.

Our new policy for language requirements requires students to consult with their advisor to develop an assessment plan suitable for their goals during their first semester, and to obtain the steering committee’s approval for the plan. Students are expected to demonstrate an advanced level of academic oral and reading proficiency in two languages, including English.

The new format of the preliminary examinations involves two take-home papers, to be prepared during a two-week period. One paper will present an analysis of a major question in SLA; the second will present a literature review focused on the student’s particular area of interest, including the discussion of potential research approaches.

With the implementation of this new format, which will begin this summer, we hope to help our students develop the mindset of a researcher early on in their study, and help them make a smoother transition to the dissertator stage.

Events: The SLA Talk Series featured two guest speakers, nominated by SLA students: Ryuko Kubota (University of British Colombia) gave a lecture entitled “Foreign language education for border-crossing communication in the globalized world” in the Fall; Mary Schleppregrell (University of Michigan) gave a lecture entitled “Functional grammar in support of English language learners’ literacy development in the elementary grades” in the Spring. While on campus, both faculty interacted extensively with students in brownbag lunch sessions and open office hours.

The annual SLA Graduate Student Symposium, which our students organize in partnership with graduate students in the Foreign Language Acquisition Research and Education (FLARE) program at the University of Iowa, was held in Iowa City this year. It will return to Madison in April, 2014. The planning committee for the 2014 symposium has already identified a theme, Crossing Borders, and discussed ideas for speakers, panel discussions, and fundraising possibilities. Professors Lourdes Ortega (Georgetown University) and Suresh Canagarajah (Pennsylvania State University) have agreed to deliver plenary lectures.

2.2. Undergraduate Russian Flagship Program

Director
Karen Evans-Romaine, Director; Dianna Murphy, Associate Director; Anna Tumarkin, Assistant Director

FY13 funding $349,200 ($250,000 for institutional grant; $99,200 for student scholarships)

Website www.russianflagship.wisc.edu

Years funded 2010-2015

The Russian Flagship is an undergraduate program to enable highly motivated students of all majors to achieve a professional level of competence in Russian by graduation through intensive study both at the UW-Madison and in Russia. It is an initiative of the Department of Slavic Languages and Literature and the Language Institute, with the Center for Russia, East Europe, and Central Asia (CREECA) and the Doctoral Program in SLA. The program is supported by a grant from the National Security Education Program (NSEP) in the U.S. Department of Defense.
The Russian Flagship has had a very successful year. Our enrollments remain strong: based on the number of newly admitted students (18), and the number of students who are graduating or have left the program, we expect to have 41 students in the program in the Fall 2013. Our first group of alumni, students who completed the program in the Spring 2012, are now all employed in positions in which they are using Russian on a daily basis: One currently works at the Research Institute of Influenza in St. Petersburg, Russia, where she did her internship while on the Overseas Flagship; the second is working in the Eurasia Division of the National Endowment for Democracy in Washington, D.C.; the third recently accepted a position with the Curricular and Testing division of the American Councils for International Education.

We are proud this year to have achieved an important milestone: a first cohort of six students who participated in the full domestic portion of our program applied, and were admitted to, the Overseas Russian Flagship Program in Saint Petersburg, Russia for 2013-14. Admission to the program was based on attainment of an Advanced level of proficiency in Russian, prior study in Russia, and academic excellence. All of these students will receive Language Flagship Scholarships to support their participation in the Overseas Flagship program; two will receive the FLAS; one will receive the highly competitive Boren Scholarship; and one the also highly competitive Benjamin A Gilman International Scholarship. At a recent national meeting of all Language Flagship programs, we were informed that in total, 18-19 students from around the country will participate in the Overseas Flagship program next year. With seven of those students from UW-Madison (six undergraduate Flagship students and one Slavic Department graduate student, admitted as a post-BA, “at-large” student), almost 40% of all students nationally in this program for high achieving students will be coming from UW-Madison.

In the Summer 2013, twelve Russian Flagship students will be studying in Russia: eight on an American Councils Russian Language and Area Studies Program in Moscow or Saint Petersburg; two in Ufa, with full scholarships from the U.S. Department of State’s Critical Languages Scholarship Program; one in Kazan, through Arizona State University; and one in Moscow, with funding from ProjectGO. Twelve Russian Flagship students will be enrolled this summer in an intensive Russian language course in Madison (with the support of L&S and Project GO, the Slavic Department will offer First through Third Year Russian). Some of our Flagship students are taking advantage of other opportunities to use Russian this summer: returning capstone student Kristin Hendrickson will serve as Residential Counselor for the UW-Madison Pushkin Summer Institute, the residential precollege Russian program for students from underrepresented minority groups; and Janet Stewart will complete a summer internship teaching English in Ryazan, Russia.

