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Message from the Director

This past year was extraordinarily challenging one, marked by the COVID-19 pandemic, the murder of George Floyd and other Black Americans at the hands of the police, and acute political polarization on almost every issue. The year was also a difficult one in the Language Institute itself, most notably due to the loss of federal funding for the Korean Flagship Program and the resulting closure of that program in Spring 2020.

Despite the challenging context for our work and the profound disruption that we are all living through, I find myself sustained and reenergized by the conviction that our work is more important than ever. Language learning is more than just learning another way of communicating. It is a means for engaging with difference and with our shared humanity, for understanding and appreciating diverse ways of making sense of the world, and for connecting with people whose lived experiences, values, and beliefs may be very different than our own. Language learning is a key aspect of the Wisconsin Experience, preparing UW-Madison students to become outstanding leaders who are engaged locally, nationally, and globally.

The Language Institute plays an important role in supporting positive change and strengthening UW-Madison as a leader in language education and research. Our mission focuses on five areas of emphasis:

- Promoting excellence in language teaching
- Supporting innovation in the design of effective language programs
- Enabling student success in reaching professional and personal language learning goals
- Conducting research in second language acquisition and related areas, and
- Advocating for increased awareness of the value of language learning for all.

The enclosed 2019-20 annual report is organized by these five pillars of our mission.

The accomplishments highlighted in this report were possible thanks to my outstanding colleagues in the Language Institute, PhD Program in Second Language Acquisition, and the Korean and Russian Flagship Programs, as well to the College of Letters & Science and the International Division, to the unit’s Administrative Council, and to the many faculty, staff, students, and community partners with whom we are fortunate to collaborate and to serve. I am grateful to have the opportunity to work with such dedicated, professional and expert colleagues who are exceptional educators, world-class researchers, and caring administrators. Many, many thanks to all Language Institute staff and to our many partners for their outstanding contributions to our shared work.

On Wisconsin!

Dianna Murphy, Director
1. Promoting Excellence in Language Teaching

Language Institute programming in 2019-20 to promote excellence in language teaching was overseen and carried out by Dianna Murphy, Language Institute director, and Jana Martin, Language Institute associate director. Programming included:

- Workshops and brownbags for UW-Madison language educators throughout the year
- A symposium on Reimagining the Future of Postsecondary Language Education
- Small grants programs for UW-Madison faculty and academic staff
- A survey of instructional staff on teaching languages remotely

Workshops and brownbags for UW-Madison language educators

Workshops and brownbags organized by the Language Institute provided a broad spectrum of professional development opportunities for UW-Madison faculty, instructional academic staff, and graduate teaching assistants in departments of languages, literatures, and cultures.

Workshops and brownbags were:

- **Annual Pre-service, Interdepartmental Orientation Workshop** for 44 new graduate Teaching Assistants of 18 languages, chaired by Katrina Daly Thompson, African Cultural Studies, August 2019
- **Defining and Promoting Intercultural Learning in University Level World Languages Education**, led by Erin Kearney, University of Buffalo, October 2019
- **Inclusivity in the Language Classroom**, led by Jeanne Schueller, Department of German, Nordic, and Slavic, October 2019
- **Language Over Lunch: Connect and Share**, a series of six informal drop-in brownbags for language educators to connect with colleagues and share teaching experiences, September – December 2019
- **The Socratic Seminar in the L2 Classroom: A Student-Centered Approach**, led by Gabriel Marín-Cabello, Spanish & Portuguese, February 2020
- **Language Course Redesign**, Julie Larson-Guenette and Jeanne Schueller, Department of German, Nordic, and Slavic, March 2020
- **ACTFL OPI Tester Certification: Process and Highlights**, for instructors pursuing certification as an ACTFL Oral Proficiency Interview Tester, April 2020
• **Designing and Delivering Distance Language Classes**, led by Lauren Rosen, UW System Collaborative Language Program, March 2020

• **Balancing Synchronous and Asynchronous Language Learning While Teaching Language Remotely**, led by Shannon Spasova, Michigan State University, April 2020

• **Creating and Sustaining Virtual Language Communities**, led by Lara Lomicka, University of South Carolina, April 2020

• **Experiences of UW-Madison Language Instructors in Teaching Remotely: What Has and Has Not Been Working?**, moderated by Felecia Lucht, WISLI; with panelists Erlin Barnard, Asian Languages and Cultures; Peggy Hager, German, Nordic, and Slavic; Jana Martin, Language Institute; and Vanessa Schmitz-Siebertz, Classical and Ancient Near Eastern Studies, May 2020

**Symposium on Reimagining the Future of Postsecondary Language Education**

To identify and address pressing challenges in language education today, the Language Institute, with eleven other UW-Madison departments, area studies programs, and campus units (see the Acknowledgements) sponsored a half-day symposium on February 28, 2020 on *Reimagining the Future of Postsecondary Language Education*. Over 90 members of the UW-Madison community participated in the event.

The program in a glance:

- Welcome from Susan Zaeske, L&S Associate Dean for Arts and Humanities
- Keynote talk by Stéphane Charitos, Columbia University, on *A Field in Crisis: What Future for Language Study in the United States?*
- Research report by Dianna Murphy, Language Institute, *UW-Madison Student Perspectives on the Value of Language Study* (see the Appendix)
- Update on K-12 world language education in Wisconsin by Pam Delfosse, Wisconsin Department of Public Instruction, on *Systems-level Thinking, Planning, and Action for Language Learning*
- Small-group discussions facilitated by Karen Evans-Romaine, Department of German, Nordic, and Slavic; and Catherine Stafford, Department of Spanish and Portuguese
- Closing remarks from Scott Mellor, Department of German, Nordic, and Slavic; and Byung-jin Lim, Department of Asian Languages and Cultures

The symposium was designed to encourage active participation and a lively discussion among its attendees who brainstormed possible new forms of innovation, collaboration, and advocacy to strengthen language education at UW-Madison and in the state.
Small grants for language educators

ACTFL OPI tester certification grants
Following the Summer 2019 American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) Assessment Workshop hosted by the Language Institute, 14 UW-Madison faculty, academic staff, and graduate TAs in Chinese, Dutch, English, German, Korean, Spanish, Turkish, and Vietnamese decided to pursue ACTFL OPI Tester Certification. Funding for the certification was from the Language Institute; the Center for Russia, East Europe, and Central Asia; Center for East Asian Studies; Korean Studies faculty; and the Center for Southeast Asian Studies.

