Contents

Message from the Director 3

1. Promoting Excellence in Language Teaching 4
   1.1. Committed to Change: Promoting Inclusion, Diversity, Equity, and Access in Postsecondary Language Education 4
   1.2. Language Collaboratory: New Inter-Institutional Initiative for Shared Language Instructor Professional Learning 5
   1.3. Invited Talks and Workshops for UW-Madison Language Educators and Researchers 7
   1.4. Small Grant Programs for UW-Madison Faculty, Academic Staff, and Graduate Students 8

2. Supporting Innovation in the Design of Effective Language Programs 9
   2.1. Grants to Support Instructional Innovation 9
   2.2. Russian Flagship Program 10

3. Enabling Student Success in Reaching Professional and Personal Language Learning Goals 13

4. Conducting Research in Second Language Acquisition 16
   4.1. Second Language Acquisition PhD Program 16
   4.2. New Research Study: The Speaking Proficiency Outcomes of Face-to-Face and Online U.S. Intensive Postsecondary Summer Programs in Less Commonly Taught Foreign Languages 19
   4.3. Publications and Presentations by Language Institute Staff 20

5. Advocating for Increased Awareness of the Value of Language Learning for All 22
   5.1. Precollege and K-12 Outreach Programs 22
   5.2. UW-Madison’s Languages Initiative 23

6. Acknowledgments 24
Message from the Director

June 2021

What a year.

This past year was a challenging one for our students, for our colleagues and partners, and for us. Given the ongoing nature of the COVID-19 pandemic, we continued to work remotely for most of the year and to adapt our academic programs and our programming to virtual formats. It was hard.

At the same time, the remote teaching and operational context led to new opportunities for collaboration, most notably with several other Big 10 universities with whom we partnered to provide new forms of professional learning for language educators on all of our campuses. It also resulted in record high and broader participation in many of our programs, with researchers from around the world attending our talks and students from across campus participating in our undergraduate programming. As we look forward to returning to campus in August, we also look forward to leveraging what we have learned during the pandemic. We will continue to look for new forms of collaboration to strengthen our programs and continue to focus on equity and access when designing our programming.

Two things stand out as I reflect on the year and on the many programs and projects described in this report, The first is how hard my colleagues and our students worked to continuously adapt and to innovate during this time of profound disruption. The second is how focused all Language Institute staff were on finding new ways to promote diversity and inclusion in all of our activities and to increase access to our programs. I am grateful for the work of our team, our colleagues, and our supporters, and proud of what we have accomplished together.

The enclosed 2020-21 report describes the major activities of the unit over the past year. It is organized by the five pillars of our mission:

- 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
- Advocating for increased awareness of the value of language learning for all.

Thank you for your support of the Language Institute and of the many students, faculty, and staff that we serve. On Wisconsin!

Dianna Murphy, Director
1. Promoting Excellence in Language Teaching

In 2020-21, Language Institute programming to promote excellence in language teaching was overseen and carried out by Dianna Murphy, Language Institute Director, and Jana Martin, Language Institute Associate Director, and focused on topics related to social justice and inclusion, diversity, equity, and access in postsecondary language teaching and learning.

Programming included:

- The yearlong seminar for UW-Madison language educators, *Committed to Change: Promoting Inclusion, Diversity, Equity, and Access in Postsecondary Language Education*
- A series of conversation tables for language educators as part of a new Big 10 inter-institutional initiative
- Invited talks and workshops for language educators and researchers
- Small grant programs for UW-Madison faculty, academic staff, and graduate students who teach languages

1.1. *Committed to Change: Promoting Inclusion, Diversity, Equity, and Access in Postsecondary Language Education*

This yearlong seminar for UW-Madison language educators, facilitated by Dianna Murphy, was a forum for shared professional learning on social justice and inclusion, diversity, equity, and access in postsecondary language teaching and learning. Participation in the seminar was limited to 15 UW-Madison faculty, academic staff, and graduate students. The following languages were represented by seminar participants: Chinese (Mandarin), English, French, German, Japanese, Kazakh, Quechua, Russian, Spanish, Tajik, Turkish, Uzbek, and Wolof.

Participants met monthly for discussion of readings on the following topics:

- Race and anti-racism in language education
- Socio-economic class and language education
- Decolonizing language education
- (Dis)ability and universal design for learning
- Social justice and language education

Seminar guests included authors of some of the works that participants selected for shared readings:

- **Uju Anja**, whose 2020 article, “African Americans in World Language Study: The Forged Path and Future Directions” in the *Annual Review of Applied Linguistics*, was among the readings
- **Alice Astarita**, an alum of the UW-Madison Second Language Acquisition PhD Program whose dissertation on *Social Class and Foreign Language Learning Experiences* was based on data collected in UW-Madison language programs
What seminar participants had to say about their experience with the program:

- “I enjoyed so many aspects of the Committed to Change seminar, but I think what I enjoyed most was having the opportunity to engage with a diverse group of educators on profound issues. I appreciated that we made decisions collectively and that we divided up the work and leadership roles. I learned a lot, although it feels like we barely scratched the surface! Every month I looked forward to our meetings, which speaks volumes about the group and the importance of these issues.”

- “The impact on my teaching started very early as my awareness of aspects of social justice and IDEA expanded. I benefited greatly from concrete teaching ideas shared by some of the participants. But on a broader level, I will continue to take what I have learned and apply it to every course I teach before the semester starts so that inclusion, diversity, equity, and access are foundational aspects. Participating in this seminar has also sparked conversations with colleagues about these issues, so the impact goes beyond my own teaching.”

