University of Wisconsin-Madison Language Institute
Annual Report
2009-10

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

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

1.1. New Grants in 2009-10
**Russian Flagship Center:** Our major grant-writing efforts in 2009-10 were focused on supporting undergraduate language learning. We are pleased to report that the LI, with the Department of Slavic Languages and Literature and the Center for Russia, East Europe and Central Asia (CREECA), submitted a successful proposal for $998,7667 to the National Security Education Program (NSEP) in the U.S. Department of Defense to establish an undergraduate Russian Flagship Center at the UW-Madison. The new program provides opportunities for highly motivated students of all majors to achieve a Superior level of proficiency in Russian. The 3-year grant (2010-2013) provides funding for additional instructional staff, curriculum development, student scholarships for intensive domestic and overseas study, travel, and faculty and TA professional development. The center is directed by Karen Evans-Romaine, Department of Slavic Languages and Literature, with Dianna Murphy, associate director, and Anna Tumarkin, assistant director.

**New Grants to Support Outreach Programs:**
- *World Languages Day for the Community:* $2,460 from the Alliant Energy Foundation and $2,000 from the Year of the Humanities;
- “*Love Languages*” *Profiles of Successful Language Learners:* $500 from the Wisconsin Association for Language Teachers (WAFLT);
- *World Languages Day for High School Students:* $3,500 from the Evjue Foundation.

1.2. Collaboration on Grant Proposals and Projects
- *New University of Astana, Kazakhstan:* Sally Magnan was part of the first team, led by Uli Schamiloglu through the DIS, to build the School of Humanities and Social Sciences;
- Magnan and Murphy consulted on several Title VI NRC grants and other Title VI grant proposals.

1.3. Outstanding Grant Application
*Study on Long-Term Impact of Study Abroad.* With Rob Howell, International Academic Programs, we submitted a proposal for $22,729 in University Assessment Funds to expand on a pilot study to assess the long-term impact of study abroad on the global engagement of alumni. The pilot study was funded by the University Assessment Fund this past year.
1.4. Non-funded Proposals

- **National Security Education Program**: Two proposals to support a Central Eurasian Turkic Languages Flagship Center and to support a one-year planning grant for a language flagship for Central Eurasian Turkic languages. Both proposals were submitted with Uli Schamiloglu, Department of Languages and Cultures of Asia;
- **Madison Initiative for Undergraduates**: Proposal to support undergraduate advising and TA mentoring. Submitted with 8 language departments and the support of International Academic Programs, L&S Career Services, L&S Learning Support Services, and L&S Undergraduate Academic Services.
- **Collaboration on a MIU proposal** for an e-learning center, directed by John Booske.

2. Progress on Grant- and Gift-funded Initiatives

In 2009-10, the LI worked on many ongoing projects in foreign language education and research. Funding for these projects totaled $396,296 for this fiscal year.

2.1. Russian Flagship Center

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

**FY10 funding**
$41,963

**Personnel**
Karen Evans-Romaine, Wendy Johnson, Sally Magnan, Melissa Miller, Amanda Murphy, Dianna Murphy, Molly Thomasy, Anna Tumarkin, Dianna Murphy

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

**Website**
www.russianflagship.wisc.edu

**Years funded**
2010-2013

In the initial grant period (March 1, 2020-May 31, 2010), attended meeting of Language Flagship Russian Council meeting in Washington, D.C. (Evans-Romaine), participated in annual Language Flagship meeting in Columbus, Ohio (Evans-Romaine, Johnson, Murphy, Tumarkin); conducted site visit of UCLA Russian Flagship Program (Murphy, Tumarkin); finalized plan for phased program implementation beginning in AY 2010-11; hired instructional and administrative staff; planned for development of curriculum, Years 1-4; began development of expanded Flagship curriculum (Slavic 117-18, Intensive Second Year Russian; Slavic 279: Intensive Third Year Russian; tutorials); submitted successful course proposal for Slavic 279); submitted successful proposal to establish Russian Language Floor (Russkii dom) in the International Learning Community; finalized admissions criteria and created draft of online application; developed initial program website; began targeted recruitment of students enrolled in Russian language and area studied programs; planned for recruitment at SOAR.
2.2. Online Teaching Methods for Instructors of LCTLs