In 2012-13, we received an award of $99,200 in scholarship funds from NSEP to support UW-Madison students’ participation in the Overseas Russian Flagship, summer study in Russia in Moscow or Saint Petersburg, or intensive study of Russian at UW-Madison. We have received an award of $160,085 in Language Flagship student scholarship support for 2013-14, which we are currently allocating as fully as possible to Russian Flagship students.

To better prepare students for the Overseas Flagship, Karen Evans-Romaine offered for the first time a new senior capstone course in the Fall 2012. Twelve Advanced-track Flagship students enrolled in the course, focused this year on Bulgakov’s
novel *The Master and Margarita*. Students enrolled in the course also participated in an Online Russian Flagship Café, in which they worked on collaborative assignments with peers in other domestic Russian Flagship programs and with Russian students at the Linguistics University of Nizhny Novgorod, Russia.

Students in the Russian Flagship continue to tell us that the tutoring program is key to their success. This year, we greatly expanded our *Russian Across the Curriculum* tutorials, offering the 1-credit tutorials to 10 advanced students in biology, ecology, economics, history, nutritional sciences, political science, Russian literature, and Russian culture. The tutorials were either linked to a credit-bearing course in that discipline, or (in the case of the biology and ecology tutorials), to the discipline in general. To conduct these tutorials, we successfully recruited tutors who are either doctoral students in that discipline (Economics, History, Political Science, Slavic Languages and Literature), or scholars who hold a PhD in a related field (Biochemistry). The tutorials are directed either by Flagship director Evans-Romaine or by the course instructor, if the instructor so chooses and has a Superior- to Native-level command of Russian. Given budget constraints and the increased number of students currently in the program at lower levels, we adjusted our tutoring plan this year to provide small-group tutoring for students at all levels, with additional individual tutoring for students in the Advanced Track. To support tutors leading the new small-group sessions, the Flagship Head Tutor and Curriculum Development TA compiled materials for use in small-group tutoring at the first- through fourth-year level; they also created a searchable online database of tutoring materials for use by all tutors.

We remain proud of the rich program of extra-curricular programming that we have provided for students throughout the academic year. In addition to regular screenings of Russian films and cultural performances such as the *Russia Resounds* concert by the Madison Symphony Orchestra and a performance by the Russian folk ensemble *Zolotoi Plyos*, programming this year included a lecture by visiting scholar Evgenii Kazartsev on Moscow and Saint Petersburg culture (co-sponsored with the Department of Slavic Languages and Literature); a conversation with Trevor Gunn, Managing Director for International Relations at Medtronics and former Director of the U.S. Commerce Department’s Business Information Service for the Newly Independent States (co-sponsored with the UW-Madison CIBER); an event, organized by Flagship students, on *Russian in the World: Conversation with Sociologist Ted Gerber*; and several lectures and panels sponsored by CREECA on contemporary Russian politics. In addition to these more formal events, we provided a range of opportunities for our students to meet for more informal conversations with visiting scholars and other speakers of Russian such as historian Boris Kolonitskii, European University of Saint Petersburg; political scientist Maria Petrova, Princeton University and New Economic School, Moscow; visiting undergraduate students from Nazarbayev University and a visiting economics students from Moscow; and a UW-Madison women’s basketball player from Russia, among others.

To raise the national profile of the program, we participated in a number of national conferences and meetings: Evans-Romaine, with David Bethea, Department of Slavic Languages and Literature, gave a presentation about the Pushkin Institute at the Language Flagship’s Results 2012 Conference in New York in October; Evans-Romaine also gave talks on “Listening across the Curriculum” at the annual convention of the
Association of Slavic, East European and Eurasian Studies in New Orleans, and, in Russian, for the U.S.-Russia International Symposium Series on the Study and Teaching of Russian, sponsored by American Councils in Washington, DC. Wendy Johnson authored an article on “Creating Global Professionals…in Wisconsin!” for Voice of WAFLT, a newsletter for Wisconsin K-12 foreign language teachers; she also gave a presentation about the Language Flagship with Deborah Robinson (The Language Flagship) and Wafa Hassan (MSU Arabic Flagship) entitled “What K-16 Educators Need to Know about Flagship” at the Central States Conference on the Teaching of Foreign Languages in Columbus, OH. With colleagues from several other Flagship Programs, Murphy led a preconference workshop on Flagship approaches to teaching and learning for the 2012 meeting of the American Council on the Teaching of Foreign Languages in Philadelphia.

Finally, we continued this year to develop and carry out a research agenda for the program. In the Fall 2012, Murphy and Evans-Romaine, with SLA graduate student and Russian Flagship project assistant Snezhana Zheltoukhova, published an article in the Russian Language Journal on student and tutor perceptions of tutoring in the program. Also in the Fall 2012, Evans-Romaine and Murphy agreed to co-edit a volume on research and best practices in Language Flagship programs. Over the course of the year, they issued a call for proposals, selected chapters for inclusion in the volume, met with chapter authors, and worked with the acquisitions editor of a potential publisher on the scope, audience and timeline for the publication.