- “After participating in this seminar, I now feel even more strongly that it should be a mandatory course to take for all of those in graduate programs across different languages who plan to teach language someday. I think this year's seminar was a great first step toward making positive change in both my personal perspectives and possible academic structures in the future.”

A number of participants in this inaugural Committed to Change seminar will participate in a panel discussion early in Fall 2021 to share some of what they learned with the broader campus community.

1.2. Language Collaboratory: New Inter-Institutional Initiative for Shared Language Instructor Professional Learning

The Language Collaboratory is a partnership established in 2020-21 for the advancement of intercollegiate dialogue on the teaching of languages and cultures, driven by language centers and institutes at several Big 10 universities: UW-Madison, University of Iowa, University of Michigan, University of Minnesota, and Michigan State University.

In Fall of 2020, the Language Collaboratory hosted a professional development series focused on accessibility, inclusivity, and learner autonomy and agency in language education. Representatives from all five institutions addressed one of these challenges from their perspective as a practitioner or researcher, and engaged in dialogue with a local conversant and participants in the session.
Fall 2020 sessions were:

- Is My Language Course Ableist? Identifying Tension Between Language Learning Course Design and Fairness for Disabled Learners. Caitlin Cornell, Michigan State University, October 2020
- You’re a Teacher, Not a Cop*: Prioritizing Access in Course Structure. Cecil Leigh Wilson, University of Wisconsin-Madison, October 2020
- Accommodating Diverse Student Needs in the Online and Remote Teaching Environment. Mandy Menke, University of Minnesota, October 2020
- Technological Phonocentrism: Teaching Strategies for Signed Languages. Rebecca Clark and Jannelle Legg, University of Iowa, October 2020
- Asked and Answered?: Rethinking Class Questions...and Other Examples of Asynchronous Instructional Design as Social Justice in a (Post-) Covid World. Jennifer Gipson, University of Wisconsin-Madison, October 2020
- Willkommen, Bienvenido, Bienvenue, You Are Welcome Here. How Do Foreign Language Teachers Make Sense of LGBTQ Identities and Queer-Inclusive Practices in Their Classrooms? William Coghill-Behrends, University of Iowa, November 2020
- The Hands-Off Approach to Student Presentations: Gallery Walks in Intermediate Language Classes. Janaya Lasker-Ferretti, University of Michigan, November 2020
- Agency-Based Language Learning. Felix Kronenberg, Michigan State University, December 2020
- How Facilitating Learner Autonomy Can Foster Inclusivity. Pamela Bogart, University of Michigan, December 2020
- Language Collaboratory Networking Session. December 2020

The Spring 2021 series focused on the theme Striking a Balance in Remote Language Teaching and Learning: Promoting Instructor and Student Well-Being.

Spring 2021 sessions were:

- Strategies to Prevent Teaching Burnout. Dan Soneson and Adolfo Carrillo Cabello, University of Minnesota, February 2021
- Balancing Academic Rigor with Flexibility in Language Courses. Sabine Gabaron, University of Michigan, February 2021
- Work/Life Balance in Language Teaching. Kristine Muñoz, University of Iowa, February 2021
- Recent Developments in Collaborative Online International Learning, and How They Can Benefit Language Learning Classes. Dan Nolan, University of Minnesota Duluth, February 2021
- Creating Meaningful Communication Inside and Outside the Classroom. Yasmine Ramadan, University of Iowa, March 2021
- Connections Beyond the Classroom: Meaningful Projects for Remote Language Courses. Katrien Vanpee, University of Minnesota, March 2021
- Academic Integrity: Promoting Trust, Reflection, and Accountability in the Remote Setting. Stephanie Goetz and Susanna Coll Ramirez, University of Michigan, March 2021
• **Language TA Fatigue and Burnout**, Jeanne Schueller, University of Wisconsin-Madison, March 2021
• **Trauma-Sensitive Teaching Practices: A Compassionate Framework for Language Educators**, Elizabeth Ablan, Michigan State University, April 2021
• **Balancing Independent and Peer/Group Work in Language Class**, Takako Nakakubo, University of Wisconsin-Madison, April 2021
• **Building of Online Chinese Learning Community**, Xuefei Hao, Michigan State University, April 2021
• **Reassessing the Impact of the Pandemic on Wellbeing: Identifying Opportunities for Growth and Innovation**, Dan Soneson and Adolfo Carrillo Cabello, University of Minnesota, April 2021

1.3. Invited Talks and Workshops for UW-Madison Language Educators and Researchers

2020-21 workshops and brownbags were:

- **Fundamentals of Online Language Teaching**, a 3-hour workshop facilitated by faculty affiliated with CALICO: the Computer-Assisted Language Instruction Consortium, July 2020
- **The Role of Assessment in Distance Language Learning: Finding Ways to Build Relationship**, workshop led by Meg Malone, Georgetown University and the American Council on the Teaching of Foreign Languages, July 2020
- **Annual Pre-Service, Interdepartmental Orientation Workshop** for 35 new graduate Teaching Assistants of 18 languages, chaired by Anna Tumarkin, German, Nordic, and Slavic++, August 2020. The workshop was redesigned to offer a fully online introductory session with a language teaching demonstration, followed by online micro-teaching in mixed-language groups.
- **Reflections on Teaching Language Courses Remotely: Challenges and Lessons Learned**, discussion led by panelists Nâlân Erbil-Erkan, Jared Hendrickson, Jampa Khedup, and Cecil Leigh Wilson, University of Wisconsin-Madison, August 2020
- **Undoing White Supremacy in the Language Disciplines**, Mary Bucholtz, UC-Santa Barbara - SLA Talk Series, September 2020
- **Cultural and Linguistic Competence Through Social Justice**, LJ Randolph, UNC-Wilmington, September 2020
- **The Design of Transformative Learning Experiences**, Julio Rodriguez, University of Hawai‘i at Mānoa, October 2020
- **Rethinking Interpretative Communication: A Multiliteracies Approach**, joint two-part workshop led by Kate Paesani, University of Minnesota and Heather Willis-Allen, UW-Madison, February and March 2021
1.4. Small Grant Programs for UW-Madison Faculty, Academic Staff, and Graduate Students