Website www.languageinstitute.wisc.edu/methods

In the Fall, 2009, offered the course Fundamentals of Language Teaching Methods (offered as French/Italian 821; taught by Isabelle Drewelow and Dianna Murphy); students in the course were graduate TAs with the Departments of African Languages and Literature (Swahili), Languages and Cultures of Asia (Indonesian, Pashto, Persian, Turkish), and Slavic Languages and Literature (Russian); one student (French) enrolled as a Special Student. Drewelow’s salary for this course paid through carryover funds in the LI; Murphy taught the course as an unpaid overload. The course was advertised through CIC Courseshare; two CIC institutions indicated interest in the course, but did not send students.

Dianna Murphy, with Erlin Barnard and Antonia Schleicher, gave a keynote address on the project at the annual conference of the National Council of Less Commonly Taught Languages (NCOLCTL) in Madison, April, 2010. Three courses developed for this project are being disseminated nationally through NCOLCTL.

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

Director Sally Magnan
FY10 funding $196,000, U.S. Department of Education International Research and Studies Program
Personnel Sally Magnan, Dianna Murphy, Sandra Terra (SLA doctoral student)
Description A large-scale study, with the American Council on the Teaching of Foreign Languages (ACTFL), on the alignment of student goals with the goals of the U.S. Standards for Foreign Language Learning
Years funded 2009-2012

Successfully recruited 11 U.S. universities to serve as data collection sites for the study and obtained IRB approval for the research at each institution. Participating institutions are: Arizona State University; Georgetown University; Michigan State University; University of California, Los Angeles; University of California, Berkeley, University of Florida; University of Texas-Austin; University of Utah; University of Wisconsin-Madison, University of Washington; and Yale University. Developed data collection procedures and created related documents (invitations to participate in the study, informed consent forms, instructions to instructors administering the questionnaire in class, scripts for interviews, etc.) and protocols. Finalized the instrument for the study, based on consultations with ACTFL, researchers at the UW Survey Center, and campus coordinators, as well as preliminary field-testing. Field-tested data collection procedures at UW-Madison: administered the questionnaire in 12 sections of first-semester foreign language courses in the Fall 2009. (Languages were French, German, Hindi, Italian, Japanese, Korean, Norwegian, Persian, Portuguese, Russian, Thai.) Sample size: 202/204 students. Conducted 9 interviews. Solicited formative feedback from participating department chairs, language program directors, instructors and students. Analyzed field test data and revised data collection procedures and instruments. Conducted first full data collection in May-June, 2010: administered written
questionnaires in 2nd year courses in 37 targeted foreign languages at 10 partner institutions and the UW-Madison; conducted 113 follow-up interviews at UW-Madison and UC-Berkeley (Magnan, Murphy, and Terra). Began preparation for analysis (transcribed interviews, prepared data for statistical analysis.) Began to prepare for second wave of data collection in August-September 2010. Sally Magnan and Dianna Murphy presented on the pilot study for this project at the meeting of the American Council on the Teaching of Foreign Languages, November 2009, and, with SLA doctoral student Suyeon Kim, at the American Association of Applied Linguistics, March 2010.

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

| Directors | Sally Magnan, Dianna Murphy, Rob Howell |
| FY10 funding | $26,255, UW-Madison Office of the Provost, University Assessment Funds |
| Personnel | Alice Astarita, Carolina Bailey (SLA doctoral students) |
| Description | A pilot study to assess the long-term impact of study abroad on the global engagement of alumni |

With International Academic Programs (IAP), developed a research agenda for ongoing assessment of IAP study abroad programs based on surveys of alumni. Consulted with Gerald W. Fry, University of Minnesota, principal investigator of a national, U.S. Department of Education-funded study to investigate the impact of study abroad on the global engagement of alumni. Modified a survey instrument developed by Fry and colleagues for use at UW-Madison. Conducted a pilot with alumni of five IAP programs in Florence, Italy; Bologna, Italy; Aix-en-Provence, France; Freiburg, Germany; and Madrid, Spain; analyzed results of pilot data from Florence program. Magnan, Murphy, Howell and graduate students Astarita and Bailey presented preliminary findings from Florence program at the 2010 Teaching and Learning Symposium, providing empirical evidence to suggest that alumni of study abroad programs are more globally engaged in certain areas than are alumni who did not study abroad as undergraduates.