3. Undergraduate Academic and Career Advising

Undergraduate academic and career advising through the Language Institute is provided by MIU-funded International Directions Advisor Michael Kruse. Michael meets with students from across campus to help connect them with academic programs and campus resources, as well as to discuss professional opportunities that draw on their language-learning and international experiences.

The majority of students served in 2012-13 were majoring in one or more languages. Approximately one third of those students were interested in studying, or were already studying, more than one foreign language. The area of greatest need was career advising; well over half of the students were within one year of graduation.

Students were referred from other advising units (e.g., Cross College Advising Service, L&S Academic Advising), from Van Hise departments, and from other campus units (e.g., International Studies); many made contact after receiving an email notice or bulletin from the Language Institute, or after attending an event sponsored by the LI.

Advising was delivered to students in several ways:

- **Individual, in-person:** Ninety-seven students were advised in one-on-one sessions, with immediate follow-up correspondence to provide resources or confirm recommended actions, and a second follow-up message sent approximately one month after each meeting to check on the student’s progress and offer additional assistance.

- **Electronic:** Nineteen students were advised exclusively through email or via Skype, either for a quick question or because the student was on a study abroad program.
Group sessions: One hundred and fifty-three students attended Language Institute workshops for students on topics such as marketing the skills gained through language and international study to employers.

We continue to strive to work collaboratively with academic departments and with other advising units. This past year, those units included departments of languages, literatures, and cultures; area studies centers; academic advising units (such as Cross-College Advising Service, Engineering Advising, L&S Advising and more); career service centers (such as L&S Career Services); pre-professional advisors (e.g. Pre-Health), and other MIU-funded advisors. In addition, Michael has participated in the L&S Career Services Alliance, L&S Advisor Consortium, Liberal Arts Communicators group, and the #UWSocial group. He has been asked to serve on the New Advisor Training Working Group and L&S State of Advising Working Group.

4. Campus Programming

4.1. For Faculty and Graduate Students

Language Institute 2012-2013 Lecture Series: Our lecture series this year, Language, Cognition and Sociality, was conceptualized as a way to expand connections with different campus units that engage in language studies. Talks in the series addressed how language and other semiotic resources work together in the manifestation of human sociality across languages and cultures. Talks were:

- **What Can Conversation Tell Us About ‘Negative Scope’?: Prosody, Grammar, Cognition, Fixedness, and Interaction**, Sandra Thompson, University of California, Santa Barbara. Comments from Grant Armstrong, Department of Spanish and Portuguese (audience of 53)
- **Learning Language in a MindBodyWorld: Alignment and Interaction in a Sociocognitive Approach to Second Language Acquisition**, Dwight Atkinson, Purdue University. Comments from Margaret Hawkins, Department of Curriculum and Instruction (audience of 54)
- **Distributed Cultural-Historical Dynamics and the Development of Semiotic Agility**, Steven Thorne, Portland State University and University of Groningen. Comments from Heather Willis Allen, Department of French and Italian (audience of 28)
- **The Co-Operative Organization of Human Action**, Charles Goodwin, University of California, Los Angeles. Comments from Mitchell Nathan, Department of Educational Psychology (audience of 41).

The audience for the lecture series was from the following departments and programs: African Languages and Literature, Anthropology, Curriculum and Instruction, Computer Science, Educational Policy Studies, Engineering Professional Development, English, French and Italian, German, Languages and Cultures of Asia, Linguistics, Psychology, Sociology, Spanish and Portuguese, Second Language Acquisition PhD Program, School of Library and Information Studies, Slavic Languages and Literature, and Sociology, as
well as from other UW System schools: the University of Wisconsin-Milwaukee and the University of Wisconsin-Parkside.

All invited speakers sent articles for students to read in advance, then met with students for informal brownbag conversations before or after their talks.

Three of the lectures were audio recorded and made available as podcasts through the Language Institute’s channel on iTunesU.

Based on input from our Advisory Committee, and on our desire to feature excellent researchers on our own campus, we decided to launch a Faculty Showcase series starting in 2013-14. This new series will replace the guest lecture series.

In addition to lectures in the themed series in 2012-13, the Language Institute co-sponsored several other one-time events for faculty and graduate students:

- An all-day symposium, co-sponsored by the Department of African Languages and Literature, African Studies, and the Language Institute, *Changing Course: Teaching African Languages at UW-Madison in the 21st Century*. In addition to direct participation in the symposium, the Language Institute sponsored an invited talk by Elizabeth Bernhardt, Stanford University.
- A pedagogical workshop, co-sponsored with the Department of Slavic Languages and Literature, *Listening Comprehension in the Age of Web 2.0*, Richard Robin, George Washington University.

