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1. Overview

In 2013-2014 the Language Institute (LI) engaged in a range of activities and initiatives aimed at its core mission “to promote collaboration for research, education and community outreach in languages, literatures and cultures.” Outreach activities such as World Languages Day sought to promote the study of language across the state and to highlight the diverse offerings in language and language studies across the campus. A rapidly developing advocacy effort has allowed us to reach a growing number of undergraduates early in their careers here in Madison to make them aware of the value of achieving a high level of proficiency in one or more languages and to connect students with information about majors, certificates, study abroad opportunities and post-graduate career possibilities for students of language. Our vigorous program of research resulted in a monograph (published by the Modern Language Journal) on postsecondary student goals and the U.S. Standards for Foreign Language Learning, presenting findings from a federally funded study that surveyed over 16,000 students of foreign languages at universities around the country, including at UW-Madison.

Both the Doctoral Program in Second Language Acquisition (SLA) and the Russian Flagship programs enjoyed a busy and successful year marked by objective measures of success. Aside from sponsoring a range of activities that raise the profile of SLA on our campus, the SLA PhD Program celebrated the completion of nine PhDs in May. The Russian Flagship Program continued to provide a model structure for acquisition of a Superior level of proficiency in Russian in the course of an undergraduate career. The national profile of the program is underscored by the fact that eight UW-Madison Flagship students received the prestigious Boren Fellowships to support their advanced study of Russian in St. Petersburg in the 2014-15 academic year. Finally, the SLA brown bag series and the LI faculty lecture series highlighted the range of faculty research expertise across our departments and schools as well as addressed pedagogical issues and innovations of concern to language professionals. All of these activities and initiatives are described in detail in the following report.

It is noteworthy that discussions during the 2013-14 academic year yielded a significant restructuring of the Language Institute itself. For the first time since its inception more than a decade ago, the positions of Language Institute Director and Director of the Doctoral Program in Second Language Acquisition were assigned to two colleagues. As envisioned in the 2012-13 LI report, the new arrangement has allowed "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." With an eye toward coordinating an expanding range of functions, the LI drafted and adopted a new set of governance bylaws, which established a leadership team for the Language Institute consisting of the LI director, associate and assistant directors as well as the directors of the SLA PhD Program and the Russian Flagship Program. This new structure provides for transparent and democratic management and coordination of all budgetary and programmatic issues. The new bylaws are provided in this report (Appendix A).
The LI receives $20,000 in annual funding from the Division of International Studies for programming. This support allows the LI to explore innovative initiatives designed to bolster language programs on our campus. In 2013-14 this funding allowed the LI to improve undergraduate pre-major and career advising as well as to fund the new undergraduate intern supporting the advising effort. In the summer of 2014 the LI is able to sponsor a competition for professional development support for academic staff involved in the various language programs. This funding is intended to allow these colleagues to attend conferences, workshops and seminars or to engage in research activities.

From September 2013 onward colleagues in the LI and the various language departments engaged in a series of intense, broad-based discussion of the future of language study on our campus. The Language Institute took an active and at times leading role in these deliberations involving scores of students and colleagues as we strive to project a vision for the future that promotes best practices in teaching and maximizes available resources during a period of fiscal uncertainty. At the center of these discussions was the World Languages, Literatures and Cultures Task Force, which met on a weekly basis in the LI all year and made steady progress toward a restructuring plan for the future that will improve coordination across language programs on our campus and with programs at peer institutions, while simultaneously developing strategies for maintaining and strengthening our language offerings. Materials pertaining to the WLLC Task Force are available online at: [http://uwmadison-wllc-taskforce.net/](http://uwmadison-wllc-taskforce.net/).

The remainder of this annual report for 2013-14 describes other major activities in the following areas:

- Academic programs
  - Doctoral Program in Second Language Acquisition
  - Russian Flagship Program
- Undergraduate academic and career advising
- Campus programming
- K-12 outreach
- Special projects

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)**

*Directors*  
Monika Chavez, Department of German with Margaret Hawkins, Department of Curriculum and Instruction, associate director

*Staff*  
Wendy Johnson, Program Coordinator (as of February, 2014); Dianna
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 theoretical frameworks, analytical lenses, and research methods.

**Faculty and staff:** In 2013-14, steering committee members Heather Willis Allen, Monika Chavez, Karen Evans-Romaine, Diana Frantzen, Margaret Hawkins, Junko Mori, Catherine Stafford, Francois Tochon, and Richard Young continued their service. Junko Mori was on sabbatical leave but attended events and continued to participate in program governance. Jane Zuengler retired from the university as an emerita and while she has remained involved with some aspects of the program, she has formally left the steering committee. During AY 2013-14, the steering committee authored bylaws, including those governing preferential balloting for program director and eligibility to serve on the steering committee. As a result of the latter, we were able to invite two colleagues, Dianna Murphy (Language Institute) and Naomi Geyer (Department of East Asian Languages), who had also been serving as advisor of SLA PhD minor students, to join the committee. In addition, at the end of AY 2012/3, two colleagues had agreed to join the steering committee. One, Mariana Pacheco (Curriculum and Instruction), had just earned tenure on campus; the other, Katrina Thompson (African Languages and Literature) – a UW graduate – with the start of AY 2013/14 had returned to Madison after having earned tenure at UCLA. The committee is now composed of 13 members, representing the following departments and units: African Languages and Literature; Curriculum and Instruction; East Asian Languages and Literature; English; French and Italian; German; Language Institute; Slavic Languages and Literature; and Spanish and Portuguese.