Spring 2021 Academic Staff Professional Development Grants
Six academic staff in Van Hise departments were awarded Language Institute grants to support their participation in workshops for language educators:
- **Faroq Muhammad Asif, Department of Asian Languages and Cultures**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Krzysztof Borowski, Department of German, Nordic, and Slavic+**, ACTFL OPI Assessment Workshop
- **Zara Chowdhary, Department of Asian Languages and Cultures**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Jampa Khedup, Department of Asian Languages and Cultures**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Choua Lee, Department of Asian Languages and Cultures**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Vanessa Schmitz-Siebertz, Department of Classical and Ancient Near Eastern Languages**, American Classical League 74th Annual Institute Summer Workshop

Spring-Summer 2021 Grants for UW-Madison Graduate Students
Fourteen graduate students from seven departments and programs received Language Institute grants to participate in online workshops and institutes for language educators:
- **Tessa Archambault, Department of French and Italian**, CARLA online institute, Culture as the Core in the Second Language Classroom
- **Denise Castillo, Department of Spanish and Portuguese**, National Heritage Language Resource Center online workshop, Teaching Heritage Languages
- **Levi Cross, Department of Spanish and Portuguese**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Sandra Descourtis, Second Language Acquisition PhD Program; Department of French and Italian**, CARLA online institute, Culture as the Core in the Second Language Classroom
- **Carolina Ferreira, Department of Spanish and Portuguese**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Nicole Fischer, Department of German, Nordic, Slavic+**, Harvard University online workshop Institute for World Literature
- **Jibril Gabid, Department of African Cultural Studies**, CARLA online institute, Content-Based Language Instruction and Curriculum Development
- **Marina Cavichiolo Grochocki, Department of Classical and Ancient Near Eastern Studies**, International Baccalaureate online workshop, Classical Languages for the International Baccalaureate Diploma
- **Jose Luis Garrido Rivera, Second Language Acquisition PhD Program; Department of Spanish and Portuguese**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
- **Hadis Ghaedi, Second Language Acquisition PhD Program; Department of English (ESL, Writing Center) and APTLI**, ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop
• Trang Tran, Department of Curriculum and Instruction; Department of Asian Languages and Cultures. CARLA online institute, Teaching Language through the Lens of Social Justice
• Jun Wang, Department of Asian Languages and Cultures. CARLA online institute, Building on Effective Uses of Technology in Second Language Teaching
• Gordon West, Second Language Acquisition PhD Program. TESOL online, non-credit course, ELT Leadership Management Certificate Program
• Jie Zhang, Department of Asian Languages and Cultures. ACTFL/NCOLCTL Online Oral Proficiency Interview Familiarization Workshop

2. Supporting Innovation in the Design of Effective Language Programs

2.1. Grants to Support Instructional Innovation

In 2020-21, this grant program prioritized funding for projects that aimed at promoting diversity and inclusion in language education or on improving the remote delivery of language and culture instruction. The Language Institute made two awards in 2020-21.
• Farooq Muhammad Asif, Department of Asian Languages and Cultures (ALC), to develop a repository for instructors of less commonly taught languages (LCTLs) in ALC to share class activities and assessments
• Julie Dahl, Division of Continuing Studies (DCS), to create short recordings of Spanish speakers representing different language varieties, ethnicities, and lived experiences, as part of the redesign of the DCS Spanish 1-4 conversation class

Kudos to Language Institute International Directions Advisor Kaitlin Koehler, whose outstanding work was recognized by an L&S Academic Staff Early Career Award in 2021.
2.2. Russian Flagship Program

People
- Karen Evans-Romaine, Co-Director
- Laura Marshall, Assistant Director
- Dianna Murphy, Co-Director
- Anna Tumarkin, Associate Director

By the Numbers
- 2020-21 core grant award: $324,977
- Students: 46
- Student ambassadors: 4
- Tutors: 17
- Average hours/week of tutoring: 55
- Students who will participate in intensive Russian programs in Summer 2021 (virtual domestic/study abroad) in Summer 2021: 11
- Student scholarships awarded for 2021-22:
  - Language Flagship Scholarships: $155,245
  - Summer FLAS: $15,000 (2 students)
  - Academic Year FLAS: $30,000 (2 students)