**Language Over Lunch: Language Institute Brownbag Series:** In an attempt to foster cross-departmental and interdisciplinary connections on campus, we launched a very successful bi-weekly brownbag series in the Fall 2012. The brownbags, held in Van Hise Hall on Mondays at 12:00, were intended to provide an informal forum for faculty, staff and students from across campus with interests in language teaching and learning, or whose research involves the study of language or language learning, to share their ongoing research or instructional practices. Fall 2012 presenters and panelists were:

- *Survey Research in Second Language Acquisition*: Monika Chavez, Department of German (audience of 49)
- *Interpreting Definiteness in a Second Language Without Articles: The Case of L2 Russian*, Jacee Cho, Department of English (29)
- *Does Success Indicate Learning in an Italian Literature Course?*, Barbara Bird, Doctoral Program in Second Language Acquisition (24)
- *Superior Proficiency in Russian by Graduation: The Russian Flagship Program*, Karen Evans-Romaine, Anna Tumarkin, Department of Slavic Languages and Literature; Dianna Murphy, Language Institute (21)
- *Qualitative Research Methods in SLA*, Erica Halverson, Department of Curriculum and Instruction; Margaret Hawkins, Department of Curriculum and
In the Spring 2013, with a Mellon Foundation Area and International Studies Institutional Transition Planning Grant of $2,827, we focused the brownbag series primarily on topics related to innovation in language teaching and learning (with two research presentations over the course of the semester as well). The format of the brownbags in the Spring was modified, based on feedback from participants in the Fall, to promote extended discussion among invited panelists and the audience, and opportunities for the audience to participate more actively in the conversations. The Spring series was targeted to faculty, staff and graduate students from departments of languages, literatures and cultures; area and global studies programs; and other campus or UW System units and programs with an interest in language education (e.g., Center for the First Year Experience, Division of Continuing Studies, English as a Second Language, First Year Interest Groups Program, Greater University Tutoring Service, International Academic Programs, International Learning Community, International Student Services, L&S Learning Support Services, Master of Engineering in Technical Japanese, Morgridge Center for Public Service, UW System Collaborative Language Program) to come together to share best practices, discuss ideas for innovation, and – where there is interest -- form working groups for innovation projects or other initiatives. These discussions also informed the work of the Ad Hoc Committee on Title VI-Funded International Languages (TALC), which was tasked with putting forward recommendations for the future delivery of Title VI-funded languages, should that funding be even further reduced or disappear. Topics and panelists in the Spring series were:

- **Distance Learning 1: Sharing Courses** (audience of 43), Erlin Barnard, Languages And Cultures Of Asia; Bruno Browning, L&S Learning Support Services; Ewa Miernowska, Slavic Languages and Literature; Lauren Rosen, UW System Collaborative Language Program
- **Distance Learning 2: Business Models** (38), Julie Dahl, Division of Continuing Studies; Jim Davis, College of Engineering; Katy Duren, Division of Continuing Studies; Sage Goellner, Division of Continuing Studies; Lauren Rosen, UW System Collaborative Language Program
- **Preparing, Mentoring and Supporting Teaching Assistants and Language Instructors** (32), Erlin Barnard, Languages And Cultures of Asia; Monika Chavez, German; Diana Frantzen, Spanish and Portuguese; Anna Tumarkin, Slavic Languages and Literature
- **Advocating for Language Learning** (16), Wendy Johnson, Language Institute; Michael Kruse, Language Institute; Greg Smith, L&S; Jolanda Vanderwal-Taylor, German
• *Summer and Professional Language Programs* (27), David Bethea, Slavic Languages and Literature; Dustin Cowell, African Languages and Literature; Ritt Dietz, French and Italian; Mary Jo Wilson, Center for Southeast Asian Studies

• *Assessing Student Learning Outcomes in Languages* (36), Naomi Geyer, East Asian Languages and Literature; Elaine Klein, L&S; Anna Tumarkin Slavic Languages and Literature

• *Maximizing Language and Culture Learning Outside of the Classroom* (33), You Jin Lee Greater University Tutoring Service; Rubén Medina, Spanish and Portuguese; Jessica Harmatys, International Students Services; Jae Takeuchi, East Asian Languages and Literature

• *Language Learning and Study Abroad* (30), Dan Gold, International Academic Programs; Taylor Hebel, Returned Study Abroad Student; Jeannette Schueller, German; Tianlin Wang, East Asian Languages and Literature

At the end of the Spring semester, we held a final brownbag conversation (audience of 49), with members of TALC, to summarize conversations over the course of the semester and to discuss possible future directions. (TALC chair Ellen SaPag, Department of Spanish and Portuguese, also provided an oral report on that committee’s work. The full written report, submitted to L&S, has not yet been circulated.) The overwhelming consensus of those in attendance was that the Spring brownbag series provided a much-needed forum for cross-departmental discussions and shared professional development. Diverse topics were suggested for future brownbags, including: models for course delivery, frameworks for assessing proficiency (included a session on the Common European Framework of Reference), writing assessment items and developing assessment instruments, using video in language courses, creating and sharing instructional materials, engaging students in learning, helping students to set realistic language learning goals, developing effective writing activities, professional roles and responsibilities, and research on second and foreign language learning. We plan to continue to hold the brownbag series in the Fall 2013 as well.

