Stanford Language Center

Annual Report to the Committee on Undergraduate Standards and Policy

Academic Year
2006 - 2007

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Overview

The 2006-2007 academic year marked the beginning of the 12th year of the Stanford Language Center. This annual report consists of sections highlighting performance data of Stanford students completing the language requirement; information on teaching quality; and characteristics of the placement and assessment of incoming students for the current academic year (2007-2008). Further, this report presents an update on curriculum development; provides data on the English for Foreign Students program that has been a part of the Language Center since 2003; and contains information on technology directions and program enhancements in the language curriculum.

Quality of Stanford Language Programs

Performance Standards

As noted in previous reports, each language program at Stanford has articulated proficiency goals in all language skills. In brief, the goals for first-year instruction are an Intermediate Mid level of oral proficiency in the cognate languages (e.g., French, German, Italian, and Spanish) and Novice High in the non-cognate languages (e.g., Japanese and Chinese). Similar standards are set for reading and writing. These proficiency levels are based on the national scale called the Foreign Service Institute/American Council on the Teaching of Foreign Languages scale (FSI-ACTFL scale).

The scale has ten levels: Novice Low (NL), Novice Mid (NM), Novice High (NH); Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH); Advanced Low (AL) Advanced Mid (AM), Advanced High (AH); and Superior (S). The Novice level entails word-level speech; Intermediate, sentence-level speech; Advanced and Superior, paragraph-level speech and beyond. To put this scale into context, studies done nation-wide indicate that language majors generally achieve an Intermediate Mid (IM) rating on oral proficiency interviews. This rating has been characterized as "survival" level, inadequate for even the most rudimentary of professional interaction. In fact, at present, most state certifying bodies require a minimal rating of Advanced Low (AL) for public school credentials.

For the past years, this Annual Report has focused exclusively on oral proficiency ratings for three reasons: first, because oral proficiency is the most difficult skill to acquire in a formal setting and is, therefore, worthy of significant attention; second, oral proficiency was the dimension of language study perceived as lacking by the wider university community at the founding of the Language Center; and third, a nationally recognized scale and a concomitant training program was available. This third reason enabled the Language Center to compare Stanford student performance across languages, programs, and institutions.

Recently, a national scale for the development of writing proficiency has been finalized. This scale follows the general outline of the oral proficiency scale. In parallel to the oral proficiency process, this scale also has a certification procedure attached to it. Beginning in Spring Quarter 2008, all students completing the language requirement will also have their writing proficiency assessed and reported in the "self-study" section of this document.

Self-study

In Spring Quarter of each year, the Language Center initiates a self-study of language programs to document whether third quarter students, i.e., students completing one year of language study, do indeed meet the articulated standards. Oral proficiency data in French, German, Spanish, Italian, Chinese, Japanese, Russian and Portuguese are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. **Appendix A** displays the oral proficiency ratings generated over the

past twelve academic years. The majority of students were indeed in or beyond expected ranges during the Spring 2007 assessment. Each program analyzes its performance data annually and discusses ways in which to bring ever more students to target levels and beyond. As usual, the Asian languages programs as well as the Portuguese program far exceeded their targeted objectives.

Stanford Language Programs and the *National Standards*

The Language Center has been at the national forefront of implementing a systemic and systematic assessment program for all language programs. An outgrowth of that assessment program has been intensive discussion about the first- and second-year curricula to insure that the programs meet not only local standards, i.e. the Stanford language requirement, but also national standards.

Standards for Foreign Language Learning in the 21st Century (1999), endorsed by all major language-specific learned societies as well as umbrella organizations such as the Modern Language Association and the American Association of Applied Linguistics, sets performance standards K-16 in all language competencies (interpersonal, interpretive, and presentational). The *Standards* acknowledge that reading, writing, listening, and speaking as concepts are monodimensional and that language competencies are far more complex and nuanced. Speaking for example, can remain at the interpersonal level and yet for university learners seeking to use languages in professional/academic settings, speaking must often be presentational in nature with significant interpretive dimensions.