Academic staff professional development grants
Six academic staff in Van Hise departments received Language Institute grants to support their participation in professional conferences:

- **Scott Mellor, German, Nordic, and Slavic.** 2019 Conference on The Formula in Oral Poetry and Prose: New Approaches, Models and Interpretations
- **Nâlân Erbil-Erkan, German, Nordic, and Slavic.** 2019 Conference of the Middle Eastern Studies Association
- **Toni Landis, African Cultural Studies/Classical & Ancient Near Eastern Studies.** 2020 Conference on Schooling the Self Using Brain Science to Promote Self-Awareness, Acceptance, Confidence, and Compassion for Academic Achievement*
- **Seunggon Jeong, Asian Languages and Cultures.** 2020 Conference of the American Association of Teachers of Korean*
- **Adeola Agoke, African Cultural Studies.** 2020 Conference of the National Council of Less Commonly Taught Languages*
- **Vanessa Schmitz-Siebertz, Classical and Ancient Near Eastern Studies.** 2020 Conference of the Wisconsin Association for Language Teachers

*Indicates that the conference was cancelled or changed to a virtual format due to the COVID-19 pandemic. Academic staff who received awards for conferences that were canceled were reimbursed for expenses incurred and will be given priority consideration in the next grant cycle.
2. Supporting Innovation in the Design of Effective Language Programs

2.1. Grants to support instructional innovation
The Language Institute made two awards to support innovative projects to strengthen language teaching and learning at UW-Madison in 2019-20:

- **Julie Larson-Guenette, German, Nordic, and Slavic**, to support curriculum development focused on letters and letter-writing
- **Rajiv Rao, Spanish and Portuguese**, to create audio samples of speakers from different parts of the Spanish-speaking world

2.2. Korean Flagship Program
The Korean Flagship was established in 2018 through an initial two-year federal grant. In October 2019, the program submitted a grant proposal for renewed funding in the 2020-24 Language Flagship grant cycle, but the proposal was not successful. (Only one award for a Korean Flagship was made nationwide, to the University of Hawai‘i at Manoa.) The new Korean Flagship thus had to close in Spring 2020, just one year after admitting its first cohort of students. The Department of Asian Languages and Cultures is supporting a teach-out plan for current Korean Flagship students who are potential candidates to participate in the capstone Korean Flagship Overseas Program at Korea University in 2021-22. (The federal funders will allow current advanced Korean Flagship students to apply to participate in the capstone overseas program that year if they meet Korean proficiency targets, but not in future years.)

**People**
- Byung-jin Lim (Asian Languages and Cultures), Director
- Seunggon Jeong (Asian Languages and Cultures), Assistant Director
- Zachary McLeod, Coordinator
- Dianna Murphy, Interim Executive Director

**By the Numbers**
- 2019-20 grant award: **$370,543** ($324,993 for core grant; $45,550 for student scholarships)
- Enrolled students: 17
- Tutors: 8
- Applications to begin program in Summer-Fall 2020: 19 (not admitted due to program closure)
- Average hours/week of tutoring in Spring 2020: 34
- Korean Flagship instructors pursuing ACTFL OPI Certification: 3
- Summer FLAS awards: 2

In 2020-21, this grant program will prioritize funding for projects in one or both of the following areas of emphasis:
1) Diversity and inclusion in language education
2) Remote delivery of high-quality language and culture instruction
2019-20 Program Highlights

- Offered intensive summer *Second Year Korean* for the first time and provided tutoring for Korean Flagship students enrolled in that program
- Offered new advanced Korean language and culture courses *Korean for Professionals* and *Korean for Academic Purposes* during the academic year
- Provided individual and small group Korean language tutoring for all students in the program. Transitioned to online tutoring in March 2020, due to the COVID-19 emergency.
- Assessed the Korean language proficiency of all students through the ACTFL Oral Proficiency Interview, Listening Proficiency Test, and Reading Proficiency Test
- Established a partnership with the Middlebury College School of Korean to provide streamlined admissions and dedicated funding for 1-2 UW-Madison Korean Flagship students to participate in Middlebury's summer immersion Korean language and culture program
- Sent a first cohort of students to participate in the new UW-Madison summer overseas program in Korean language at Yonsei University
- Conducted a site visit of the Korean Flagship Overseas Program at Korea University in Seoul and, with International Academic Programs, made substantial progress in preparing to offer this program to UW-Madison students

The Korean Flagship was an initiative of the Department of Asian Languages and Cultures and the Language Institute, with International Academic Programs, the Center for East Asian Studies, and the Doctoral Program in Second Language Acquisition.
2.3. Russian Flagship Program

People
- Karen Evans-Romaine (GNS), Director
- Laura Marshall, Coordinator
- Dianna Murphy, Associate Director
- Anna Tumarkin (GNS), Assistant Director

By the Numbers
- 2019-20 grant award: **$477,983** ($315,303 for core grant; $162,680 for student scholarships)
- Students: 44
- Tutors: 15
- Average hours/week of tutoring: 41
- Student scholarships awarded for 2020-21:
  - Language Flagship Scholarships: $97,320
  - Summer FLAS: $45,260 (7 students)
  - Academic Year FLAS: $30,000 (2 students)
  - Academic Year Boren Scholarship: $10,000 (1 student)