Finally, we organized two research presentations in the Spring as well:

• *Prosodic Features, Self-Monitoring and Perception of Oral Disfluency* (21), Bei Yang, Department of East Asian Languages and Literature

• *Multilingual Subjectivity in Linguistic Ethnography: Meeting the Native in the Diaspora* (26), Isil Erduyan, Doctoral Program in Second Language Acquisition

**Pre-service orientation workshop for foreign language TAs and instructors**

As in previous years, the Language Institute coordinated the annual Fall cross-departmental pre-service workshop for new graduate teaching assistants. In 2012, 50 new instructors participated in the 3-day workshop. Lectures were by Veronica Egon, Department of Spanish and Portuguese, and Jeannette Schueller, Department of German. Demonstration lessons were given by Karen Evans-Romaine, Department of Slavic Languages and Literature; discussions were led by Tiziana Serafini, Department of French and Italian. Microteaching sessions were facilitated by faculty and experienced instructors from many departments of languages, literatures and cultures.
In the Spring-Summer 2013, a small group of faculty and academic staff from several departments is working to modify both the content and format of parts of the workshop to better meet the current needs of departments and of the new TAs.

4.2. For Undergraduate Students

The Language Institute strives to communicate the personal, intellectual, and professional value of language study to undergraduate students from the time they are admitted to the university, continuing through their participation at SOAR, spanning their academic careers, and extending beyond graduation. The Language Institute website contributes to these goals by providing information on language courses, university language policies, opportunities for language use and development outside of the classroom, and language-related programming sponsored by the Language Institute. The Language Institute develops programs and resources to support students and to help articulate the positive role that language study has in their academic success and professional development. The multi-faceted events, communications, and resources that the Language Institute produces focus on improving language skills and highlighting the vitality, usefulness, and life-changing nature of language study. In 2012-13, these programs and activities included:

• **Summer Orientation and Advising (SOAR):** In the Summer 2012, 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 Service presentations to incoming students; daily foreign language consulting by Michael Kruse; emails to incoming students before their participation in SOAR; staffing and materials at the SOAR Academic Connections Resource Fair; and the publication of a booklet for advisors on Fall 2012 language offerings, with detailed information on course offerings and reasons to study each language. Michael also served as foreign language consultant for the winter 2013 SOAR session.

• **Strategies for Learning Foreign Languages:** Two interactive workshops (Fall and Spring) led by Michael Kruse and Wendy Johnson. Combined attendance of over 27.

• **Admissions & Recruitment Events:** Resource table staffed by either Michael Kruse or Wendy Johnson at five resource fairs for high school students in Spring 2013. Total attendance at all events of about 1500; individual contacts of over 150.

• **Marketing Your Language Skills:** Interactive workshop (Fall) led by Michael Kruse and Wendy Johnson. Hosted and co-sponsored by Cross-College Advising Service. Attendance of 18.

• **Language for Life:** Panels featuring alumni and other working professionals using languages in their careers. Supported by the Anonymous Fund and other campus partners. Two panels in 2012-13 (Fall and Spring):
  - **Languages and Business.** Jillian Bau, Ernst & Young LLP; Steve Feldman, Big East, Inc.; and Mia Johnson, Backroads. Co-sponsored by the Wisconsin School of Business office of Undergraduate Academic Services. Audience of 23, with video available online.
  - **Languages and Social Justice.** Amy McGann, US Department of State; Eugenia Podesta, Vital Voices Global Partnership; Adam Taylor, Global to Local Initiative. Audience of 11, with video available online.
• **The Road To Your International Future**: Two interactive workshops (Fall and Spring) on international internships and careers, presented by Michael Kruse, Molly Krochalk, L&S Career Services, Michelle Kern Hall, International Internship Program, and Lauren Worth, International Academic Programs. Combined attendance of over 60.

• **Making the Most of Your Language Learning**: Interactive workshop geared towards freshmen and sophomores, presented by Michael Kruse and Claire Peters, Cross College Advising Service. Attendance of 5.

• **Graduate School in Languages & Literatures: What You Need to Know**: Faculty panel for students considering graduate school, organized by Michael Kruse. Attendance of 7.