Starting in the Spring semester of 2014, the program received support from L&S that allowed Wendy Johnson, LI assistant director, to assume the duties of SLA program coordinator at a 50% appointment level. Johnson replaced LI associate director Dianna Murphy, who covered duties on an interim basis, replacing Modupe Olubiyi, whose appointment ended in June, 2013.

**Program accomplishments:** The steering committee undertook several major projects that included: (1) a survey of the professional awareness (career pathways and goals) of graduate students in the program; (2) an assessment of market demands for faculty (and other researchers) with SLA specializations; (3) in collaboration with the Language Institute, an exploration of a certification program for graduate students in (foreign language) educational technology, which comprised the planning of a talk and workshop series by leaders in the field for 2014-15 (see below); (4) a self-study of graduate student funding and applications and admissions; (5) a revision of program requirements that introduced greater flexibility into the degree plan as well as met new minimum credit requirements for PhD degrees; (6) adjustments to and clarification of requirements to pass academic milestones; (7) the design of a multi-phase advising document that guides advisors and students through degree requirements, facilitates program cohesion, and
establishes open channels of communication between students and faculty; (8) the drafting of bylaws that govern preferential balloting for director; eligibility to serve on the steering committee; and service on the steering committee. The steering committee also admitted five new students through a stringent selection process. Further, the SLA program explored the possibility of joint PhD degrees (with foreign language departments) in meetings with Lea Jacobs (associate dean for the Humanities in the Graduate School) and Wendy Crone (associate dean for Graduate Education) as well as with representatives from the Departments of African Languages and Literature; German; Slavic Languages and Literature; and, most relevantly, French and Italian, with which the first foreign-language/SLA joint degree is being planned for a student entering the SLA program in AY 2014-15. Objectives of joint degrees include for students to achieve a balance between a language-specific professional identity and an SLA-specific training in research methods and theories and to receive funding-cum-professional training in a department (such as French and Italian) of the type they wish to eventually work in. Similarly, the SLA program explored a pedagogy strand on the MA level in collaboration with the Department of African Languages and Literature.

In pursuit of these accomplishments, the committee met monthly (September 2013 through May 2014) as well as on additional occasions, in sub-committees, e.g., colleagues who volunteered to work on revisions to program requirements; the drafting of bylaws; graduate student admissions; and the exploration of curricular collaboration with other (primarily, foreign language) departments.

**Past, current, and future students:** At the beginning of AY 2013-14, 31 students were in the program. By the end of the academic year, nine of these students will have successfully defended their dissertations and either have graduated or look forward to graduation in the near future. Several of these graduates will be seeking permanent academic positions (several are currently in temporary jobs). At least two will be able to continue in their current positions (College of Southern Nevada; Pontificia Universidad Catolica de Valparaiso, Chile), most likely in upgraded positions; two, at least, have already secured a tenure-track position (Akita International University, Japan; Lindenwood University, Missouri).

Despite more demanding application procedures, we received over 50 applications for admission to our program for the Fall 2014. In consideration of the continued strong interest in our program, as evidenced in the massive number of dossiers relative to our capacity, the program decided to streamline the application process for AY 2014-15 by emphasizing electronic applications even more strongly.

Following a thorough review of all complete dossiers, the program admitted five students. Of these five, three accepted our offer and will be joining us in Fall 2014. One of the three (a student specializing in Russian) won a university fellowship and was particularly attracted by the opportunity to be part of the university’s Russian Flagship Program. The second student will be continuing from an MA in English earned on this campus. She will receive support for her first year in the program via two consecutive semesters of Chancellor’s fellowships. The third student will be continuing out of our Department of French and Italian and be the first student in the program to pursue a joint degree in SLA and a foreign language (see above). She will continue to receive funding through the Department of French and Italian. The two students who turned down our
offers of admission did so for different reasons: One elected to go elsewhere because of Wisconsin’s harsh winter climate; the other student, decided to go elsewhere after we were unable to compile a competitive multi-year offer – a structural deficit that has hampered our recruitment efforts for many years.

Following a decision taken last year, the program aimed to keep its incoming cohort small, so as not to place too many demands on faculty and financial resources. With three incoming students – all with different research emphases – we believe to have met these goals. Still, the struggle to garner financial support for our students – mostly from academic units outside of our immediate sphere of influence – continues. Two of our students were funded through the LI, which will be able to do the same next year. The ESL program, too, has reliably hired our students. So as to better understand funding possibilities for our students, the SLA Program recently implemented a new policy that requires all incoming international students – including those on fellowship – to take the campus SPEAK Test in their first semester on campus. In order to qualify for an appointment in the ESL program, prospective TAs need to achieve the top score of 60. By assessing students’ qualifications early on, we hope to better assist them in finding campus employment, including students who are about to come off fellowships.

Despite the financial uncertainties they confront, our students have remained very active and successful in their scholarship. Several have presented at international and national research conferences, including at the annual convention of the American Association for Applied Linguistics. At least one published a co-authored research article in a peer-reviewed journal (the prestigious Language Learning) and some have peer-reviewed publications in press. Thanks to intramural funds, we were able to provide small stipends for research travel and research expenditures (such as payments to study participants; statistical consultancy fees; and materials) to several deserving students.