2019-20 Program Highlights
- Designed and piloted a new pre-capstone requirement in Kazakh language and culture to better prepare students for the multilingual, multiethnic, and multicultural context of the Russian Overseas Flagship capstone program in Almaty, Kazakhstan
- Piloted a new model of thematic, small-group tutoring for students in third-year Russian and above
- Recruited and trained three new tutors from the local community
- Led Russian Across the Curriculum tutorials for nine advanced Russian Flagship students. The titles of students’ final papers were:
  - Repression of Soviet Writers under Stalin and Khrushchev
  - Reasons for the Denuclearization of Kazakhstan: Views from the U.S. and Kazakhstan
  - The Production and Meaning of Biofuels in the Contemporary World
  - The Ethnic Factor
  - The Politics of Pridnestrovia: Is It Still Alive?
  - HIV/AIDS in the Post-Soviet Space
  - Animation and Animation Technology in Russia
  - The Blind Pride of the Soviet Union in the Film “Othello”
  - Religion in the Russian Empire
- Co-chaired the second annual virtual Russian Flagship Undergraduate Research Conference, Society, History, and Culture in the Russian-Speaking World, for students from domestic Russian Flagships to share their research on Russian culture. One UW-Madison student gave a paper on Slavic paganism. The conference was hosted by the Flagship Technology Innovation Center at the University of Hawai’i at Manoa.
- With the Center for Russia, East Europe, & Central Asia, planned for a Wisconsin-organized ACTR Olympiada of Spoken Russian for middle and high school students
• Provided leadership (with Evans-Romaine and Murphy as associate directors) for the Flagship Culture Initiative (FCI), a federally funded inter-institutional curriculum development project administered at the University of Maryland to prepare U.S. undergraduate students for successful intercultural interactions with diverse individuals and groups in complex multiethnic, multilingual, and multicultural societies. Curriculum development was in several languages: Arabic, Brazilian Portuguese, Chinese, and Russian. Core partner institutions were American Councils for International Education, Indiana University, Portland State University, the University of Hawai‘i at Manoa, and UW-Madison.

• For the FCI, authored and piloted a series of online modules based on cultural scenarios in a Russian-speaking context, and piloted those modules with Russian Flagship students in the one-credit course, Intercultural Introduction to Kazakhstan. Revised the modules based on external reviews. A total of 71 Russian scenarios have been completed and will be posted in August 2020. They are now being translated by a UW-Madison graduate student in Slavic, and the English-language version of the Russian cultural scenarios will be posted by the end of the grant in September 2020. The scenarios, which will be disseminated broadly as an open educational resource through the Flagship Technology Innovation Center at the University of Hawai‘i, are grounded in empirical research conducted for the project to assess the cultural preparation needs of U.S. students participating in overseas capstone programs. The FCI-Russian scenarios are situated in four different domains - university classrooms, homestays, city life, and workplaces – and intended to promote students’ increased cultural awareness and intercultural development.

• Shared program-related research through conference presentations and publications:
  o *Intercultural Language Learning through Scenarios: A Workshop for L2 Educators*, Evans-Romaine and Murphy, with Dan Davidson and Maria Lekic (American Councils for International Education) and Stephen Tschudi (Flagship Technology Innovation Center, University of Hawai‘i at Manoa), part of the Flagship Culture Initiative, Conference on the Development and Assessment of Intercultural Competence, University of Arizona, January 2020.

The Russian Flagship is a collaborative initiative of the Department of German, Nordic, & Slavic and the Language Institute, with International Academic Programs, the Center for Russia, East Europe, & Central Asia, and the Doctoral Program in Second Language Acquisition.
Russian Flagship student ambassadors Claudia Torres-Giraldo and Brady Wegner with tutor and co-curricular program assistant Iuliia Nogina during a round-robin speech game.

Russian Flagship students Grace Johnson, Megan Feeley, and Miles Matyiko during a tutoring interest group session on film and cartoons, led by teaching assistant Maria Kustova.
3. Enabling Student Success in Reaching Professional and Personal Language Learning Goals

The Language Institute promotes the study of language for all students and supports the academic and professional success of undergraduate students interested in studying languages by connecting them with resources and programs to help link their language and international learning to their other academic and professional interests and goals. These objectives are accomplished through individual advising, group presentations and workshops, communications initiatives, and collaboration with faculty and staff across campus. Activities in this section were overseen and carried out by LI International Directions Advisor Kaitlin Koehler.

Advising

Provided pre-major and career advising throughout the academic year for current students and at summer and winter Student Orientation, Advising, and Registration (SOAR) for incoming freshmen and transfer students. Addressed student questions about language courses, placement, and related policies (e.g., regarding retroactive credits and foreign language requirements).

Student programming

Responding to student interest, the Language Institute provides structured, career development opportunities through workshops to assist students in building connections between their language study and personal and professional goals. These programs are scaffolded to engage students in ongoing career planning and networking with experts across international fields. In 2019-20, student-focused programs included:

- Teaching English Abroad
- International Careers: Making Global Connections
- Marketing Your Language Skills
- Language Scholarships Information Session
- Professionalizing Your Spanish
- Beyond Abroad
- Using Your Language in Public Service Careers
- LinkedIn Workshop
- Personal Branding and Storytelling
- Asian Languages & Cultures, Chinese Language Professional Networking Event

The languages.wisc.edu website, administered by the Language Institute, is a portal for prospective and current undergraduate students to learn about UW-Madison’s language programs. The site was updated in 2019-20 to include a new Career Toolkit.
Koehler also served as a guest speaker or facilitator at the following events:
- *International Internship Program Re-entry Lunch*
- *Your UW Days for prospective and incoming students*
- *Japanese Professional Communication Course*
- *Undergraduate Research Scholars Group*
- *Boren Award Interviews*
- *Peace Corps Week: CALS Study Abroad Event*
- *Beyond Abroad Conference* (for returned study abroad students)

**Communications**

Communications initiatives target at undergraduates in 2019-20 included:
- Languages @ UW-Madison website; Career tools on languages.wisc.edu
- Social media campaigns: Instagram @UWLanguages
- Remote language learning resource and Instagram Campaign (@UWLanguages)
- Monthly *Language Connection* e-bulletin, sent to a list of over 600 subscribers to provide career tips and information about events, scholarships, and employment/internship opportunities
- Engagement in a student communicators group comprised of communications leaders in UW-Madison’s International Academic Programs and International Internship Program
- SOAR New Student page on Languages @ UW-Madison featuring videos in which language students share their experiences, a form for students to fill out to indicate their interest in specific languages, and pertinent information to guide students through choosing a language program and enrolling in a language course in Fall 2020.

**Collaboration**

To advance new and current student support through advising, programming, and communications, Koehler chaired the SOAR Planning & Engagement Committee, comprised of student service coordinators and advisors from Van Hise departments and programs. The committee launched a new student program, *Celebrate Languages!*, to raise visibility of all language programs in Van Hise. Undergraduate students participated in a scavenger hunt where, in order to find clues, they needed to talk to language program staff and faculty to complete the challenge.