• **Love Languages Profiles**: An online archive of personal histories featuring UW-Madison alumni and current students of languages. The profiles feature a wide variety of languages, disciplines, and personal stories. New profiles and updates were obtained throughout the year, and were shared via the Language Institute’s social media outlets.

Finally, we staffed tables or presented at events for undergraduates such as the College of Engineering Fall & Spring Advising Days and the Department of French & Italian Major Fête/Festa.

5. **K-12 OUTREACH**

The Language Institute enjoyed a year of vibrant outreach activities designed to raise awareness of UW-Madison expertise and resources in world languages and cultures and to inspire lifelong interest in the study of languages. Activities included:

• **World Languages Day**: over 650 Wisconsin students and teachers from 25 Wisconsin high schools participated in this annual, showcase Language Institute event. Funding sources included the African Studies Program; Center for East Asian Studies; Center for European Studies; Center for Russia, East Europe and Central Asia; Center for South Asia; College of Letters & Science Anonymous Fund; Evjue Foundation; Global Studies Program; Latin American, Caribbean, and Iberian Studies Program; Madison Arts Commission; Mayrent Institute for Yiddish Culture of the Mosse/Weinstein Center for Jewish Studies; Office of Admissions & Recruitment; and Russian Flagship Center.

Fundraising for World Languages Day continues to be a challenge. However, we are pleased to report that we successfully raised funds for the 2012 program by seeking sources both inside and outside the university: the Mayrent Institute for Yiddish Culture of the Mosse/Weinstein Center for Jewish Studies and the Office of Admissions and Recruitment were new campus sources of funding, and the Evjue Foundation and the Madison Arts Commission both contributed significant outside funding for the event. We continue to aggressively seek new possible sources to support this important outreach program.

• Demonstration language lessons at the **Wisconsin Global Youth Summit**, reaching 150+ high school students and teachers. Sponsored by the Division of International
Studies working with statewide partners (the Department of Public Instruction, Global Wisconsin and the International Professionals, Inc.). The Language Institute coordinated volunteer language instructors from the departments of languages, literatures and cultures to offer demonstration lessons in ten languages: Akan (Twi), Chinese, French, German, Japanese, Norwegian, Russian, Swahili, Thai and Zulu.

- Language Institute table at Your UW Day resource fairs, reaching over 1200 prospective students and their parents at this Office of Admissions & Recruitment-sponsored program, designed to recruit high school students who have been admitted to the university but have not yet necessarily committed to enrolling.

6. Special Projects

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

Director Sally Magnan

FY13 funding $11,004, U.S. Department of Education International Research and Studies Program (no-cost extension approved through June, 2013); $7,000 from Magnan Pickard Bascom fund.

Years funded 2009-2013

This research project is 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. Based on a pilot study at UW-Madison, the concurrent mixed-method study used a written questionnaire, administered nationally to 16,529 students enrolled in courses in 31 languages at 11 large U.S. postsecondary institutions, and structured interviews with 221 students of 27 languages at 2 postsecondary institutions. Data was collected at two points in the instructional sequence: at the beginning of the first and end of the second year of language study. The questionnaire asked students how important each of the 11 content statements from the Standards was as a personal goal for them, and how likely they believed they were to attain this goal by the end of their formal study. The interviews asked students to describe their language learning goals, and then to reflect and expand on their responses to items on the questionnaire.

In the Summer 2012, an article presenting findings from a pilot study for the project was published in Foreign Language Annals.

In 2012-13, the research team completed the analysis of the survey and interview data, and wrote up the findings from the full study in a book manuscript (524 pp.), which the three co-authors (Sally Magnan, Dianna Murphy, Narek Sakhakyan) submitted in mid-December to the Modern Language Journal (MLJ) Monograph Series. (We had submitted a successful proposal to the MLJ for this project in 2011-12.) In mid-May, we received comments from reviewers and the series and journal editor. We are currently working on revisions based on reviewer and editor feedback; the revised manuscript is due to the MLJ by August 1. The expected publication date is January, 2014.
6.2. Study on the Global Engagement of UW-Madison Alumni
In the Spring 2013, we submitted an article based on a collaborative (with International Academic Programs) study to assess the global engagement of alumni who did and didn’t study abroad as undergraduates. The article, co-authored by Murphy, Sahakyan, Yong-Yi and Magnan, is under consideration with *Frontiers: The Interdisciplinary Journal of Study Abroad*.