2.5. Giannini Chinese Online Program

| Co-directors | Sally Magnan, Dianna Murphy |
| Personnel | Yi-Chen Lee, Claire Kotenbeutel, Wendy Johnson, Yang Liu, Aeree Nam, Yiyang Zhou |
| FY10 funding | $130,000 |
| Description | Ongoing project to develop and offer online Chinese language courses for high school students |
| Years funded | 2007-2012 |

Completed development of first-semester course. Offered the first part of the course as a pilot to 11 Wisconsin high school students at schools in Plymouth and Fort Atkinson, WI. Wendy Johnson and Sally Magnan presented on the project at the November, 2009 meeting of the Wisconsin Association of Foreign Language Teachers (WAFLT). Planning to complete development of the second-semester course over the summer and to offer the 2-semester sequence for students at high schools in Whitewater, WI and Winthrop, WA next year.
### 2.6. Online Chinese for Business Professionals

**Co-directors** Sally Magnan, Dianna Murphy  
**Personnel** Yang Liu (SLA doctoral student), Piyanut Sripawanawongsa  
**FY09 funding** $9,000 from the Center for East Asian Studies to support TA salary and fringes; Carryover from Credit Outreach Program to support distance instruction in foreign languages  
**Description** Ongoing project offer online Chinese language courses for business professionals  
**Years funded** Ongoing

Offered Elementary Conversational Chinese for Professionals I (3 cr.) in the Fall 2009 (10 students) and Elementary Conversational Chinese for Professionals II (3 cr.) in the Spring 2010 (8 students). With CIBER, marketed the course to broad audience in the international business community. However, all of the students who enrolled in the course were students enrolled in UW-Madison degree programs, not working professionals who enrolled as Special Students. We do not have funding to offer the course in Fall 2010.

### 2.7. CAILS: Central Asian Advanced Interactive Listening Series

**Director** Uli Schamiloglu  
**FY10 funding** No-cost extension of 2009 award through September 30, 2009  
**Personnel** David Dettmann, Wendy Johnson, Dianna Murphy, Bayram Rahimguliyev  
**Description** A project to develop web-based, cross-dialect training materials in Kazak and Uzbek.  
**Website** [www.languageinstitute.wisc.edu/cails](http://www.languageinstitute.wisc.edu/cails)  
**Years funded** 2006-2009; no-cost extension requested through September 30, 2009

In the Summer 2009, completed development of 10 online Kazak lessons and 10 Uzbek lessons. Lessons are available at no cost to educational institutions and independent learners. Disseminated the lessons nationally through advertisements in conference programs and professional publications. The lessons are currently in use in at least one institution, University of Washington.

### 3. Doctoral Program in Second Language Acquisition (SLA)

The LI serves as the administrative home to the interdisciplinary Doctoral Program in Second Language Acquisition (SLA), with 27 doctoral majors in 2009-10. Three students earned the Ph.D. in 2010. The program received 69 applications for admission in the Fall 2009, 24 more than in the previous year. Through $1,150 from the Graduate School ($750 for graduate student support and $450 for Advanced Opportunity Fellowship recruitment) the LI was able to support to several SLA majors to give papers at scholarly conferences, conduct a major recruitment mailing to targeted institutions, and successfully recruit an incoming student for the Advanced Opportunity Fellowship. Thirteen students were admitted to the SLA Program for the Fall 2010; 6 will begin the program with TA or PA funding through the Department of English (ESL), Language Institute, Department of Slavic Languages and Literature (through the Russian Flagship
Center), and the Department of Spanish and Portuguese. Students who were admitted but chose not to come let us know that funding packages were substantially larger elsewhere, which led them to choose other institutions. The program’s ability to offer competitive funding packages to admitted students remains a major issue.

The SLA Graduate Student Organization, with graduate students in the Foreign Language Acquisition Research and Education Program at the University of Iowa, organized the third annual SLA Graduate Student Symposium, held in Madison on April 16-17, 2010. The LI assisted in writing proposals and administering grant funding for the Symposium from the Anonymous Fund, Associated Students of Madison and the Center for European Studies. The Symposium received 50 proposals; 17 were accepted.