UW-Madison Chinese major networking with two employers seeking to hire graduates who speak Chinese
4. Conducting Research in Second Language Acquisition (SLA) and Related Fields

Second Language Acquisition PhD Program
As the administrative home for the interdisciplinary Second Language Acquisition PhD Program, the Language Institute supports the program’s academic and professionalization objectives: 1) to develop students’ understanding of SLA, including the study of multilingualism, language acquisition and/or loss, and multilingual language use in diverse social contexts; 2) to train students in relevant research paradigms to examine such phenomena as the sociology of language learning in institutional settings, the psychology of acquiring and using two or more languages, languages in contact within individuals and in society; and 3) to prepare students for a broad range of job possibilities in language fields.

People
- Catherine Stafford, Department of Spanish and Portuguese, Director
- Kristin Dalby, Graduate Coordinator
- Fifteen core faculty/academic staff in departments across the College of Letters & Science and in the Department of Curriculum and Instruction in the School of Education
- Sixteen SLA PhD majors and 20 registered SLA PhD minors

By the Numbers
- Students: 16 SLA PhD majors; 20 registered SLA PhD minors
- Summer 2019-Spring 2020 graduates: 2
- PhD degrees conferred in SLA since the program’s establishment in 2002: 39
- 2020-21 Graduate School Fellowships: 4 one-semester fellowships

Student Achievements
- Tim Cavnar was awarded a 2019-20 Foreign Language & Area Studies (FLAS) Fellowship.
- Sandra Descourtis presented Teaching and learning French variations: Attitudes and beliefs in the U.S. and co-presented Building elementary students’ critical multilingual language awareness at the American Council on the Teaching of Foreign Languages Convention in November 2019.
- Sara Farsiu (advisor, Katrina Daly Thompson) defended the dissertation, Migration, Language, and Feelings of Belonging: An Ethnographic Analysis of the Narratives of Iranian Migrants in Germany, in March. Farsiu also received a Wisconsin-Mellon Fellowship in Fall 2019.
- Hadis Ghaedi, Jose Luis Garrido Rivera, and Marina Tsylna co-presented Learners’ and Teachers’ Perceived Affordances in Foreign Language Learning at the American Council on the Teaching of Foreign Languages Convention in November 2019.
- Ryan Goble wrote “Stancetaking and Heritage Language Production: The Untold Stories of Spoken Spanish among Third-generation Mexican-Americans” (forthcoming in Critical Inquiry in
Language Studies) and participated in the Undergraduate Research Scholars Program, mentoring two students to gain research experience in applied linguistics.

- **Chen Sun** (advisor, Richard Young) defended the dissertation, *Personal Histories of Chinese EFL Teachers in Moments of Their Language Teaching*, in April. Sun was reappointed for a 2019-20 Kohler Fellow, awarded a 2019-20 Love of Learning Award by the Phi Kappa Phi Honor Society, and co-authored the article, “Measuring Teacher cognition: Comparing Chinese EFL teachers’ Implicit and Explicit Attitudes toward English Language Teaching Methods” in *Language Teaching Research*.

- **Bingjie Zheng** received a Wisconsin-Mellon Fellowship in Spring 2020 and was selected for a 2020 Graduate Student Award by the American Association of Applied Linguistics. Zheng also received two research grants: the American Council on the Teaching of Foreign Languages 2019 Research Priority Initiative grant and a 2019 Doctoral Dissertation Grant from the International Research Foundation for English Language Education.

**Select Faculty Achievements**

- **Monika Chavez** was elected to be the next director of the SLA Program, with Cathy Stafford stepping down from the position after four years of service.

- **Junko Mori** was elected President of the American Association of Teachers of Japanese and co-authored, with SLA alum Chiharu Shima, “Person Reference and Recognition in Shift Handovers: An Analysis of Interactions between Japanese and International Careworkers” in *Multilingua*, February 2020.


**Alumni News**

SLA alumni had a very busy year. Some alumni were promoted to tenure positions, while others won grants and awards. The program has alumni serving in various roles for professional organizations, launching new programs at their institutions, and editing publications. The majority continue to do research and publish widely. For a detailed list of alumni accomplishments in the 2019-20 academic year, including publications, visit the Alumni News page on the SLA website.

**Professional Development Events and Activities**

The SLA PhD Program’s 2019-20 events included:

- Invited lectures by **Adrian Blackledge** and **Angela Creese**, University of Stirling, who gave talks on *Ethnographic Writing, a Polyphonic Approach* and *Translanguaging and Public Service Encounters: Language Learning in the Library*, March 2020.
• With funding from a Graduate School Professional Development Grant for Graduate Student Organizations, the SLA Graduate Student Organization hosted a professional development workshop in February 2020. Organized by co-presidents Hadis Ghaedi and Bingjie Zheng, the workshop included:
  o Updates on current SLA student research
  o A panel discussion featuring alumni Lauren Goodspeed (Lecturer, University of Minnesota) and Atsushi Hasegawa (Assistant Professor, University of Hawai‘i at Mānoa) and current SLA students Bingjie Zheng and Scott Stillar; and
  o Breakout sessions facilitated by SLA core faculty members Maggie Hawkins and Kate Vieira
Language Institute survey of UW-Madison undergraduates on reasons for (not) enrolling in language courses

In the context of declining enrollments in postsecondary courses in languages other than English on a national level, the Language Institute spearheaded a survey-based study (N=3,300) to investigate UW-Madison undergraduate student reasons for (not) undertaking or continuing language in college. The survey also investigated student perceptions of the value of proficiency in languages other than English, major barriers to enrolling in language courses, and factors that would make them more likely to enroll in language courses in the future. The survey was conducted in partnership with the UW Survey Center and with contributions from many departments, programs, and other campus units (see the Acknowledgements).

The survey was a census of 30,2013 undergraduate students. Three thousand and three hundred students fully completed the survey, for a response rate of 10.9% (AAPOR RR1). Exactly 50% (n=1,649) of those students had never enrolled in a language course at UW-Madison; the other 50% (n=1,648) had enrolled in courses in one or more than 42 languages.