Appendix B outlines the Stanford first- and second- year curricula developed in accordance with the *Standards* document. Curricular documents for the cognate languages are included in the current report; the Language Center's annual report for 2007-2008 will include the documents developed in the non-cognate languages.

Teaching Effectiveness

Each quarter for the past eleven years, the Language Center processed manually all language teaching evaluations. The evaluations were collected, the data loaded into spreadsheets and consolidated and reviewed each quarter. Further, the Director read all student comments on the evaluations (approximately 2000 each quarter). All instructors then received copies of their evaluations by the first day of the following quarter. This enabled instructors to modify and enhance their instruction from the first day of the following quarter.

With the advent of the electronically-delivered evaluations of teaching, teachers are now able to access their evaluations directly from the web. The Director of the Language Center continues to read each evaluation. As of Winter Quarter 2008, the online evaluation system has enabled the Language Center staff to collate student comments within language levels. References to specific individuals are removed and the collated comments are forwarded to language program coordinators. This system enables a quarterly curriculum review that has now been added to individual review.

Appendix C illustrates student responses to first-, second-, and third-year language teaching during academic year 2006-2007. The data are consistent across previous years' reports and point toward the genuine strengths in all language programs in the Division of Literatures, Cultures, and Languages. All 17 questions yield responses overwhelmingly in the "excellent" and "very good" categories. Students continue to like their instructors more than their courses and have particularly high praise for their instructors' knowledge; instructors' availability; and instructors' concern with student learning.

Further, all teaching staff (N=68) are evaluated on the contents of their teaching portfolio and receive a letter evaluating their performance with suggestions for the coming academic year.

Appendix D contains the Language Center lecturer roster for academic year 2007-2008 (≥ 50% FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments as well as ACTFL certifications. Twenty-six full-time instructors (37%) have completed all oral proficiency interview training and have been certified; an additional sixteen have begun the certification process. 95% of all Stanford language instructors (lecturers and graduate students) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States to have even a handful of instructors have such training.

The certification process is rigorous, taking between six months and a year to complete. It involves several stages which train candidates to rate speech samples and perform oral proficiency interviews at various levels. Candidates first attend an intensive 2- or 4-day M/OPI workshop to learn and practice procedures for rating and interviewing. They then prepare and submit a round of practice interviews they themselves have performed; receive feedback on those interviews; prepare and submit a final round of interviews; and undergo an individual OPI to ascertain their own oral proficiency level at Advanced Mid or higher. Certification is granted based on rating reliability and interviewing technique. To put this in context, successful candidates typically need to perform three or four times the number of interviews than are needed for submission in order to produce interviews of sufficient quality.

The American Council on the Teaching of Foreign Languages (ACTFL) has also begun to develop a similar certification process in writing, which trains candidates to identify and rate writing samples of various proficiency levels, through workshops and subsequent rounds of rating practice. The Language Center has already sponsored two such workshops and has several staff members currently pursuing this rater certification; an additional three have completed the process and been certified as raters of writing proficiency. The writing certification is an add-on to the oral proficiency certification.

Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite high despite the Stanford "techie" reputation. That is, a high percentage of Stanford students enroll in language courses even though they have already fulfilled the requirement. This pattern does not seem to have changed much. Table 1 lists first-, second-, and third-year enrollments per language through academic year 2006-2007. Average data from academic years 1995-1999 and 2000-2004 are included for comparison. These data now also include enrollments generated by the English for Foreign Students and Tibetan Language programs.