Events: The SLA program sponsored or co-sponsored the following events: (1) the Language Matters series that brought together campus leaders in various aspects of language studies to talk about their research; (2) a brownbag series, Language in ConTEXT, in which faculty and students from foreign language departments (including Classics) talked about their experiences with using (primarily literary) texts as part of language and culture learning/teaching; (3) a University Lecture by Professor emeritus Michael Byram (University of Durham), a leader in the field of cross-cultural studies, on content-based language teaching; and (4) a talk by Dale Koike (University of Texas at Austin) with the title, Changing Frames in Native Speaker and Learner Talk: Moving Toward a Dynamic 'Shared Repertoire'.

The largest single event of AY 2013-14 was the SLA Graduate Student Symposium, which travels between Madison and our sister program in Iowa and in April 2014 took place on our campus. Organized by a very skilled, dedicated, and energetic group of students, the conference program featured two distinguished keynote speakers (Judith Liskin-Gasparro, University of Iowa; Lourdes Ortega, Georgetown University) and almost 50 student research papers and posters of excellent quality. Thanks to the organizers’ recruitment efforts, the conference received nearly twice as many proposals as it was able to accommodate, with presenters coming from universities in three different and more than 10 states. The student organizers also worked hard and effectively to obtain full funding for the conference.
2.2. Undergraduate Russian Flagship Program

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

**Staff**  
Laura Weigel (as of February, 2014); Wendy Johnson (remainder of year)

**FY14 funding**  
$385,085 ($225,000 for institutional grant; $160,085 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.

**Students:** The Russian Flagship had a very successful year. Our enrollments remain strong: we expect to have 43 students in the program in the Fall 2014 (41 current UW-Madison students and 2 incoming freshmen).

Five of our students achieved the program goal of Superior proficiency (ILR 3) in Russian 2013-14, following their participation in the capstone Russian Overseas Flagship Program (ROF) in Saint Petersburg. In the academic yearlong ROF, students completed an advanced intensive Russian-language program, enrolled in at least one course in another subject area at Saint Petersburg State University, and participated in a semester-long professional internship. Internships on the ROF in Saint Petersburg were at the Center for Independent Social Research, Public Opinion Research Center “IzoStudio,” Ecological Human Rights Center “Bellona,” Influenza Research Institute, and Regional Press Institute. Direct-enroll courses were *Works of Joseph Brodsky, History of Russia, Political Sociology, Biology and Virology*, and *History of Russian Philosophy*.

During the academic year, students in the Russian Flagship at the pre-capstone level enrolled in Russian courses, participated in 1-3 hours of group and/or individualized tutoring, and took advantage of extensive co-curricular Russian-language or Russian-focused opportunities; the majority will continue their study in Russian over the summer by enrolling in intensive Russian courses in Madison or studying in Russia (see below).

This year, three of our Russian Flagship students received full funding to attend a national Language Flagship Student meeting at the University of Maryland, in which they met with other Flagship students from around the country and with prospective federal employers. Also with full funding through the Flagship, two of our students presented their research (on The Russian Orthodox Church and the Russian State, and on Tolstoy’s *War and Peace*) at the University of California Undergraduate Conference on Slavic and East/Central European Studies, held on the UCLA campus.

**Overseas and summer programs:** We are proud this year to have put forward the largest number applicants, twelve, in our program’s short history (and the most
nationwide) to the capstone Russian Overseas Flagship program in Saint Petersburg for 2014-15. Admission to that program is based on attainment of an Advanced level of proficiency in Russian, prior study in Russia, and academic excellence. An unprecedented eight of these students received the prestigious and highly competitive Boren Scholarship of up to $20,000 to participate in this program. Two of the twelve students received a FLAS; all twelve will receive a Language Flagship Scholarship.

In the Summer 2014, eight Russian Flagship students will be studying in Russia on American Councils’ Russian Language and Area Studies Program (RLASP) in Moscow, Saint Petersburg, or Vladimir. One student will be participating in RLASP in Tbilisi, Georgia. Fourteen Russian Flagship students will be enrolled this summer in intensive First, Second or Third Year Russian language in Madison (funding for intensive summer Third and Fourth Year Russian is from L&S; for First Year Russian, funding is from Project GO). Some of our Flagship students are taking advantage of other opportunities to use Russian this summer: outbound capstone student John Lyell will serve as Residential Counselor for the UW-Madison Pushkin Summer Institute; another Flagship student was selected for a competitive internship in a federal agency.

**Scholarships:** In 2013-14, we received an award of $160,085 in scholarship funds from NSEP to support UW-Madison students’ participation in the Russian Overseas Flagship in Saint Petersburg, summer study in Russia on designated programs, or intensive study of Russian at UW-Madison. To support our growing program, we have been awarded $252,255 in student scholarship support for 2014-15.

**Tutoring:** Students in the Russian Flagship continue to tell us that the tutoring program is key to their success. In 2013-14, 16 tutors from 10 different departments offered approximately 60 hours of individual and small-group tutoring per week during the academic year. To allow for greater flexibility in meeting the needs and interests of students, we redesigned our *Russian Across the Curriculum* tutorials this year to allow students to take the tutorial in conjunction with a course that same semester, in conjunction with a course that they have taken in the past, or in a general subject area. *Russian Across the Curriculum* tutorials in 2013-14 were in economics, medicine, physics, political science, Russian culture, Russian history, and Russian literature.