Sally Magnan (co-director of the Doctoral Program) represented the program for the Joint Review Committee. The Graduate Faculty Executive Committee and University APC endorsed the unconditional continuation of the SLA PhD Program.

4. Campus Programming

4.1. For Faculty and Graduate Students

Our lecture series this year, *The Pain of Language: Language and Migration*, explored questions around migration, language, culture and identity. Lectures addressed topics such as the role of language in globalization and cultural identity, language education and migration, language rights and citizenship, language maintenance and language loss, and language policy issues. Funding for the series was from the Anonymous Fund. Featured talks were:

- *Language, Literacy, and Cultural Hybridity Among Somali Teens*, Martha Bigelow, University of Minnesota. Comments from Deborah Brandt, Department of English.
- *"In the Name of Language": The Continuous Cost of Language Learning*, Elana Shohamy. Comments from Roberta Worth Department of English.

Other talks for the Language Institute this year were:

- *The Long-Term Impact of Study Abroad on Global Engagement*, Gerald W. Fry University of Minnesota
- *Teaching by the Book?: Spaces for Creativity and Personalization*, Hannelore Jarausch, University of North Carolina at Chapel Hill

The local audience for the lectures was 50-100; the lectures were recorded for dissemination through a new Language Institute podcast on the UW-Madison channel on iTunesU. Select lectures in the series were published in the journal *Language Teaching*. 
As in previous years, the LI coordinated the annual cross-departmental pre-service workshop for new graduate teaching assistants. In 2009, over 75 new instructors participated in the 3-day workshop.

4.2. For Undergraduate Students

Beginning when students enter the university and participate in SOAR and extending to the period when they anticipate graduation, the Language Institute strives to raise awareness among undergraduates of university language offerings, stimulate enrollments in language courses, and complement and enhance learning in language courses. The LI website serves that goal by providing current information on language courses, university language policies, and language-related programming sponsored by the Language Institute. LI events for undergraduates focus on improving language skills and highlighting the vitality, usefulness, and life-changing nature of language study. In 2009-2010, such programming included:

- **Strategies for Learning Foreign Languages**: Interactive lectures by Dianna Murphy and Sally Magnan. Audience of over 60.
- **Language for Life**: Panels featuring alumni and other working professionals using languages in their careers. Supported by the Anonymous Fund. Three panels in 2009-10:
- **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.
- **Summer Orientation and Advising (SOAR)**: In the summer 2009, the Language Institute represented language departments at SOAR through a number of approaches, including a video featuring classroom footage and interviews with language faculty and students, shown daily in the L&S and Cross-College Advising Services presentations to incoming students; daily foreign language consulting by Wendy Johnson; emails to incoming students before their participation in SOAR; staffing and materials at the SOAR Resource Fair; and the publication of a booklet for advisors on Fall 2009 language offerings, with detailed information on reasons to study each language. In 2010, we are committed to maintaining this vigorous presence at SOAR
and to showcase more languages at SOAR through new multi-language versions of the video. Funding for the SOAR email messages is from the Center for European Studies, the African Languages Flagship Program and the Russian Flagship Center.

Finally, Wendy Johnson and student assistants staffed tables at events for undergraduates such as the Majors Fair and Global Citizen: A Conference for Returned Study Abroad Students.

5. Outreach

5.1. K-12 Outreach

Language Institute outreach activities inspire interest in language learning and raise awareness among a broad audience of the variety and richness of the world’s languages, peoples and cultures. This year’s outreach programs and activities coordinated by the LI included:

- School visits, presentations and interviews, to give K-12 students a taste of college-level language classes, UW-Madison language and international programs, and opportunities that language study brings:
  - Lincoln Elementary School, Madison: Visit to language classes;
  - St. Francis High School, St. Francis: Visits to language classes;
  - Discover Languages Month live webcast interview hosted by students from Bella Vista High School, Sacramento, CA. UW-Madison participants were Wendy Johnson, Kadie Ray, Masarah Van Eyck and Marianne Bird Bear;
  - School visit to Waupun High School by Wendy Johnson for a presentation entitled Languages Bring Opportunities: My Experiences with Russian and How Language Study Can Enrich Your Life.