TABLE 1 - 1st-2nd & 3rd year Enrollments - Average Autumn 1995 - 1999, Autumn 2000 - 2004 and Autumn 2005 - Spring 2006*

	Average Fall 95-99	Average Win 95-99	Average Spr 95-99	Average Fall 00-04	Average Win 00-04	Average Spr 00-04	Aut 05	Win 05	Spr 05	Aut 06	Win 06	Spr 06
Chinese	265.2	227.6	186.8	320	269	242	404	360	312	399	352	298
EFS				216	182	176	188	200	173	233	196	188
French	230.4	196.2	172.8	240	227	204	279	265	207	232	205	187
German	101.8	108.2	77.8	92	98	74	76	84	70	97	97	73
Italian	178.8	164	162.5	236	215	192	239	204	172	227	183	190
Japanese	166.8	138	96.2	198	170	134	224	199	138	202	179	139
Korean	36.6	28.2	26	30	27	22	42	39	37	32	33	23
Portuguese	21.2	26.8	31.4	44	49	53	39	50	51	41	50	68
Slavic	43.8	42.6	32.2	54	51	45	46	47	35	50	53	50
Spanish	592.2	550.6	440	632	580	473	648	557	483	584	556	510
SPL	167.8	146.2	121.2	191	147	131	221	161	137	205	157	152
AME				118	119	105	158	140	134	191	174	139
Tibetan										5	5	4
TOTAL	**1805**	**1628**	**1347**	**2371**	**2134**	**1851**	**2564**	**2306**	**1949**	**2498**	**2240**	**2021**

* Averages (1995-1999) do not include third year courses - ** EFS included starting Fall 2003 - ***Tibetan included starting Fall 2006

Examining the data from 2006-2007 and comparing it with average data from the first five years of the Language Center (excluding EFS and Tibetan enrollment) indicates that enrollment has risen 22%--this in spite of increasing numbers of admitted students already having met the requirement and a stable number of admitted students. Since 2003 (with the inclusion of EFS enrollment), the Language Center has experienced an additional 7% enrollment increase.

Table 2 illustrates academic year 2006-2007 demographic data collected from language teaching evaluations. Students continue to report "interest" considerably more frequently than "requirement" as the reason for being in their class. Table 2 also provides some evidence as to which languages are used most often to fulfill the language requirement.

Table 2 - Student Self-Reports - Academic Year 2006-2007

ACADEMIC YEAR 2006-2007 - FIRST YEAR

	Chinese	EFS	French	German	Italian	Japanese	Korean	Portugues	Slavic	AME	SPL	Spanish	Tibetan
Majors	19%	5%	11%	12%	13%	25%	17%	34%	21%	30%	8%	20%	0%
DR/GRE	17%	2%	38%	20%	30%	22%	33%	5%	25%	11%	39%	83%	78%
Reputation	2%	4%	1%	0%	5%	10%	0%	3%	0%	6%	7%	2%	0%
Interest	72%	63%	51%	66%	58%	73%	61%	68%	69%	66%	58%	75%	33%
Other	2%	25%	6%	14%	18%	7%	0%	2%	2%	3%	2%	4%	0%
***Total Enr**	**463**	**553**	**274**	**145**	**432**	**200**	**18**	**92**	**48**	**267**	**253**	**557**	**9**
***Students answered in multiple categories**													

ACADEMIC YEAR 2006-2007 - SECOND YEAR

	Chinese	EFS	French	German	Italian	Japanese	Korean	Portugues	Slavic	AME	SPL	Spanish	Tibetan
Majors	24%	0%	25%	44%	36%	13%	4%	60%	19%	38%	3%	44%	0%
DR/GRE	2%	0%	6%	2%	1%	1%	0%	0%	0%	4%	38%	3%	0%
Reputation	1%	0%	1%	0%	12%	7%	0%	0%	0%	4%	1%	1%	0%
Interest	61%	0%	76%	44%	58%	87%	87%	50%	15%	62%	60%	57%	0%
Other	0%	0%	5%	12%	5%	5%	4%	10%	1%	5%	1%	4%	0%
***Total Enr**	**225**	**0**	**153**	**41**	**83**	**106**	**23**	**20**	**98**	**85**	**98**	**469**	**0**
***Students answered in multiple categories**													