**Co-curricular programming:** We are proud of the rich program of extra-curricular programming that we provided for students throughout the academic year. This year, these activities included separate weekly Flagship Social Hours for students at lower and more advanced levels of Russian, and a new weekly Russian tea and conversation hour that provided an opportunity for unstructured conversation for students at all levels. Other events included Russian film screenings, Russian community events, and beginning and end-of-the-semester gatherings of all Russian Flagship students and Russian Flagship faculty and staff.

*Guest lectures.* With support from CREECA, we were able to arrange for an exciting program of invited lectures and guest speakers who gave talks and met with students for conversations in Russian about their work. A highlight of the Spring 2014 was a conversation in Russian with visiting theater scholar and performer Andrei Malaev-Babel, grandson of the Russian writer Isaac Babel. (Malaev-Babel was in Madison to
Other such opportunities for Flagship students included a lecture by visiting researcher Olga Novoselova, Urals Federal University, on higher education in Russia; a lecture by Anton Burkov, Kennan Institute, on human rights in Russia; and a conversation in Russian with Anna Sevortian, Harvard University and former director of Human Rights Watch in Russia. Other guest speakers at Social Hour were former Russian basketball player Svetlana Grigorieva, who talked with students about sports in Russia in the context of the 2014 Winter Olympics in Sochi; Russian Flagship assistant director Anna Tumarkin, who gave a presentation on the history of Ukraine and Crimea, in light of the recent events and the current political situation; and musicians Anna Hubiankova and Victor Gorodinsky, in advance of a Russian Folk Orchestra Spring Gala Concert.

**Online Russian Flagship Café.** In Fall 2013, we participated for the third time in the Online Russian Flagship Café, a 6-weeklong Internet project with the other domestic Russian Flagship Programs and the Linguistics University of Nizhny Novgorod, in which students worked on collaborative assignments focused on the theme of education in Russia and in the U.S.

**Alumni events.** Also in the Fall, we made strong efforts to connect current Russian Flagship students with UW-Madison Russian Flagship alumni. In September, two Russian Flagship alumni, both working for NGOs in Washington, DC, held a question-and-answer session with current Russian Flagship students. The alumni spoke about their experiences with the Russian Flagship, particularly their experiences on the Russian Overseas Flagship program at St. Petersburg State University, and about their transition from Flagship to post-Flagship employment in Washington. One alumnus returned in December to give a talk in Russian to Flagship students on the situation for LGBT people in Russia today and to participate in a faculty-student-alumni roundtable on the subject at the UW-Madison LGBT Center.

**Preparation for overseas study.** We organized several events this year aimed at better preparing our students for study in Russia: a Skype conversation (held in a videoconferencing room in Van Hise) between students in Russia on the capstone Russian Overseas Flagship Program in Saint Petersburg and with pre-capstone Flagship students in Madison, and a campus visit by representatives from American Councils who held one-on-one meetings with the twelve students preparing for the capstone ROF in 2014-15 and gave a presentation for all students on the ROF and on study in Russia.

**Research:** Our research activities this year included developing and submitting for publication a proposal for an edited book, co-edited by Karen Evans-Romaine and Dianna Murphy, on Language Flagship programs in the United States. We are very pleased to report that we received a small grant in support of this book project from NSEP and that the book is under contract with *Multilingual Matters*. In addition, Snezhana Zheltoukhova, Russian Flagship TA and a dissertator in SLA, defended her dissertation proposal and completed data collection for her study on Russian Flagship student and tutor perceptions of tutoring, and the actual tutoring practice conditions and major talk-in-interaction techniques used by students and tutors within tutoring classroom settings.
Evaluation: Program evaluation in 2013-14 included a site visit by Murphy to the capstone ROF in Saint Petersburg, informal exit interviews with two alumni conducted by Evans-Romaine, end-of-year evaluation questionnaires for students and for tutors, and an outside evaluation conducted by Thomas Garza, University of Texas-Austin.

Personnel: Finally, we recruited and hired a new 50% program coordinator, Laura Weigel, to replace Wendy Johnson, who was assigned other duties in the LI (coordination of the SLA PhD Program).

3. Undergraduate Academic and Career Advising

The LI offers academic and career advising to undergraduate students of language through an MIU-funded International Directions Advisor, Michael Kruse. Kruse meets with students from across campus to help connect them with academic programs and campus resources that fit their interests, as well as to discuss professional opportunities that draw on their language-learning and international experiences.

Advising: Kruse is available to advise students from across the university; the majority of students with whom he worked with this year were in L&S. The largest number of students indicated an interest in Spanish; Kruse did, however meet with students representing every department in Van Hise. About one third of the students whom Kruse advised were interested in or had studied more than one foreign language.

The majority of Kruse’s work this year was related to career advising and career-focused programming. Well over half of the students seen were within one year of graduation, seeking advice to prepare for the post-graduation transition. In meeting with students earlier in their academic studies, Kruse takes an integrated approach to academic and career advising, emphasizing to students the importance of preparing early for their future career through careful academic and extra-curricular planning.