Key preliminary findings from the study were shared at the February 2020 symposium on Reimagining the Future of Postsecondary Language Education:

1. UW-Madison undergraduate students value the ability to speak languages other than English.
2. The top reasons for language study are closely related to students' personal enjoyment and development, interest in culture, and hopes to travel or study abroad.
3. Scheduling is a major barrier to students' participation in language learning.
4. More explicit linkages between language study and students' future careers would increase students' likelihood of studying languages.
5. More explicit linkages between language study and students' majors/personal interests would increase students' likelihood of studying languages.
6. Students want more opportunities for out-of-class language learning and use.
7. Undergraduate students want their language study to be recognized by a credential (e.g., a certificate if not a major).
8. There is a high level of demand for an undergraduate certificate in Spanish (n=947), and interest in new undergraduate certificates in American Sign Language (n=84), Korean (n=80), Arabic (n=56), and Russian (n=54).

Slides from that presentation are enclosed as an Appendix. The Language Institute is currently working to complete data analysis for the project and to prepare a journal article to submit for publication. Language Institute director Dianna Murphy and associate director Jana Martin will present on the study at the 2020 Convention of the American Council on the Teaching of Foreign Languages; Murphy will also present on the research at the 2021 World Congress of Applied Linguistics.

The Center for Language Teaching Advancement at Michigan State University conducted a replication study of this research in Spring 2020. Plans are underway for joint presentations.
Language Institute study on instructor practices in remote teaching

Following the transition to remote instruction on March 23, the Language Institute, in collaboration with the Wisconsin Intensive Summer Language Institutes (WISLI) and L&S Learning Support Services, developed and administered a survey of UW-Madison instructors of languages other than English. The survey asked instructors about major challenges and successful teaching strategies for the remote teaching context. Findings from the survey were shared with all Van Hise departments and presented at a virtual brownbag.

Publications and conference presentations by Language Institute staff

Language Institute International Directions Advisor Kaitlin Koehler gave the following conference presentations:


Language Institute Director Dianna Murphy co-authored the following publications in 2019-20:


In addition to the workshops listed in the section on the Russian Flagship Program, Murphy was also an invited plenary speaker for the 2020 Modern Language Association/Association of Departments of Foreign Languages Summer Seminar East (canceled due to the COVID-19 emergency) and participated in the weeklong Summer 2020 American Council on the Teaching of Foreign Languages/Middlebury Research Forum. As founding co-coordinator of the new Language Institute Alliance, Murphy also co-coordinated (with Felix Kronenberg, Michigan State University) a Summer 2020 series of panel discussions, The Language Center: Leading through Change, for directors of North American language centers.
5. Advocating for Increased Awareness of the Value of Language Learning for All

Precollege and K-12 outreach programs
Under the leadership of Kristin Dalby, Language Institute Assistant Director, the LI collaborates with other campus units and with schools around the state to provide opportunities for precollege students to engage in meaningful language and culture learning. Dalby serves as co-director of two summer precollege programs, the STARTALK Korean Language and Culture Academy (co-director and PI Byung-jin Lim, Department of Asian Languages and Cultures) and Classics Camp (co-director William Aylward, Department of Classical and Ancient Near Eastern Studies). In Summer 2019, former LI Assistant Director Wendy Johnson (now Assistant Director of the UW-Madison Mead Witter School of Music) was co-director of those programs, with Lim (STARTALK Korean) and Aylward (Classics Camp).

STARTALK Korean Language and Culture Academy
Twenty-five high school students from six Wisconsin counties participated in the federally funded, four-week STARTALK Korean Language & Culture Academy in Summer 2019. The program, funded by a STARTALK National Security Agency grant of $89,910, was offered at no fee to participating students. The program offered students opportunities for in-depth explorations of Korean language and culture through virtual field trips to five South Korean cities: Seoul, Jeonju, Gyeongju, Busan, and Jeju Island. Based on a backward-design approach to lesson planning and curriculum development grounded in STARTALK principles, daily lesson plans targeted learning goals based on real-life usage of Korean that incorporated exploration of cultural practices, products, and perspectives, as well as the development of language proficiency.

Classics Camp
In Summer 2019, the Classics Camp welcomed 31 middle school students from Madison and the surrounding communities for a two-week program exploring ancient Greece and the Roman Empire. Participating students enjoyed activities like scavenger hunts, making togas, and learning to play Quidditch, and they even learned some Ancient Greek and Latin. The 2018 and 2019 programs were so popular that two sessions were planned for Summer 2020. The sessions were filling fast as campus made the difficult decision to cancel summer youth programming.

Global Learning Summit
The Language Institute, with the Institute for Regional and International Studies, supported the Wisconsin Department of Public Instruction at the Global Learning Summit on March 7, 2020 at Union South. The featured speaker was Tea Rozman Clark, Executive Director of Green Card Voices, a nonprofit organization with the mission is to share immigrant stories. The Language Institute assisted in recruiting UW-Madison students to participate in the event to share their language, culture, and
global learning experiences with the high schoolers. The high school students also took part in mini-lessons on a variety of languages taught at UW-Madison.
6. Acknowledgments

The Language Institute is an initiative of the UW-Madison College of Letters & Science. While primarily funded by the College of L&S, the Language Institute receives substantial support from the International Division to support LI programming. In 2019-20, the International Division’s funding for the LI supported grants to academic staff in Van Hise departments for professional development activities; innovation grants to strengthen or enhance language teaching and learning; grants for UW-Madison faculty, academic staff, and graduate students to participate in ACTFL OPI tester certification; advocacy for language study at SOAR; undergraduate programming and communications; pre-college and other outreach programs; SLA faculty and graduate student research partnerships; and pedagogical workshops for language instructors.

The Language Institute is governed by the LI Administrative Council:
- Director, Language Institute (Dianna Murphy; chair)
- Director, Doctoral Program in Second Language Acquisition (Catherine Stafford)
- Director, Korean Flagship Program (Byung-jin Lim)
- Director, Language Sciences Program (Eric Raimy)
- Director, Russian Flagship Program (Karen Evans-Romaine)
- Associate Director, Language Institute (Jana Martin)
- Assistant Director, Language Institute (Wendy Johnson; Kristin Dalby)

We would like to express our gratitude to the many UW-Madison departments, centers, and programs that contributed to the LI’s professional development programs and undergraduate advocacy and advising.