2020-21 Program Highlights
- Offered virtual tutoring and co-curricular programming for students. Provided virtual advising and student mentoring.
- Arranged for students to participate in virtual study abroad programs, the Russian Overseas Flagship capstone program and Russian Language and Area Studies Program, both administered by American Councils for International Education, with host universities in Kazakhstan and Russia.
- Adapted intensive summer first- and second-year Russian to the virtual context. Supported a workshop, Essentials of Online Language Teaching, by Shannon Spasova, Michigan State University, to help instructors prepare for online instruction, June 3.
- Established a new ad hoc committee, co-chaired by Marshall, focused on recruitment and outreach for all eight domestic Russian Flagships in Summer 2020. The committee launched a series of national, virtual K-12 recruitment events, October 1-15.
- Conceptualized and implemented a semester-long blended learning series focused on Russian rock, developed in collaboration with the seven other domestic Russian Flagship programs and with support from the Flagship Technology Innovation Center at the University of Hawai‘i at Mānoa. Evans-Romaine and Murphy co-chaired this interinstitutional blended learning project; Tumarkin served on the project’s planning committee and hosted a culminating game show on April 16. The thematic focus of the series, Kino and Russian Rock, was the underground Russian rock scene in 1980s Leningrad.
- Led Russian Across the Curriculum tutorials for nine advanced Russian Flagship students. The titles of students’ final papers were:
  - Agriculture in Russia and the Decline of the Farmer Class
  - Allomorphy in Kazakh Cases
  - Bollywood in the Soviet Union
  - Changes in the Population of Kazakhstan in the 1930s and 1940s
• Character Analysis of Grigory Pechorin in Lermontov’s “A Hero of Our Time”
• Crime in Russia under Yeltsin and Putin
• Music Censorship in Russia
• Psychological Aspects of Chernobyl
• The Third Wave of Emigration from the Soviet Union

• Shared program practices and research through conference presentations, workshops, and publications:
  o **The Flagship Culture Initiative: Promoting Intercultural Learning for Flagship Students before and during the Overseas Capstone and Culture App: Online Cultural Scenarios in Intercultural Teaching and Learning, an Interactive Workshop.** Karen Evans-Romaine, Dianna Murphy, Dan Davidson and Maria Lekic (American Councils), Valerie Anishchenkova and Joseph Bass (University of Maryland), University of Maryland, June 2020.
  o **Teaching Content-Based Courses Online.** Anna Tumarkin, Anna Alsufieva and Nila Friedberg (Portland State University), Susan Kresin and Anna Kudyma (UCLA), Karen Evans-Romaine and S.A. Karpukhin (UW-Madison), University of Wisconsin-Madison, July 2020.
  o **Co-Curricular Activities and Community Building during Uncertain Times.** Laura Marshall, Irina Dubinina (Brandeis University), Iza Savenkova (Dickinson College), Lee Roby (Friends School of Baltimore), Kathleen Evans and Maria Shardakova (Indiana University), Evgeny Dengub (University of Massachusetts, Amherst), American Council of Teachers of Russian (ACTR), July 2020.
  o **Study Abroad and Intensive Summer Programs.** Karen Evans-Romaine, Graham Hettlinger and Jeannette Owen (American Councils), Irina Walsh (Bryn Mawr College), Jason Merrill (Middlebury College Davis School of Russian), and Nana Tsikhelashvili (Middlebury School in Russia), American Council of Teachers of Russian (ACTR), August 2020.
  o **Facilitating Intercultural Communicative Competence for Cultural Awareness during Study Abroad: The Flagship Culture Initiative.** Karen Evans-Romaine, Dan Davidson and Maria Lekic (American Councils), Susan Kresin (UCLA), and Gulnara Glowacki (UW-Madison), Association of Slavic, East European, & Eurasian Studies, November 2020.
  o **Embrace the Engagement Experiment: Keys to Co-Curricular Success During the Pandemic.** Laura Marshall, FLTMAG, November 2020.
  o **Cultural Preparation for Study Abroad, and the Move to Online Learning.** Karen Evans-Romaine, Alex Groce (American Councils), Victoria Thorstenson (Nazarbayev University), and Assel Almuratova and Gulnara Glowacki (UW-Madison), Association of Teachers of Slavic & East European Studies, February 2021.
  o **Teaching Upper-level Courses in a Remote Context: Models from the Flagship Program.** Anna Tumarkin, Anna Alsufieva and Nila Friedberg (Portland State University), Victoria Hasko (University of Georgia), and Kirsten Rutsala (Virginia Tech), American Association of Teachers of Slavic & East European Studies, February 2021.
  o **Cultural Preparation for Study Abroad, and the Move to Films in the Russian Curriculum.** Anna Tumarkin, Irina Walsh (Bryn Mawr College), Veronika Egorova (Harvard University), Anna Kudyma (UCLA), and Irina Six (University of Kansas), American Association of Teachers of Slavic & East European Studies, February 2021.
**Outside review.** For an outside review of the program initiated by the federal funders as part of regular evaluation of all Language Flagship programs nationwide, in Spring 2021 the Russian Flagship team prepared comprehensive self-study materials for the review committee and hosted a virtual site visit by the reviewers. The site visit, conducted over a two-week period, included class and co-curricular programming observations; meetings with Russian Flagship students, faculty and staff (including graduate TAs); and meetings with faculty and staff from the Center for Russia, East Europe, & Central Asia; College of Letters & Science; Department of German, Nordic, and Slavic+; International Academic Programs; International Division; Pushkin Summer Institute; and Reserve Officers’ Training Corps (Air Force, Army, and Navy).

The Russian Flagship is a collaborative initiative of the Department of German, Nordic, & Slavic+ (GNS+) and the Language Institute, with International Academic Programs, the Center for Russia, East Europe, & Central Asia (CREECA), and the Doctoral Program in Second Language Acquisition.

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Russian Flagship tutor Daria Shcherbakova was a featured guest for a conversation on Belarus as part of the "Telemost" (TV-Bridge) series in which students interviewed everyday people from the Russian-speaking world.

Russian Flagship teaching assistant Yekaterina Pak shows off a “chuchelo” (scarecrow) that she created as part of a virtual holiday celebration.