Kruse provided advising to students in several ways:

- Individual meetings, face-to-face: Over the course of the year, Kruse held 102 individual, face-to-face meetings with students, following up immediately with each by email with information on resources or to confirm plans for next steps, as well as about a month later, to check on the student’s progress and to offer additional help.
- Electronic communication: 14 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 advising: 159 students participated in various interactive workshops led by Kruse on topics such as: strategies for language learning, and the professional value of language and international study.

Campus collaboration: To reach students, collaborate on referrals, and to develop new resources and programming for undergraduate students. Kruse worked this year with many campus units including 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. Kruse also continued his involvement with several groups on campus, including the L&S Advisor Consortium, L&S Career Alliance, and L&S State of Advising Working Group.

**Referrals:** Students were referred to Kruse from other advising units (e.g. CCAS, L&S Academic Advising), from faculty or staff in Van Hise or other departments or programs (e.g. International Studies). Many students made contact after receiving an email from the LI or attending an event sponsored by the LI. In addition, 30 of Michael’s individual advising contacts were repeats, indicating a somewhat more sustained working relationship with a small but growing number of students.

4. Campus Programming

4.1. For Faculty and Graduate Students

**Language Institute 2013-14 Language Matters Lecture Series:** This year, we launched a new faculty showcase series featuring UW-Madison faculty who conduct research on language, broadly defined, to give public lectures on their current research. For the series’ inaugural year, we identified eight faculty from different departments to give talks. Given that specialists in language studies are spread across the campus (not only in departments of language, literature, and culture, but also in anthropology, communication arts, communication sciences and disorders, education, law, linguistics, philosophy, and sociology), our hope was that this series would provide a new opportunity for faculty, staff, and students to learn more about the research profiles of faculty across campus and to explore possibilities for future collaboration. Talks were:

- **On (Mostly) Absent and (Sometimes) Present 'End of Life' Conversations in Oncology: Observations about the Local Social Order in Cancer Clinics,** Douglas Maynard, Department of Sociology
- **Languaging Across (Disciplinary and Transnational) Borders: Literacies and Learning for Global Youth,** Margaret Hawkins, Department of Curriculum and Instruction
- **Collegiate Foreign Language Teacher Development: Challenges and Strategies in Meeting the MLA's Call for Change,** Heather Willis Allen, Department of French and Italian
- **Language and Zimbabwe's Cinematic Arts,** Katrina Daly Thompson, Department of African Languages and Literature
- **Linguistic Cues to Deception and Trust in Online Environments,** Catalina Toma, Department of Communication Arts
- **A Fountain of Cognitive Youth? The Effects of Bilingual Proficiencies on Cognitive Aging,** Catherine Stafford, Department of Spanish and Portuguese
- **Beyond Nature versus Nurture: Changing Views of Infant Language Development,** Jenny Saffran, Department of Psychology
The audience for the lecture series was from the following units: African Languages and Literature, Anthropology, Art, Biochemistry, Center for Patient Partnerships, Communication Arts, Communication Sciences and Disorders, Comparative Literature and Folklore, Curriculum and Instruction, Computer Science, Division of Continuing Studies, East Asian Languages and Literature, Educational Policy Studies, English, French and Italian, German, Languages and Cultures of Asia, Kinesiology, Law School, L&S Learning Support Services, Linguistics, Music Education, Political Science, Psychology, School of Nursing, Sociology, Spanish and Portuguese, Second Language Acquisition PhD Program, Scandinavian Studies, Slavic Languages and Literature, Sociology, and the UW Press.

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

**SLA and LI Brownbag Series: Language Learning in ConTEXT.** Organized primarily by Monika Chavez, SLA Director, with support from the LI, this series of brownbag discussions in the Spring 2014 provided a forum for presentations and discussions about approaches to teaching and learning language through texts. Presentations were:

- *Introduction to the Series*, Monika Chavez, SLA PhD Program; Department of German
- *Using Literature to Exercise those Language Muscles*, Susan Brantly, Department of Scandinavian Studies
- *Making Literature 'Relevant': Teaching Classic Russian Literature in Contemporary Contexts*, Karen Evans-Romaine, Department of Slavic Languages and Literature
- *The Representation of Formal/Informal Address in Spanish-language Literature*, Diana Frantzen, Department of Spanish and Portuguese
- *Why Semiotics is Important in Second Language Acquisition*, Francois Tochon, Department of French and Italian; Curriculum and Instruction
- *Mediating Minorities: Literature, Migration, and Foreign Language Teaching in the United States*, Venkat Mani, Department of German
- *Using an Absurdist Play by Václav Havel to Teach Fourth-Semester Czech*, David Danaher, Department of Slavic Languages and Literature
- *Textbook Wars: Competing Philosophies of how to Teach Latin Language and Literature*, Will Brockliss, Department of Classics
- *Bringing Discourse Research into the Classroom: Examples from Swahili*, Katrina Daly Thompson, Department of African Languages and Literature
- *Reconsidering Assessment of Foreign Language Learning: A Multiliteracies Perspective*, Heather Willis Allen, Department of French and Italian
- *Student Panel. Panelists are: Miles Edwards (German), Molly Kettell (German), Avery Scheuch (Swahili), Anna Tolle (Swedish), Emily Wagner (Spanish), Eden Warnke (Spanish)*