- Language workshops at College for Kids, to introduce Dane County rising sixth-graders to a number of languages through daily classes at the School of Education program. Supported in 2009 by the Center for European Studies. In 2009, languages represented in the workshops were Chinese, Dutch, French, German, Japanese, Korean, and Norwegian. A similarly varied sampling of languages will be offered in the Summer 2010.

- Love Languages Profiles of alumni and current UW-Madison language students. Supported through a grant from WAFLT and the Center for European Studies. A link to Profiles is also found on the WAFLT website for Wisconsin K-12 language teachers.

- World Languages Day: To better realize the goal of recruiting high school seniors for admission to UW-Madison, we changed the date of the annual World Languages Day from the spring to the fall. This year, the award-winning, annual event brought over 700 high school students and teachers from across Wisconsin to campus to participate in approximately 50 sessions. We continue to recruit new schools, as well as target UW-Madison feeder schools. As a result, of the 25 Wisconsin high schools that participated this year, nine were schools new to the program, and nine were schools among the top 100 UW-Madison feeder schools. The event was supported in November, 2009 by the Anonymous Fund; the Evjue Foundation; African Studies Program; Center for East Asian Studies; Center for European Studies; Center for
Russian, East Europe, and Central Asia; Center for South Asia; Global Studies; and Latin American, Caribbean, and Iberian Studies Program.

- **World Cinema Day**: In consultation with the LI advisory committee and representatives from language departments, we decided to focus more resources on undergraduate programming to raise awareness of offerings in languages and cultures. Toward that end, a new home was found for World Cinema Day, a high school outreach program, in Global Studies, which will continue the collaboration with the Wisconsin Film Festival in producing the program. Global Studies, with its cross-regional focus, is a good fit for the educational goals of World Cinema Day to bring understanding of a variety of world regions, cultures and languages to students through film.

The LI continues to connect with Wisconsin high school teachers by helping to organize the 2010 WAFLT Summer Language Institute at the Pyle Center, and by participating in the annual meeting of WAFLT in Appleton.

### 5.2. Community Outreach

- **World Languages Day for the Community**: Funding from the Alliant Energy Foundation, Year of the Humanities, Center for European Studies and Division of International Studies brought the popular high school event to the greater community, to showcase UW-Madison expertise in languages and related area studies, and to highlight languages and world literatures as an essential sphere of humanistic inquiry. The program included performances by the Russian Folk Orchestra and Korean Drumming & Dance, and 14 presentations on a variety of languages and cultures for participants to choose from. Audience of over 100.

- **Languages as Homeland Symposium**: Also for the Year of the Humanities, the LI co-sponsored a symposium in 2010 on *Languages as Homeland*. The symposium was co-sponsored by the Department of Scandinavian Studies, American Indian Studies Program, Folklore Program, LI, Max Kade Institute, and the Center for the Study of Upper Midwestern Cultures, and funded through the Year of Humanities initiative and the Anonymous Fund.

### 6. Publications of Language Institute Research

*Published in 2009-10, with SLA doctoral students:*

*In progress:*
Article on results of our study comparing alignment of student goals with the U.S. *National Standards for Language Learning* and the *Common European Framework*. Solicited for publication by *Language Teaching*.

### 7. Additional University Service

Sally Magnan participated in numerous campus meetings and committees, including the
Review of L&S Dean Gary Sandefur, the Van Hise Chairs and Directors, and the MIU proposal group on the e-learning center, headed by John Booske.

Dianna Murphy served on a committee to advise the Arabic, Persian Turkish Immersion Program (APTIP); with SLA doctoral student Margaret Merrill, she provided a pre-service workshop for APTIP instructors. Murphy also served on the FLAS Review Committee for Global Studies, the L&S Professional Development and Recognition Committee, and the MIU proposal group on the e-learning center.

The LI provided support to Cecilia Ford, Department of English, by administering an award through the UW Foundation, $12,576 in FY 10.

8. Acknowledgments
We thank the College of Letters and Science and the Division of International Studies for their continued support of our mission. We thank the Center for European Studies for their support of several LI initiatives and core activities. We also thank the members of our 2009-10 Advisory Board for their insights and suggestions:

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

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