As part of a blended learning series on Russian rock, Russian Flagship tutor and co-curricular program assistant Iuliia Nagina hosted a virtual film screening, created numerous Spotify playlists, and incorporated the theme of Russian rock into her spring.
3. Enabling Student Success in Reaching Professional and Personal Language Learning Goals

The Language Institute empowers undergraduate students’ academic and professional success through the study of language. During the 2020-21 academic year, International Directions Advisor Kaitlin Koehler expanded advising services and programming for undergraduate students through virtual advising, asynchronous and synchronous talks and workshops, and communication campaigns across digital platforms.

**Student Programming**

Language Institute student programming in 2020-21 addressed the demand for personal and professional development opportunities for students of languages and other bi- or multilingual students. In tailored workshops and guest lectures in language courses, as well as virtual programming open to all students on campus, students explored how they might integrate their language and intercultural competencies into their post-graduation lives. The programs were scaffolded to engage students in on-going career planning and networking with experts across international fields.

2020-21 programs for undergraduates included:

- Monthly Bilingual Affinity Group
- UW Languages Live Sessions
- Marketing Your Language Skills Advising Sessions
- Paving Your Own Way - UW Language and Linguistics Alumni Roundtable
- UW-Madison Language & Linguistics Alumni Panel
- Personal Branding and Storytelling
- Asian Languages & Cultures Career Chat
- Putting Your Language to Work Lecture
- Language Application Workshop
- Post-Grad Planning (for students interested in writing, travel, and language)

Koehler also served as a guest speaker or facilitator for:

- Wisconsin International Scholars Induction
- Chinese Professional Communication Course
- Japanese Professional Communication Course
- Boren Awards interviews

In partnership with Toni Landis (African Cultural Studies and CANES), Koehler designed a new, one credit career course for undergraduate students, African 275: Lead with Languages: Putting Language Skills to Work. In this course, students will learn how to connect their language learning with their personal interests, skills, and abilities to begin exploring career pathways. Koehler and Landis will team-teach the course beginning in Fall 2021.
To support this programming, Koehler created a series of career tools for the languages.wisc.edu website that included a job/internship guide for language students and resources on how to present language and intercultural skills on a resume.

**Communications**

Heightened virtual, undergraduate engagement during the academic year promoted communications efforts across a variety of digital platforms including social media, news articles, and video content.

Campaigns included:
- **Student Voices video**
- **Language Matters video**
- Bi-weekly **Language Connection newsletter**
- **Less Commonly Taught Languages (LCTLs) Showcase**: Interviews with instructors and students in UW-Madison LCTL programs
- News article, *Language skills expand career opportunities for UW-Madison students*
- Language interest form on languages.wisc.edu

*UW Languages Live session on Instagram to engage students in sharing their strategies for practicing language outside of class.*

**Major Collaborations**

To enhance undergraduate student services (programming, advising, communications), Koehler partnered with many departments and units across campus:
- Coordinated, planned, and facilitated monthly language and linguistics advisor meetings. This group supports new and transfer students during summer orientation and plans collaborative programming for undergraduate language students during the academic year. The fall and spring alumni panels are examples of these efforts.
- Presented at the Wisconsin Association for International Educators (WAIE) Conference 2021 with representatives from UW-Madison’s International Internship Program
- Participated in student communicators group comprised of communications leaders in UW-Madison’s International Academic Programs and International Internship Program
Pre-Major & Career Advising

Koehler’s advising responsibilities during the academic year focused on supporting students in career development and major/certificate exploration.

Throughout winter recess and summer, Koehler served as the lead language consultant for Student Orientation, Advising, and Registration (SOAR). In this capacity, she worked with incoming freshmen and transfer students to address questions and concerns related to language study at UW-Madison:

- Course sequencing and placement
- Academic policy (e.g. retroactive credits and foreign language requirements)
- Early college and transfer credit
- Major/certificate exploration
- Connecting language to careers

UW-Madison language and linguistics alumni who participated in the Fall 2020 alumni panel
4. Conducting Research in Second Language Acquisition

4.1. Second Language Acquisition PhD Program

The Language Institute is the administrative home of the interdisciplinary Second Language Acquisition PhD Program. The SLA PhD Program works to meet three academic and professionalization objectives for its students: (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
• Monika Chavez, Director
• Kristin Dalby, Graduate Program Coordinator
• Fourteen core faculty/academic staff in departments across the College of Letters & Science as well as in the Department of Curriculum and Instruction in the School of Education

By the Numbers
• Students: 15 SLA PhD majors; 21 registered SLA PhD minors
• Summer 2020 - Spring 2021 graduates: 2
• PhD degrees conferred in SLA since the program’s establishment in 2002: 41
• 2021-22 Graduate School Fellowships: 4 one-semester fellowships

SLA Student Achievements
• Sandra Descourtis presented Multilingual Activities to Fostering Children’s Language Awareness at the American Council on the Teaching of Foreign Languages 2020 Convention. She co-authored two articles for News Tank - Higher Ed and Research: L’élection présidentielle et l’université américaine and La rentrée aux États-Unis: des universités dans la tourmente et prises en tenaille. She also co-authored Teaching for Critical Multilingual Language Awareness through Translanguaging Pedagogy in a U.S. Mainstream Elementary Classroom in (Re)imagining the Future of Translanguaging Pedagogies in Classrooms through Teacher-Researcher Collaboration, forthcoming in Multilingual Matters
• Rebecca Sawyer co-presented Whose Spanish in the Classroom? A Historical Analysis of Spanish Varieties Taught in U.S. Schools with SLA Steering Committee Member Diego Román, Katherine Ward (Spanish), Cynthia Baeza (C&I), and Carlos Orozco (Verona Schools) at the American Educational Research Association 2021 conference.
• **Scott Stillar** collaborated with fellow scholars of language and race, JPB Gerald and Vijay Ramjattan, on a series of three articles in *Language Magazine* titled *ELT After Whiteness: A vision of a possible future for English language teaching*. Scott also co-presented *Quietly Failing: Racialized discourses surrounding the implementation of a dual language immersion program* with advisor Mariana Pacheco (C&I) and fellow PhD student Ana Mireya Diaz at the American Association of Applied Linguistics 2021 conference.