The Korean and Russian Flagship Programs were supported by grants from the Language Flagship of the National Security Education Program in the U.S. Department of Defense, and by the College of L&S.

The STARTALK Korean Language and Culture Academy was supported by a grant from STARTALK, a program of the National Security Agency.

Second Language Acquisition and Language Institute talks and workshops were supported by the Anonymous Fund.

The February 28, 2020 symposium on Reimagining the Future of Postsecondary Language Education was funded by the Anonymous Fund. Co-sponsors of the event were the Language Institute, with African Cultural Studies; Asian Languages and Cultures; Classical and Ancient Near Eastern Studies; French and Italian; German, Nordic, and Slavic; Spanish and Portuguese; Institute for Regional and International Studies; Language Sciences; Second Language Acquisition PhD Program; Wisconsin Intensive Summer Language Institutes; and the World Languages, Literatures, Cultures, and Linguistics Council.
The survey of UW-Madison undergraduate students on their reasons for (not) enrolling in language courses was funded by African Cultural Studies; African Studies Program; Center for East Asian Studies; Center for South Asia; Center for Southeast Asian Studies; Center for Russia, East Europe, and Central Asia; College of Letters & Science; Comparative Literature and Folklore Studies; French and Italian; German, Nordic, and Slavic; Spanish and Portuguese; and the Language Institute.

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Quick Links

Language Institute
languageinstitute.wisc.edu

Russian Flagship Program
russianflagship.wisc.edu

Languages at UW-Madison portal
languages.wisc.edu

STARTALK Korean Language and Culture Academy
startalkkorean.wisc.edu

PhD Program in Second Language Acquisition
sla.wisc.edu

Wisconsin Language Roadmap Initiative
wisconsinlanguageroadmap.wisc.edu
Appendix: Preliminary Findings from Survey of UW-Madison Undergraduates on Reasons for (not) Enrolling in Language Courses

Research report

UW-Madison undergraduate student perspectives on the value of language study: Select preliminary findings

Dianna Murphy, Director, Language Institute
Reimagining the Future of Postsecondary Language Education
February 28, 2020

Undergraduate Survey

1. Student perspectives on the value of proficiency in languages other than English
2. Reasons for (not) enrolling in language courses at UW-Madison
3. Factors that would make students more likely to undertake or continue language study at UW-Madison in the future

Survey Instrument

- Online questionnaire developed with UW Survey Center
- Broad input from departments and programs in which languages are taught
- Administered in Fall 2019

Participants

Census of 30,2013 undergraduate students
Full responses: N=3,300
Response rate of 10.9% (AAPOR RR1)

Exactly 50% (n=1,649): Never enrolled in a language course
Other 50% (n=1,648): Enrolled in one+ course in 42 languages
Key Finding #1
Students value the ability to speak languages other than English

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering your personal interests, how important is it to you to be able to speak languages other than English? (n=3,297)</td>
<td>3.51</td>
<td>1.137</td>
</tr>
<tr>
<td>Considering your career plans, how important is it to you to be able to speak languages other than English? (n=3,181)</td>
<td>3.02</td>
<td>1.183</td>
</tr>
</tbody>
</table>

Scale: 1 Not at all important, 2 A little important, 3 Somewhat important, 4 Very important, 5 Extremely important
Sub-group differences: School or college

ANOVA: Significant difference (p = .000) among students in different schools/colleges

In terms of their personal interests, proficiency in languages other than English:
- more important to students in Nursing, Pharmacy, Pre-Health (M = 3.80, SD = .935)
- less important to students in Engineering (M = 3.29, SD = 1.180), Human Ecology (M = 3.33, SD = 1.136), and Business (M = 3.33, SD = 1.134)

In terms of their career plans, proficiency in languages other than English:
- more important to students in Nursing, Pharmacy, Pre-Health (M = 3.69, SD = .964)
- less important to students in Engineering (M = 2.56, SD = 1.115)

Sub-group differences: Gender

In terms of their personal interests, proficiency in languages other than English is more important to Women (M = 3.64, SD = 1.097) than to Men (M = 3.29, SD = 1.171), p = .000

In terms of their career plans, proficiency in languages other than English is more important to Women (M = 3.19, SD = 1.150) than to Men (M = 2.75, SD = 1.196), p = .000
Sub-group differences: Language of study (Spanish vs. non-Spanish)

In terms of students’ personal interests, no significant difference between students of Spanish and students of other languages.

In terms of their career plans, proficiency in languages other than English is more important to students of Spanish ($M = 3.39, SD = 1.147$) than to students of other languages ($M = 3.16, SD = 1.216$), $p = .000$.

Note: Responses from students currently or previously enrolled in at least one language course at UW-Madison.

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Key finding #2

The top reasons for language study are closely related to personal enjoyment and development, interest in culture, and hopes to travel or study abroad.

---

<table>
<thead>
<tr>
<th>Reasons for studying language(s) at UW-Madison</th>
<th>Yes Percent (Frequency)</th>
<th>No Percent (Frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy learning languages</td>
<td>90.4% (1,490)</td>
<td>9.6% (158)</td>
</tr>
<tr>
<td>I am interested in the culture(s) in which the language(s) you are studying is spoken</td>
<td>87.1% (1,435)</td>
<td>12.9% (213)</td>
</tr>
<tr>
<td>Language learning contributes to my personal growth and development</td>
<td>86.6% (1,428)</td>
<td>13.4% (230)</td>
</tr>
<tr>
<td>I hope(d) to travel in a country in which the language(s) is spoken</td>
<td>65.4% (1,435)</td>
<td>34.6% (241)</td>
</tr>
<tr>
<td>I am (was) continuing to study the language(s) I studied in high school or elsewhere</td>
<td>71.2% (1,173)</td>
<td>28.8% (477)</td>
</tr>
<tr>
<td>I hope(d) to study abroad in a country in which the language(s) is spoken</td>
<td>63.5% (1,046)</td>
<td>36.5% (602)</td>
</tr>
<tr>
<td>The language(s) I am (was) studying will be useful or necessary in my career</td>
<td>57.1% (1,017)</td>
<td>42.9% (783)</td>
</tr>
<tr>
<td>I have friends who speak the language(s) I’m studying</td>
<td>42.1% (844)</td>
<td>57.9% (1,056)</td>
</tr>
<tr>
<td>I am (was) completing a foreign language requirement</td>
<td>39.0% (599)</td>
<td>61.0% (904)</td>
</tr>
<tr>
<td>The language(s) I am (was) studying is part of my family heritage</td>
<td>21.6% (351)</td>
<td>78.4% (1,285)</td>
</tr>
</tbody>
</table>