**Events in Support of the L&S WLLC Task Force.** In addition to the lecture and brownbag series, the Language Institute organized various events for faculty, staff and graduate students on behalf of the L&S World Languages, Literatures and Cultures Task Force:
• “Change or be Changed”: A Symposium on Forms of Restructuring and New Approaches to World Languages, Literatures and Cultures. (September 2013). Funding from the College of L&S. Invited speakers:
  o Russell Ganim, University of Iowa
  o Douglas Kibbee, University of Illinois at Urbana-Champaign
  o William Rasch, Indiana University

• Teaching World Languages, Literatures, and Cultures: Evolving Structures and Curricula, Invited lecture by Catherine Porter, Cornell University; Emerita, SUNY-Cortland (with the Center for the Humanities; May 2014)

• A series of town hall meetings focused on:
  o Classified staff support (March 2014)
  o Faculty governance structures (March 2014)
  o Research, curriculum, and collaboration (April 2014)
  o Academic staff support (April 2014)
  o Implications and opportunities for graduate students (April 2014)

**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 departments of world languages, literatures and cultures. We developed new lectures and a revised format for the workshop; we are continuing to update the format this year. In the Fall 2013, 60 new TAs and instructors participated in the 3-day workshop. New TAs were from African Languages and Literature, East Asian Languages and Literature, Hebrew and Semitic Studies, French and Italian, German, Languages and Cultures of Asia, Scandinavian Studies, Slavic Languages and Literature, and Spanish and Portuguese, participated workshop. Lectures were by Jeanne Schueller, Department of German; Karen Evans-Romaine, Slavic Languages and Literature; and Dianna Murphy, Language Institute. Demonstration lessons were given by Naomi Geyer, East Asian 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 Summer 2014, the LI held a similar workshop for 40 faculty teaching for the Arabic, Persian and Turkish Language Immersion Institute (APTLII), Central Eurasian Summer Studies Institute (CESSI), and South Asia Summer Language Institute (SASLI).

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 when they are admitted to the university, continuing through their academic careers, and extending beyond graduation. The many programs and resources LI developed in 2013-14 by International Directions Advisor Michael Kruse and LI Assistant Director Wendy Johnson included:
• **Admissions & Recruitment Events**: Resource table at 5 resource fairs for high school students in Spring 2014. Total attendance at all events of about 1,500; individual contacts of about 200.

• **Summer Orientation and Advising (SOAR)**: In the summer 2013, the LI represented departments of world languages, literatures and cultures 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 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 2013 language offerings, with detailed information on reasons to study each language. During the summer SOAR session, Kruse met with over 500 students in his role as foreign language consultant; he also served as foreign language consultant for the winter 2014 SOAR session.

• **International Resource Fair**: Co-organized this pilot event in fall 2013, with the International Internship Program and the International Learning Community, and with funding from the Division of International Studies. Academic departments and other campus units, and student organizations, hosted tables to share information with interested students. 64 students attended.

• **The Language Healers**: Screening of documentary film on endangered language preservation and revitalization, organized with the International Learning Community. 45 students and community members attended.

• **Campus representation**: Kruse 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.

• **Strategies for Learning Foreign Languages**: Two interactive workshops (fall & spring) led by Kruse and Johnson. Combined attendance of 42.

• **Making the Most of Your Language Learning**: Interactive workshop geared towards freshmen and sophomores, presented by Kruse and Claire Peters, Cross College Advising Service. Attendance of 9.

• **The Road To Your International Future**: Two interactive workshops (fall and spring) on international internships and careers, presented by Kruse and colleagues from L&S Career Services, International Internship Program, and International Academic Programs. Combined attendance of 61.

• **Language for Life**: Career panel featuring alumni using languages in their careers. Supported by the Anonymous Fund and other campus partners. Spring 2014 panel: ○ *Languages and Careers in Wisconsin*. Lora Klenke, Wisconsin Economic Development Corporation and Brett Schilke, IDEAco. Audience of 33, with video available online.

• **Graduate School in Languages & Literatures: What You Need to Know**: Faculty panel for students considering graduate school. Attendance of 5.

• **Love Languages e-Bulletin**: Bi-weekly email sent to nearly 750 individuals (mainly students) containing language-related events, opportunities, interesting news items, and job/internship opportunities.

• **Love Languages Profiles**: An online archive of personal histories featuring UW-Madison students and alumni of languages. The profiles feature a wide variety of
languages, disciplines, and personal stories. New profiles and updates continue to be submitted and shared on the Language Institute web site and other communication channels.

5. K-12 OUTREACH

Led by LI assistant director Wendy Johnson, the Language Institute led or took part in many K-12 outreach activities to raise awareness of languages offered at UW-Madison and the potential outcomes of language study.

World Languages Day brought over 600 high school students and teachers to campus for a day of introductory language lessons and presentations on various cultural topics (film, drama, art, and more) by UW-Madison faculty staff and students representing over 30 different languages. Participants came from 23 Wisconsin high schools, about half of which were new to World Languages Day. The daylong event included an opening welcome by campus leaders (Dan Gold, Division of International Studies; Robert Howell, Language Institute; and Susan Zaeske, College of Letters & Science), participation in four different breakout sessions and a closing program with a concert of Cajun music by local artists and remarks by the Office of Admissions and Recruitment. Participating high school students chose in advance from among 50 different sessions, with titles including “Japanese Comic Books, Past and Present,” “Yoruba Life and Culture,” “Bollywood and Beyond,” “Sochi 2014: The Winter Olympic Games in Russia,” and “The Vikings, their Stories and History.” The Language Institute worked with multiple partners in producing World Languages Day, with financial contributions from 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; Global Studies; Latin American, Caribbean, and Iberian Studies; Office of Admissions and Recruitment; Russian Flagship Program; and Wisconsin Humanities Council.