• **Chen Sun** received a National Federation of Modern Language Teachers Associations research support grant for a research project on Chinese heritage learners. The grant was awarded at the 2021 National Council of Less Commonly Taught Languages conference.

• **Marina Tsylina, Hadis Ghaedi** and **Jose Luis Garrido Rivera** co-presented *When you need a helping hand, but you get a foot: Russian FL learners’ and teachers’ perceptions of learning affordances* at the American Association of Teachers of Slavic and Eastern European Languages 2021 Annual Meeting.

• **Bingjie Zheng** and **Gordon West** co-published *Assessing preschool English learners’ receptive and expressive language ability to inform instruction* in the International Journal of Bilingual Education and Bilingualism.

• **Bingjie Zheng** published *Neoliberal multilingualism and ‘humanitarian connections’: discourses around parents’ experiences with a Mandarin Chinese immersion school* in the journal *Language and Education*. Bingjie’s outstanding scholarship was recognized by the American Educational Research Association Bilingual Education Research Group’s 2021 Outstanding Dissertation.

**Select SLA Faculty Achievements**

• **Jacee Cho** received an exceptional service award for service to the Department of English, the SLA Program, and Language Sciences and for mentoring students through the SLA Lab.

• **Karen Evans-Romaine**, President Elect of the American Association of Teachers of Slavic and Eastern European Languages (AATSEEL) received the 2020 AATSEEL award for Outstanding Contribution to the Profession.

• **Dianna Murphy** received a 3-year grant (2020-23) from the U.S. Department of Education for *The Speaking Proficiency Outcomes of Face-to-Face and Online U.S. Intensive Postsecondary Summer Programs in Less and Least Commonly Taught Languages*. SLA student Hadis Ghaedi is a research assistant for the study (more details about the study on p. 20.)

• **Mariana Pacheco**, with SLA Program alumna **Colleen Hamilton**, published *Bilanguaging Love: Latina/o/x Bilingual Students’ Subjectivities and Sensitivities in Dual Language Immersion Contexts* in the special issue of *TESOL Quarterly: Equity for Students Learning English in Dual Language Bilingual Education*

• **Diego Román** received a 2020 National Academy of Education/Spencer Fellowship for his work on *The Role of Language in Teaching Local Environmental Issues to Emergent Bilingual Latinx Students in Wisconsin*. He also served as advisor on the HEX-U grant funded project, "Multilingualism and Education in Wisconsin."

• **François Tochon** retired after many years of service to the SLA PhD Program.

• **Kate Vieira** was awarded the Literacy Research Association Edward B. Fry Book Award for her 2019 publication, *Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families.*
SLA Alumni News

SLA alumni had another very busy year with the majority continuing to conduct research and publish widely. Many served as mentors to SLA students in the 2020-21 SLA Mentorship Program. One of our alumni was appointed associate director of a National Language Resource Center and another was chosen as a recipient of an Albert Markham Memorial Fellowship. Visit the SLA website for more alumni news.

Professional Development Events and Activities

- The SLA PhD Program launched a mentorship program involving SLA alumni and other SLA affiliates, who were matched with students for this year-long program.
- **Aneta Pavlenko**, Research Professor at the Center for Multilingualism in Society across the Lifespan at the University of Oslo and Past President of the American Association for Applied Linguistics, met with SLA students for an informal Q&A on her work in October 2020.
- SLA Program Alumna **Colleen Hamilton**, Assistant Professor of ESL/Bilingual Education at National Louis University, held a lunch-and-learn conversation on careers in SLA in October 2020.
- SLA PhD Program Director **Monika Chavez** conducted the workshop, *Working Collaboratively with Your Dissertation Advisor* in February 2021.
- In collaboration with the Language Institute, the SLA PhD Program hosted a series of lectures and a forum on *Critical Approaches to Language Studies* in Spring 2021. Each invited speaker held a discussion and Q&A with SLA students following their talk.
  - **Sara P. Alvarez**, Queens College, CUNY, presented *Our Multilingual Writing Reality: Complicating Immigration, Racialization, and “Academic Writing* in March.
  - **Mario E. López-Gopar**, Universidad Autónoma Benito Juárez de Oaxaca, presented *Decolonizing Literacy and English Practices in Mexico* in April.
  - To conclude the series, the three invited scholars participated in a final panel discussion facilitated by core SLA faculty member **Maggie Hawkins** (C&I) in May.
The SLA PhD Program hosted a series of professional development panels in Spring 2021:

- **Panel 1:** *Careers in Academia Outside of Traditional Teaching Appointments*, in February
  - Sarah Korpi, Independent Learning Coordinator, Academic Affairs and Programming
  - Felecia Lucht, Director, Wisconsin Intensive Summer Language Institute
  - Jana Martin, Associate Director, Language Institute
  - Alan Ng, Director, Outreach Technology and Senior Information Processing Consultant, Administration and Finance
  - Robin Worth, Qualitative Researcher, Wisconsin Evaluation Collaborative (also the first graduate of the SLA Program)

- **Panel 2:** *Careers Outside of Academia*, in March
  - Akira Kondo, Conversational AI Specialist, Discover Financial Services
  - Rose Rittenhouse, Senior Marketing and Publicity Manager, University of Chicago Press, Journals Division
  - Ragnar Svare, Training Officer, California Department of Water Resources

- **Panel 3:** *Careers in Higher Education Policy and University Administration*, in April
  - Alissa Ewer, Assistant Dean, Professional Development and Communication, Graduate School
  - Weijia Li, Director of Global Higher Education Master’s Degree Program
  - Rebekah Pryor Paré, Associate Dean and Executive Director, SuccessWorks

SLA students hosted a prospective student event in March 2021. Five out of six offers extended by the SLA PhD Program for Fall 2021 were accepted. We’re looking forward to welcoming this new cohort next year!