“...I think that Madison does a fantastic job with providing a variety of courses to a wide range of individuals from all backgrounds. I have found already that language classes are some of the most enjoyable to be and learn in, and I’m hoping that I can continue on with my development as I progress throughout my educational career here.”
Key finding #3
Scheduling is a major barrier to students’ participation in language learning

<table>
<thead>
<tr>
<th>Reasons for not studying a language at UW-Madison</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Percent (Frequency)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Percent (Frequency)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language courses are not required for my major</td>
<td>68.6% (1,127)</td>
<td>31.4% (517)</td>
</tr>
<tr>
<td>Language courses do not fit my schedule</td>
<td>68.8% (963)</td>
<td>31.2% (420)</td>
</tr>
<tr>
<td>I feel like I do not have an aptitude for learning languages</td>
<td>63.8% (553)</td>
<td>36.2% (304)</td>
</tr>
<tr>
<td>Language course(s) I took prior to coming to UW-Madison did not meet my interests or expectations</td>
<td>70.8% (502)</td>
<td>29.2% (135)</td>
</tr>
<tr>
<td>Language course(s) I took prior to coming to UW-Madison did not meet my interests or expectations</td>
<td>26.5% (435)</td>
<td>73.5% (1,205)</td>
</tr>
<tr>
<td>I do not enjoy learning languages</td>
<td>76.7% (424)</td>
<td>23.3% (1,223)</td>
</tr>
<tr>
<td>I did not do well in language classes you took in high school or elsewhere</td>
<td>77.1% (385)</td>
<td>22.9% (1,288)</td>
</tr>
<tr>
<td>Language course(s) I took prior to coming to UW-Madison did not meet my interests or expectations</td>
<td>90.2% (332)</td>
<td>9.8% (1,311)</td>
</tr>
<tr>
<td>Language course(s) I took prior to coming to UW-Madison did not meet my interests or expectations</td>
<td>8.7% (143)</td>
<td>91.3% (1,500)</td>
</tr>
<tr>
<td>I was discouraged from studying language(s) by family or friends</td>
<td>7.7% (126)</td>
<td>92.3% (1,518)</td>
</tr>
<tr>
<td>I was discouraged from studying language(s) by an advisor</td>
<td>3.3% (55)</td>
<td>96.7% (1,590)</td>
</tr>
</tbody>
</table>

Language courses and scheduling
- Number of credits and number of class meetings for language courses
- Small number of options/sections for language courses
- Coursework requirements for major(s) – time conflicts
- Overall course load and time to graduation
- No time for courses that don’t meet requirements

Top 3 student ideas for improving scheduling
1. Offer partially online/blended course options
2. Offer language courses for fewer credits, with fewer class meeting times per week
3. Offer more sections, more time options
"One thing that could use improvement is the scheduling of class times, especially at the early levels. While I agree that the frequent session meetings are beneficial for students learning a new language, it also discourages students from trying to learn a new language. I wanted to start learning a second foreign language while at UW, but I would be unable to give the demanding schedule of class sessions."

"Online classes, or classes that were in the standard MWF or TR lecture formats rather than blocks."

"The teacher was great I just remember hating meeting so many times a week. I wish more of the work was independent I just felt like I was in high school again so I think I sort of started to resent the class."

### Key finding #4

More explicit linkages between language study and students' future careers would increase students' likelihood of studying languages.

### Factors that would increase likelihood of students enrolling in language courses at UW-Madison

<table>
<thead>
<tr>
<th>Factor</th>
<th>Yes Percent (Frequency)</th>
<th>No Percent (Frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If employers conveyed that they value skills in languages other than English</td>
<td>79.1% (2,600)</td>
<td>20.9% (689)</td>
</tr>
<tr>
<td>If I saw more direct links between language study and my career plans</td>
<td>78.8% (2,594)</td>
<td>21.2% (706)</td>
</tr>
<tr>
<td>If I received a scholarship to study a language</td>
<td>78.5% (2,582)</td>
<td>21.5% (718)</td>
</tr>
<tr>
<td>If I saw more direct links between language study and my academic major(s)</td>
<td>78.1% (2,578)</td>
<td>21.9% (722)</td>
</tr>
<tr>
<td>If there were opportunities for me to use the language outside of class</td>
<td>78.1% (2,578)</td>
<td>21.9% (722)</td>
</tr>
<tr>
<td>If I could study abroad in a country in which the language is spoken</td>
<td>78.6% (2,586)</td>
<td>21.4% (724)</td>
</tr>
<tr>
<td>If I saw more direct links between language study and my personal interests</td>
<td>77.2% (2,531)</td>
<td>22.8% (769)</td>
</tr>
<tr>
<td>If language courses focused on topics of professional interest to me</td>
<td>69.9% (2,270)</td>
<td>30.1% (960)</td>
</tr>
<tr>
<td>If there were opportunities to connect with communities in which the language is spoken</td>
<td>69.7% (2,269)</td>
<td>30.3% (971)</td>
</tr>
<tr>
<td>If language courses focused on topics of personal interest to me</td>
<td>87.5% (2,675)</td>
<td>12.5% (414)</td>
</tr>
<tr>
<td>If I could do an internship where I use my language skills</td>
<td>87.7% (2,672)</td>
<td>12.3% (407)</td>
</tr>
</tbody>
</table>

### Linking language study to careers

"I am all about having classes focused on language acquisition and culture. However, programs like Nursing and other career-focused programs have very strict schedules and it prevents us from partaking in entry-level coursework in other disciplines. I’d love to learn Arabic to be able to connect with my patients, but that style of class is not offered."
Key finding #5
More explicit linkages between language study and students’ majors/personal interests would increase students’ likelihood of studying languages

Factors that would increase likelihood of students enrolling in language courses at UW-Madison