Having organized World Languages Day each year (in one year, more than once!) since the Language Institute was established in 2004, we decided that in 2014-15, we will take a break from the event to consider our goals for K-12 outreach and what programs—whether World Languages Day or something else—might best achieve those goals. We will continue to engage with K-12 audiences, however, with efforts similar to the following outreach activities conducted in 2013-14:

• World language workshops at College for Kids, a School of Education program to provide Dane County rising 6th graders the opportunity to explore different subject areas on campus. The LI worked with language departments to put together a rich menu of offerings over the 3-week period, including lessons in Chinese, French, German, Indonesian, Japanese, Kazakh, Norwegian, Russian, Spanish, and Turkish. (36 middle school participants)

• Mini language lessons for the daylong “Going Global” symposium for high schools students at Oregon High School. Johnson led a discussion with participants on reasons to study a language and organized mini-lessons in Indonesian, Chinese, Japanese, Malay, Russian, and Zulu. (100 high school students; 10 high school teachers)

• A visit by Wendy Johnson, with Serah Kivuti, Fulbright Language Teaching Assistant in African Languages and Literature and Hiromi Naka, Japan Outreach
Initiative (hosted by the Center for East Asian Studies), to Reedsburg Area High School to give a presentation on language and culture with demonstration lessons in Japanese, Russian, and Swahili. (100 high school students; 4 high school teachers)

- A campus visit by a group of high school freshmen interested in becoming professors of language and literature from Madison Country Day School. (4 high school students)

6. Special Projects

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

In the Summer-Fall 2013, Dianna Murphy continued to work with emeritus professor and former Language Institute director Sally Magnan, and with co-author Narek Sahakyan, on final edits to the monograph, *Goals of Collegiate Learners and the Standards for Foreign Language Learning*. The monograph presents findings from a national study, conducted by the Language Institute with the American Council on the Teaching of Foreign Languages (ACTFL), and with funding from the U.S. Department of Education, on the alignment of postsecondary student goals with the goals of the U.S. Standards for Foreign Language Learning.


6.2. Study on the Global Engagement of UW-Madison Alumni

Murphy also worked with co-authors to finalize an article that reported findings from a study, conducted with International Academic Programs, 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 forthcoming with *Frontiers: The Interdisciplinary Journal of Study Abroad*.

6.3 Nazarbayev University (NU) Agreement IV Project

The Language Institute participated in the work of the project in the Division of International Studies (http://international.wisc.edu/nuproject/) to provide consulting services to the Department of Kazakh Language, Literature and Culture (DKLLC), Nazarbayev University (NU), Astana, Kazakhstan. Activities in 2013-14 included:

- NU site visit to give workshops, observe classes, and meet with faculty and administrators.
- Consultation with DKLLC faculty on the preparation of conference abstracts.
- Report for DKLLC faculty on summer professional development opportunities in the U.S.
- Consultation on DKLLC assessment practices.
• Translation of research articles and other materials for use in workshops and interpretation services for non-English speaking faculty.

6.4 Language Flagship Book Project
Murphy and Karen Evans-Romaine submitted a successful proposal to Multilingual Matters for an edited volume on Language Flagship Programs in the U.S., Superior proficiency in a second language for undergraduate students in all majors: The Language Flagship Program as well as a successful small grant proposal to support the book project in 2014 that provided partial support for a meeting of chapter authors at the national Language Flagship meeting in May 2014.

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

We sincerely thank our 2013-14 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 would like this year to especially acknowledge the tireless work of Malliga Somasundaram, LI financial specialist, whose support is critical to everything that we do.

Finally, we also acknowledge the outstanding contributions of faculty, staff and students listed in Appendix B 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 A: Language Institute Bylaws

UNIVERSITY OF WISCONSIN-MADISON LANGUAGE INSTITUTE
BYLAWS

Approved March 12, 2014 by
Monika Chavez, Director, Doctoral Program in Second Language Acquisition
Karen Evans-Romaine, Director, Russian Flagship Progarm
Rob Howell, Director, Language Institute
Wendy Johnson, Assistant Director, Language Institute
Dianna Murphy, Associate Director, Language Institute

ARTICLE I. MISSION

The University of Wisconsin-Madison Language Institute (LI) fosters and promotes collaboration for research, education, and community outreach in world languages, literatures, and cultures.

ARTICLE II. ADMINISTRATIVE CONTEXT

The College of Letters & Science (L&S) is the managing campus division for the LI. L&S employs LI staff, supports its core operations, and provides space in an appropriate campus location. L&S is the primary college through which LI external grants are managed.

The Division of International Studies (DIS) serves as a liaison to foster support and activities across the campus and with area and international studies programs of the International Institute. The DIS provides an annual contribution for LI staff and activities, which is used at the discretion of the LI Director.

ARTICLE III. MEMBER PROGRAMS

The LI engages in a range of activates in support of its mission; it also serves as the administrative home for undergraduate and graduate academic programs. Those member programs have their own internal leadership and governance structures.

Proposals for new member programs are considered by the LI Administrative Council.