The SLA Program held annual beginning and end of the year events, including the Fall 2020 welcome event in October, an end of the Fall 2020 semester event in December, and a 2020-21 year-end celebration in May.
4.2. New Research Study: The Speaking Proficiency Outcomes of Face-to-Face and Online U.S. Intensive Postsecondary Summer Programs in Less Commonly Taught Foreign Languages

**People**

- Hadis Ghaedi, Graduate Research Assistant; Dissertator, SLA PhD Program
- Felecia Lucht, Researcher; Director, Wisconsin Intensive Summer Language Institutes
- Meg Malone, Outside Evaluator; Director of Assessment, Research and Development, American Council on the Teaching of Foreign Languages (ACTFL)
- Jana Martin, Researcher; Associate Director, Language Institute
- Dianna Murphy, Principal Investigator and Lead Researcher
- Sonya Sedivy, Statistical Design and Consulting; Associate Research Scientist, Testing and Evaluation Services

The Language Institute, in partnership with the Wisconsin Intensive Summer Language Institutes (WISLI), received a 3-year grant (2021-23) from the U.S. Department of Education International Research and Studies Program to conduct a study on the speaking proficiency gains and outcomes in intensive summer programs in the following less commonly taught languages: Arabic, Bengali, Brazilian Portuguese, Hindi, Kazakh, Indonesian, Persian, Tamil, Thai, Tibetan, Turkish, Urdu, Uyghur, and Uzbek. The study responds to national calls for research on the proficiency outcomes of U.S. language programs (Winke & Gass, 2019) to document the speaking proficiency outcomes of intensive summer programs offered through WISLI in both face-to-face and online/remote contexts.

In this first year of the grant, the study team conducted a preliminary analysis of speaking proficiency gains and outcomes in targeted WISLI programs in 2018-20 and prepared for a first round of data collection to take place in Summer 2021.

4.3. Publications and Presentations by Language Institute Staff

Language Institute staff authored the following publications in 2020-21:

- Murphy, D. & Ghaedi, H. (forthcoming). Who are(n’t) our students? The gender and race or ethnicity of students who earned a bachelor's degree in Russian over 20 years, from 1999-2000 to 2018-19. *Russian Language Journal*. Special issue on diversity, equity, access and inclusion.
In 2020-21, Language Institute staff gave presentations at the following conferences or other events:

- **Understanding the Trend: Why Are U.S. Undergraduate Students (Not) Studying Languages Other Than English?** Colloquium co-organizers Dianna Murphy, University of Wisconsin-Madison, and Felix Kronenberg, Michigan State University
- **Making Language Study More Accessible and Relevant: Amplifying Undergraduate Student Voices Through a Large-Scale Survey**, Dianna Murphy, Jana Martin, and Kristin Dalby, University of Wisconsin-Madison, American Association for Applied Linguistics Virtual Conference (AAAL), March 20-23, 2021
- **Languages for All? Student Perspectives on the Value of Language Learning**, Dianna Murphy and Jana Martin, American Council on the Teaching of Foreign Languages (ACTFL) Convention, November 20-22, 2020
- **Bucky is a Polyglot! Everything You Want to Know about Language Education and Outreach at UW-Madison**, Kristin Dalby, Wisconsin Association For Language Teachers (WAFLT) Virtual Fall Conference, November 6-7, 2020
- **Learning from Student Writing to Develop Effective Peer Review Skills**, Kristin Dalby, Virtual TESOL, July 16-18, 2020

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*Making language study more accessible and relevant: Amplifying undergraduate student voices through a large-scale survey*

Dianna Murphy, Jana Martin, and Kristin Dalby  
University of Wisconsin-Madison  
AAAL 2021
5. Advocating for Increased Awareness of the Value of Language Learning for All

5.1. Precollege and K-12 Outreach Programs

Under the leadership of Assistant Director Kristin Dalby, the Language Institute 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. Due to the COVID-19 pandemic, all UW-Madison in-person precollege and youth programs were canceled in summer 2020, including Classics Camp and STARTALK Korean Language & Culture Academy.

**STARTALK Korean Language and Culture Academy**

**People**
- Jaerin Ahn, Lead Instructor
- Kristin Dalby, Co-Director
- Byung-jin Lim, Principal Investigator and Co-Director

In collaboration with the Department of Asian Languages and Cultures, the Language Institute secured federal grant funding of $82,651 from the National Security Agency for UW-Madison’s fourth STARTALK Korean program for high school students in 2020. The Summer 2020 program was canceled due to the COVID-19 pandemic; the federal funders approved carrying over the award to offer a program in Summer 2021.

In 2020-21, the STARTALK Korean Language and Culture Academy team devoted its efforts to transforming the in-person program to an online format. Enrollment in the STARTALK Korean Language Culture Academy for Summer 2021 is strong. We look forward to welcoming students from all over the country to participate in this engaging, four-week Korean language and culture program in June-July 2021.