6.3 Nazarbayev University (NU) Phase IV Project
The Language Institute participated in the work of the project in the Division of International Studies to provide consulting services to Nazarbayev University (NU), Astana, Kazakhstan. Activities included:

- A workshop on learner-centered instruction and presentations for NU Kazakh language faculty on the design of summer intensive language programs and online instructional materials to promote advanced level listening
- With others involved in the project, development of a concept plan for a language center at NU
- NU site visit to observe Kazakh language classes, give and participate in workshops, and engage in extended discussions about language teaching and learning
- Coordination of a U.S. visit by a group of 5 NU Kazakh language faculty and staff to attend the annual meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) and to visit UW-Madison to observe language (ESL) classes, meet with UW-Madison faculty and staff, and participate in a colloquium on best practices in language teaching and learning
- Consultation in areas such as standards for foreign language learning, and accepted U.S. practices for participating in scholarly conferences and submitting to scholarly journals
- Translation of research articles and other materials for use in workshops and interpretation services for non-English speaking visitors.

7. Publications of Language Institute Research in 2012-13

*Published articles*


*Forthcoming book manuscript*
8. Acknowledgments

We thank the College of Letters and Science and the Division of International Studies for their continued support of our mission.

We are very grateful for a generous bequest to the University, and then to the Language Institute, from the Mary M. Heiser Revocable Trust.

We sincerely thank our 2012-13 Advisory Committee for sharing their time, insights and ideas, as well as their commitment to promoting language studies on our campus:

Sandra Arfa, English as a Second Language Program
Erlin Barnard, Department of Languages and Cultures of Asia
Monika Chavez, Department of German
Karen Evans-Romaine, Department of Slavic Languages and Literature
Margaret Hawkins, Department of Curriculum and Instruction
Yoshiko Herrera, Center for Russia, East Europe and Central Asia; Political Science
Rob Howell, Department of German
Andrew Irving, Department of French and Italian
Aliko Songolo, Department of African Languages and Literature

Ex officio:
Guido Podesta, Division of International Studies
Susan Zaeske, College of Letters and Science

We also acknowledge the outstanding contributions of faculty, staff and students listed in the Appendix that follows who contributed their expertise and time to individual projects, and to the staff of the Language Institute, whose work on many Language Institute projects and programs has been invaluable.
Appendix: Language Institute 2012-13 Personnel

**Language Institute** (GPR/101 funding)

<table>
<thead>
<tr>
<th>Position</th>
<th>Person</th>
<th>Payroll</th>
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</thead>
<tbody>
<tr>
<td>LI director, SLA co-director</td>
<td>Junko Mori</td>
<td>50%</td>
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<tr>
<td>LI assoc. director</td>
<td>Dianna Murphy</td>
<td>100%</td>
</tr>
<tr>
<td>LI asst. director, outreach coordinator</td>
<td>Wendy Johnson</td>
<td>50%</td>
</tr>
<tr>
<td>Undergraduate advisor</td>
<td>Michael Kruse</td>
<td>100%</td>
</tr>
<tr>
<td>Administrative specialist</td>
<td>Modupe Olubiyi</td>
<td>100%</td>
</tr>
<tr>
<td>Financial specialist</td>
<td>Malliga Somasundaram</td>
<td>50%</td>
</tr>
<tr>
<td>PA: Programming, admin.</td>
<td>Kazeem Sanuth</td>
<td>33%</td>
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**World Languages Day**

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<tbody>
<tr>
<td>Student hourly employee</td>
<td>Taylor Hebel</td>
<td>hourly</td>
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**Spring 2013 Brownbag Series: Innovation in Language Teaching and Learning** (Grant from the Mellon Foundation)

<table>
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<th>Position</th>
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<tr>
<td>Student hourly employee</td>
<td>Colleen Hamilton (Sp 2013)</td>
<td>hourly</td>
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**Project: Goals of Postsecondary Students and the National Standards** (Grant from the U.S. Dept. of Education; Magnan research funds)

<table>
<thead>
<tr>
<th>Position</th>
<th>Person</th>
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<tbody>
<tr>
<td>Student hourly employee</td>
<td>Colleen Hamilton</td>
<td>Hourly</td>
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<tr>
<td>Student hourly employee</td>
<td>Shenika Harris</td>
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</tr>
<tr>
<td>Student hourly employee</td>
<td>Nelly Martin</td>
<td>Hourly</td>
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</table>

**Project: UW-Madison/Nazarbayev University Phase IV Contract** (Fee-for-services contract)

<table>
<thead>
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<th>Position</th>
<th>Person</th>
<th>Payroll</th>
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</thead>
<tbody>
<tr>
<td>Student hourly employee</td>
<td>Madina Djuraeva</td>
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<tr>
<td>Student hourly employee</td>
<td>Snezhana Zheltoukhova</td>
<td>Hourly</td>
</tr>
<tr>
<td>Instructional Services Spec. (transl.)</td>
<td>Saule Batayeva (pending)</td>
<td>Hourly</td>
</tr>
<tr>
<td>Student Services Coord. (interpr.)</td>
<td>Anna Nesterchouk</td>
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**SOAR 2013** (Funding from the Center for the First Year Experience)