ARTICLE IV. GOVERNANCE

A. Director. The Deans of the L&S and DIS confer on possible candidates for the Directorship of the LI prior to any appointment, which will be made by the L&S Dean in consultation with the DIS Dean. The appointment will be confirmed in writing in a letter signed by both deans. The Director reports to the Dean of L&S, through the L&S Associate Dean for the Arts and Humanities. The LI director prepares an annual report on LI activities and accomplishments.
B. Associate Director. Reports to the Director. An academic staff member with supervisory responsibility for designated staff.

C. Assistant Director. Reports to the Associate Director. An academic staff member with supervisory responsibility for designated staff.

D. Administrative Council. The Administrative Council (AC) is comprised of the Director (chair), Associate Director, Assistant Director, and one representative from each member program (typically the Director or Chair). The AC coordinates activities across the member programs and consider proposals for new member programs. The AC makes recommendations on budget matters, which are transmitted through the director to the L&S Dean. The AC has the power to review and make recommendations concerning the appointment, recruitment, nonretention, dismissal, promotion, appointment to indefinite status, or salary of academic and classified staff and other persons appointed within the LI. The AC may, by annual vote, delegate to the LI Director the authority to make recommendations with respect to any or all of the following matters: salaries; non-faculty personnel actions; equipment and supplies.

E. Advisory Committee. The Advisory Committee consists of 6-8 faculty and academic staff. The Advisory Committee provides broad oversight of the LI’s activities and input on future directions.

F. Budget. The LI Administrative Council confers budget authority to the LI Director at the beginning of each academic year. All expenditures must be approved by majority vote of the Administrative Council. This rule does not apply to small expenditures not exceeding $250 or to the purchase of office supplies.

ARTICLE V. AMENDMENTS TO THE BYLAWS

The bylaws may be amended by a two-thirds majority vote of the Administrative Council.
Appendix C: Language Institute 2013-14 Personnel

| Language Institute (GPR/101 funds) |
|-------------------------------|------------------|------------------|
| **Position**      | **Name**            | **Payroll**      |
| LI director     | Robert Howell      | 50% AY           |
| SLA director    | Monika Chavez      | 25% AY           |
| LI assoc. director | Dianna Murphy    | 100% 12 mos.     |
| LI asst. director | Wendy Johnson     | 100%1 12 mos.    |
| Undergraduate advisor | Michael Kruse    | 100% 12 mos.     |
| Financial specialist | Malliga Somasundaram | 50%2 12 mos. |

| Programming and research |
|--------------------------|------------------|------------------|
| **Position**      | **Name**            | **Payroll**      |
| PA                  | Bicho Azevedo      | 40% AY           |
| WLLC Task Force asst. | Sunny Schomaker  | hourly           |

| K-12 outreach |
|---------------|------------------|------------------|
| **Position**      | **Name**            | **Payroll**      |
| Student outreach assistant | Kassandra Rauch | hourly           |

| Undergraduate advising |
|-----------------------|------------------|------------------|
| **Position**      | **Name**            | **Payroll**      |
| SOAR assistant    | Nelly Martin       | hourly           |
| Marketing intern  | Kathleen Mallett   | hourly           |

| NU Project |
|------------|------------------|------------------|
| **Position**      | **Person**         | **Payroll**      |
| PA                  | Leah Wicander      | 50% 12 mos.      |
| Translator          | Fatima Sartbay     | hourly           |
| Translator          | Snezhana Zheltoukhova | hourly |

| College for Kids |
|------------------|------------------|------------------|
| **Position**      | **Person**         | **Payroll**      |
| Workshop leader  | Marcus Cedestrom  | hourly           |
| Workshop leader  | Marcos Colon      | hourly           |
| Workshop leader  | Victoria Kononova | hourly           |
| Workshop leader  | Gina Malagold     | hourly           |
| Workshop leader  | Jana Martin       | hourly           |
| Workshop leader  | Sara Mattavelli   | hourly           |
| Workshop leader  | Diane Mawene      | hourly           |
| Workshop leader  | Caitlin Yocco     | hourly           |
| Workshop leader  | Jun Xu             | hourly           |

1 Johnson: 100% on 101/GPR as of February 2014
2 Somasundaram: Additional hourly appointment for 2014
## Graduate Fellows (SLA Students)

### Name
- Sue Hyun-Mun (AY)
- Sara Farsi (Sp 2014)
- Amy Clay (Sp 2014)
- Doua Yong-Yi (AY)

## Russian Flagship Program

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<td>Karen Evans-Romaine</td>
<td>0&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>Associate Director</td>
<td>Dianna Murphy</td>
<td>0&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>Assistant Director</td>
<td>Anna Tumarkin</td>
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<td>Program Coordinator</td>
<td>Wendy Johnson/Laura Weigel</td>
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<td>Senior Lecturer: SL 433-434</td>
<td>Galina Lapina</td>
<td>33.3% AY</td>
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<td>Lecturer: SL 275-276</td>
<td>Alexandra Walter</td>
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<td>Olga Permitina</td>
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<tr>
<td>TA: Head tutor</td>
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<td>Snezhana Zheltoukhova</td>
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<td>Russkii dom GLPC</td>
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<sup>3</sup> Evans-Romaine: 25% cost-shared on grant

<sup>4</sup> Murphy: 35% cost-shared on grant
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