**Facilitated Language Studies**

Three Wisconsin high schools (Madison East and West High Schools and Plymouth High School) offer Facilitated Language Studies (FLS) courses for students to study a less commonly taught language in high school. FLS courses use tutors as conversation partners and as a resource for students’ language and culture learning. In Spring 2021, the Language Institute partnered with Badger Volunteers in the Morgridge Center for Public Service to connect 17 UW-Madison students to tutor for FLS courses in Arabic, Italian, Japanese, Korean, and Russian.
5.2. UW-Madison’s Languages Initiative

**Language Institute Leads**
- Dianna Murphy, Language Institute Director
- Kristin Dalby, Language Institute Assistant Director

This grass-roots project aims to raise awareness of the linguistic diversity of our campus and local communities; recognize and communicate the value of multilingualism for individuals, communities, and societies; promote understanding of language as a key aspect of diversity; recognize and address linguistic prejudice and discrimination; and promote a more inclusive campus climate in which language is recognized as a key aspect of identity that contributes to the diversity of our campus community. Based on input from campus community members at town hall meetings and through a follow-up survey, three areas of focus were identified for the initiative. Initial progress was made in all three areas, as follows.

Focus area #1: Raise awareness of the value of bi/multilingualism, of the many languages represented by the UW-Madison campus community, and of Wisconsin as a multilingual state. With Undergraduate Research Scholar Maria Gleason, the project conducted numerous interviews with members of the campus community on the role of language(s) in their teaching, studies, or other work on campus, and on the different ways that language(s) intersect with their personal, academic and other professional identities. The interviews will form the basis for a new communications campaign, to be launched in 2021-22, tentatively called *Our Campus, Our Languages.*

Focus area #2: Engage in initiatives to integrate language(s) into campus-wide diversity and inclusion efforts, with an emphasis on the need to recognize and address linguistic prejudice and discrimination in all forms, and to ensure equity and access in all university activities for minoritized groups, Deaf and hard of hearing students and staff, and bi/multilingual students and staff. With a group of linguists at UW-Madison and other institutions that met regularly throughout the year for shared readings and discussion of possible new forms of outreach related to language ideologies and linguistic discrimination, and with the support of a small team of graduate and undergraduate students (Emily Cheng, Matthew Griffin, Eric Ho, Martha Kowalski), prepared a draft of a survey to administer to undergraduate students in Fall 2021 on the languages they speak/use and on their attitudes toward language variation and standardized language varieties; and a draft of a lesson plan to prepare undergraduate students to engage in campus- or community-based research on linguistic diversity, language ideologies, etc.

Submitted a proposal for a session at the 2021 Diversity Forum on *Understanding and Addressing Linguistic Bias and Discrimination* (Katka Showers-Curtis, Madina Djuraeva, Dianna Murphy, Joe Salmons)

Focus area #3: Advocate for increased visibility and support for Indigenous languages

- Facilitated a series of discussions regarding possible new forms of collaboration in Indigenous languages instruction
- Hosted a panel discussion (audience of 196) on *Indigenous Languages of Wisconsin: Reclaiming Past, Present and Future*, with members of Enwejig Language Advocates (Monica Macaulay, Brian McInnes, Omar Poler).
6. Acknowledgments

The Language Institute is an initiative of the UW-Madison College of Letters & Science (L&S). While primarily funded by the College of L&S, the Language Institute receives substantial support from the International Division to support LI programming. In 2020-21, International Division funding supported the Committed to Change seminar, invited talks and workshops for UW-Madison language educators and researchers, language educator professional development, instructional innovation in language courses, and student programming.

The Language Institute is governed by the LI Administrative Council.
- Director, Language Institute (Dianna Murphy; chair)
- Director, Doctoral Program in Second Language Acquisition (Monika Chavez)
- Director, Language Sciences Program (Eric Raimy)
- Director, Russian Flagship Program (Karen Evans-Romaine)
- Associate Director, Language Institute (Jana Martin)
- Assistant Director, Language Institute (Kristin Dalby)

We would like to thank the many UW-Madison departments, centers, and programs that contributed to the LI’s professional development programs; language advocacy and outreach; and undergraduate advising.

The Russian Flagship Programs was 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 research study The Speaking Proficiency Outcomes of Face-to-Face and Online U.S. Intensive Postsecondary Summer Programs in Less and Least Commonly Taught Foreign Languages was supported by a grant from the U.S. Department of Education International Research and Studies Program.

The STARTALK Korean Language and Culture Academy (postponed from Summer 2020 to Summer 2021) was supported by a grant from STARTALK, a program of the National Security Agency.

The Anonymous Fund supported the joint SLA and Language Institute series on Critical Approaches to Language Studies lecture series, and other Language Institute talks and workshops.

The UW-Madison’s Languages Initiative is co-sponsored by the Center for East Asian Studies; Center for South Asia; Center for the Study of Upper Midwestern Cultures; Cultural Linguistic Services; Department of African Cultural Studies; Department of Asian Languages and Cultures; Department of English; Department of French and Italian; Department of German, Nordic, and Slavic+; Department of Spanish and Portuguese; Division of Continuing Studies Language Program; the International Studies Major; Second Language Acquisition PhD Program; Teaching Academy; WIDA; Wisconsin Intensive Summer Language Institutes; and The Writing Center.
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Quick Links

Language Institute
languageinstitute.wisc.edu

Languages at UW-Madison portal
languages.wisc.edu

PhD Program in Second Language Acquisition
sla.wisc.edu

Russian Flagship Program
russianflagship.wisc.edu

STARTALK Korean Language and Culture Academy
startalkkorean.wisc.edu

Wisconsin Language Roadmap Initiative
wisconsinlanguageroadmap.wisc.edu