<table>
<thead>
<tr>
<th>Factor</th>
<th>Yes Percent (Frequency)</th>
<th>No Percent (Frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers conveyed that they value skills in languages other than English</td>
<td>78.1% (2,600)</td>
<td>21.9% (699)</td>
</tr>
<tr>
<td>I saw more direct links between language study and my career plans</td>
<td>78.0% (2,594)</td>
<td>22.0% (720)</td>
</tr>
<tr>
<td>I received a scholarship to study a language</td>
<td>78.5% (2,660)</td>
<td>21.5% (706)</td>
</tr>
<tr>
<td>I saw more direct links between language study and my academic major(s)</td>
<td>78.0% (2,587)</td>
<td>22.0% (713)</td>
</tr>
<tr>
<td>There were opportunities for me to use the language outside of class</td>
<td>78.1% (2,450)</td>
<td>21.9% (656)</td>
</tr>
<tr>
<td>I could study abroad in a country in which the language is spoken</td>
<td>78.8% (2,585)</td>
<td>21.2% (698)</td>
</tr>
<tr>
<td>I saw more direct links between language study and my personal interests</td>
<td>78.8% (2,594)</td>
<td>21.2% (698)</td>
</tr>
<tr>
<td>If language courses focused on topics of professional interest to me</td>
<td>68.7% (2,270)</td>
<td>31.3% (1,029)</td>
</tr>
<tr>
<td>There were opportunities to connect with communities in which the language is spoken</td>
<td>67.7% (2,270)</td>
<td>32.3% (1,029)</td>
</tr>
<tr>
<td>If language courses focused on topics of personal interest to me</td>
<td>67.2% (2,209)</td>
<td>32.8% (1,080)</td>
</tr>
<tr>
<td>I could do an internship where I use my language skills</td>
<td>65.7% (2,162)</td>
<td>34.3% (1,128)</td>
</tr>
</tbody>
</table>

“Topics of interest”: Broad themes
1. “Culture,” especially related to contemporary culture (food, music, movies, sports, art), daily life, etc.; but also to history, literature, current events
2. Related to major(s) or to career goals
3. Related to language, especially speaking
4. Practical applications
5. Strong emphasis in how language study connects to students’ individual interests and sense of self, and how language enables connections to others, to the world

Breadth and diversity of topics of interest
...activism, agriculture and farming, animé, archaeology, architecture, art, bilingual education, biology, biopharma, business, chemical engineering, childcare, church, climate, colonialism, community development, computer science, cooking, communications, counseling, current events, daily life, economy, engineering, environmental science, family dynamics, film, finance, fishing, food, games, gender, genetics, healthcare, higher education, history, identity, human rights, immigration, interior design, international relations, law, LGBTQ+, manufacturing, medicine, military, modern fiction, media, music, nutrition, politics, pop music, public health, retail, science, science communication, slang, social justice, social media, special education, sports, sustainability, theater, using language for career/at work, video games, volunteering, wellness, wildlife, women’s rights, world issues...
Focus on contemporary culture

“Cultural rather than historical literature. I want to know what is that country or culture like today. Reading ancient literature is interesting, but doesn’t help me much if I’m trying to live and work in that country. What can I learn that will provide me the skills I need to succeed in modern French society today?”

Linking language study to major(s)

“Topics [in language courses] could be focused on specific major-related content. For example, since my major focuses on biology, having language content that crosses over with the sciences for a little bit of the course would make the language more relevant to me.”

“Professional and conversational language. Being a business major there are many terms and cultures I would have liked to learn that just weren’t a part of the initial curriculum that mattered to me.”

Key finding #6

Students want more opportunities for out-of-class language learning and use

<table>
<thead>
<tr>
<th>Factors that would increase likelihood of students enrolling in language courses at UW-Madison</th>
<th>Yes (Percent/ Frequency)</th>
<th>No (Percent/Frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If employers conveyed that they value skills in languages other than English</td>
<td>74.1% (2600)</td>
<td>25.9% (888)</td>
</tr>
<tr>
<td>If I saw more direct links between language study and my career plans</td>
<td>75.8% (2554)</td>
<td>24.2% (806)</td>
</tr>
<tr>
<td>If I received a scholarship to study a language</td>
<td>78.5% (2582)</td>
<td>21.5% (718)</td>
</tr>
<tr>
<td>If I saw more direct links between language study and my academic major(s)</td>
<td>74.6% (2407)</td>
<td>25.4% (801)</td>
</tr>
<tr>
<td>If there were opportunities for me to use the language outside of class</td>
<td>74.7% (2408)</td>
<td>25.3% (802)</td>
</tr>
<tr>
<td>If I could study abroad in a country in which the language is spoken</td>
<td>77.8% (2539)</td>
<td>22.2% (737)</td>
</tr>
<tr>
<td>If I saw more direct links between language study and my personal interests</td>
<td>71.2% (2310)</td>
<td>28.8% (922)</td>
</tr>
<tr>
<td>If language courses focused on topics of professional interest to me</td>
<td>69.0% (2270)</td>
<td>31.0% (1030)</td>
</tr>
<tr>
<td>If there were opportunities to connect with communities in which the language is spoken</td>
<td>84.7% (2856)</td>
<td>15.3% (504)</td>
</tr>
<tr>
<td>If language courses focused on topics of personal interest to me</td>
<td>87.6% (2906)</td>
<td>12.4% (410)</td>
</tr>
<tr>
<td>If I could do an internship where I use my language skills</td>
<td>88.7% (2917)</td>
<td>11.3% (373)</td>
</tr>
</tbody>
</table>
Opportunities for out-of-class language use

“It would be really nice if there were more opportunities to speak the language you are learning outside of class, and if there was a simple and well-known way to find out about those sorts of events.”

“I think that it would be really cool if the school offered service trips with a language class that students could go on with a professor who could help translate if necessary but also help them learn more of the foreign language while there.”

Key finding #7
Undergraduate students want their language study to be recognized by a credential (e.g., a certificate if not a major)

“Adding a certificate so I have something to show for my study (Don’t have room in my schedule to take classes that don’t count towards something).”

“I think certificates should be a thing, and I would really really like more sign language classes, specifically ASL. I know many feel this way.”

Key finding #8
There is a high level of demand for an undergraduate certificate in Spanish (n=947), and interest in new undergraduate certificates in American Sign Language (n=84), Korean (n=80), Arabic (n=56), Russian (n=54)