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<tr>
<td>Student hourly employee</td>
<td>Bicho Azevedo</td>
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<tr>
<td>Student hourly employee</td>
<td>Colleen Hamilton</td>
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### Language Workshops at College for Kids 2013
(Funding from College for Kids)

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<tr>
<td>Student hourly employee</td>
<td>Sarah Lundquist</td>
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<tr>
<td>Student hourly employee</td>
<td>Marit Barkve</td>
<td>hourly</td>
</tr>
<tr>
<td>Student hourly employee</td>
<td>Lindsey Smith</td>
<td>hourly</td>
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<tr>
<td>Student hourly employee</td>
<td>Michael Toole</td>
<td>hourly</td>
</tr>
<tr>
<td>Student hourly employee</td>
<td>Jun Xu</td>
<td>hourly</td>
</tr>
<tr>
<td>Student hourly employee</td>
<td>Hilary Heffley</td>
<td>hourly</td>
</tr>
<tr>
<td>Student hourly employee</td>
<td>Rose Rittenhouse</td>
<td>Hourly</td>
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### Russian Flagship Center

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<th>Position</th>
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<tr>
<td>Director</td>
<td>Karen Evans-Romaine</td>
<td>ø (25% cost-shared)</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Dianna Murphy</td>
<td>ø (35% cost-shared)</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Anna Tumarkin</td>
<td>2.25 mos. summer</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Wendy Johnson</td>
<td>50%</td>
</tr>
<tr>
<td>Senior Lecturer: SL 433-434</td>
<td>Galina Lapina</td>
<td>33.33% AY</td>
</tr>
<tr>
<td>Lecturer: SL 275-276</td>
<td>Alexandra Walter</td>
<td>40% AY</td>
</tr>
<tr>
<td>TA: Assessment + tutor (Fall)</td>
<td>Melissa Miller</td>
<td>41%</td>
</tr>
<tr>
<td>TA: Head tutor (Fall)</td>
<td>Sarah Kapp</td>
<td>41%</td>
</tr>
<tr>
<td>TA: Assessment + tutor (Sp)</td>
<td>Colleen Lucey</td>
<td>41%</td>
</tr>
<tr>
<td>TA: Head tutor (Sp)</td>
<td>Sergey Karpukhin</td>
<td>41%</td>
</tr>
<tr>
<td>PA: Programming, research (Fa)</td>
<td>Madina Djuraeva</td>
<td>33%</td>
</tr>
<tr>
<td>PA : Programming, research (Sp)</td>
<td>Snezhana Zheltoukhova</td>
<td>33%</td>
</tr>
<tr>
<td>Tutor</td>
<td>Jambul Akkaziev</td>
<td>student hourly</td>
</tr>
<tr>
<td>Tutor</td>
<td>Anna Borovskaya-Ellis</td>
<td>student hourly</td>
</tr>
<tr>
<td>Tutor</td>
<td>Victoria Kononova</td>
<td>student hourly</td>
</tr>
<tr>
<td>Tutor</td>
<td>Olga Permitina</td>
<td>student hourly</td>
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<tr>
<td>Tutor (Fall 2012)</td>
<td>Madina Djuraeva</td>
<td>student hourly</td>
</tr>
<tr>
<td>Tutor</td>
<td>Tamara Polyakova</td>
<td>student hourly</td>
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<tr>
<td>Tutor (Fall 2012)</td>
<td>Naira Ovsepyan</td>
<td>student hourly</td>
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<td>Tutor</td>
<td>Snezhana Zheltoukhova</td>
<td>student hourly</td>
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<tr>
<td>Tutor</td>
<td>Colleen Lucey</td>
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<tr>
<td>Tutor</td>
<td>Sergey Karpukhin</td>
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<tr>
<td>Tutor (Fall 2012)</td>
<td>Victoria Thorsstenson</td>
<td>student hourly</td>
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<tr>
<td>Tutor (Spring 2013)</td>
<td>Georgy Loginov</td>
<td>student hourly</td>
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<tr>
<td>Tutor (Spring 2013)</td>
<td>Margarita Labik</td>
<td>student hourly</td>
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<tr>
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<td>Sarah Kapp</td>
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<tr>
<td>Tutor (Spring 2013)</td>
<td>Melissa Miller</td>
<td>student hourly</td>
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<tr>
<td>Tutor (Spring 2013)</td>
<td>Mamura Azizova</td>
<td>acad. staff hourly</td>
</tr>
<tr>
<td>Tutor (Spring 2013)</td>
<td>Naira Ovsepyan</td>
<td>acad. staff hourly</td>
</tr>
<tr>
<td>Student assistant</td>
<td>Laura Bru</td>
<td>student hourly</td>
</tr>
<tr>
<td>Russian House GLPC</td>
<td>Madina Djuraeva</td>
<td>$2,000 for board</td>
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