ACADEMIC YEAR 2006-2007 - ADVANCED

	Chinese	EFS	French	German	Italian	Japanese	Korean	Portugues	Slavic	AME	SPL	Spanish	Tibetan
Majors	28%	0%	35%	42%	92%	14%	12%	75%	78%	21%	9%	46%	0%
DR/GRE	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	23%	0%	0%
Reputation	2%	0%	0%	4%	0%	5%	4%	0%	3%	0%	0%	0%	0%
Interest	72%	0%	67%	54%	58%	86%	92%	63%	34%	79%	59%	41%	0%
Other	3%	0%	4%	4%	0%	5%	8%	0%	0%	0%	5%	3%	0%
***Total Enr**	**144**	**0**	**52**	**24**	**12**	**80**	**26**	**16**	**32**	**19**	**22**	**99**	**0**
***Students answered in multiple categories**													

Table 3 illustrates the academic background of students in the language programs. First-year students are distributed fairly evenly across academic areas. The reports of second-year reveal Asian languages as growing in the number of students in Social Science as well as in Science and Engineering. In general, the second-year language programs meet the needs of more Social Science students and the third-year programs meet the needs of more Humanities students. These data reflect the larger student population in programs with second-year language requirements such as International Relations as well as majors enrollment in the various languages. It also helps the Language Center insure that the language programs are aligned with the needs and interests of students enrolled.

Table 3 - Areas of Study - Academic Year 2006-2007

ACADEMIC YEAR 2006-2007 - 1ST YEAR

Area of Study	Chinese	EFS	French	German	Italian	Japanese	Korean	Portugues	Slavic	AME	SPL	Spanish	Tibetan
Science	16%	19%	19%	8%	15%	23%	50%	11%	23%	17%	15%	38%	44%
Social Science	22%	8%	33%	20%	17%	13%	11%	34%	35%	36%	28%	38%	0%
Humanities	13%	5%	15%	41%	30%	12%	0%	18%	23%	23%	18%	19%	33%
Engineering	27%	64%	16%	24%	12%	32%	39%	10%	8%	9%	20%	22%	0%
Education	0%	1%	0%	1%	0%	0%	0%	1%	0%	0%	1%	1%	0%
Other	17%	2%	14%	8%	24%	20%	0%	17%	8%	12%	17%	37%	0%
Total Responses	**463**	**553**	**274**	**145**	**432**	**200**	**18**	**92**	**48**	**267**	**253**	**557**	**9**
*Students answered in multiple categories													

ACADEMIC YEAR 2006-2007 - 2ND YEAR

Area of Study	Chinese	EFS	French	German	Italian	Japanese	Korean	Portugues	Slavic	AME	SPL	Spanish	Tibetan
Science	22%	0%	7%	17%	7%	19%	17%	10%	5%	18%	21%	21%	0%
Social Science	30%	0%	35%	32%	48%	17%	22%	25%	13%	36%	29%	40%	0%
Humanities	14%	0%	31%	39%	29%	10%	13%	15%	14%	22%	11%	15%	0%
Engineering	28%	0%	8%	5%	61%	42%	35%	40%	0%	8%	30%	6%	0%
Education	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%
Other	4%	0%	16%	7%	10%	8%	4%	5%	0%	9%	7%	18%	0%
Total Responses	**225**	**0**	**153**	**41**	**83**	**106**	**23**	**20**	**98**	**85**	**98**	**469**	**0**
*Students answered in multiple categories													

ACADEMIC YEAR 2006-2007 - ADVANCED

Area of Study	Chinese	EFS	French	German	Italian	Japanese	Korean	Portugues	Slavic	AME	SPL	Spanish	Tibetan
Science	12%	0%	4%	8%	0%	13%	8%	0%	6%	0%	45%	9%	0%
Social Science	28%	0%	31%	38%	50%	25%	46%	69%	19%	79%	32%	52%	0%
Humanities	16%	0%	29%	46%	42%	26%	12%	31%	44%	21%	9%	25%	0%
Engineering	19%	0%	13%	8%	0%	33%	19%	0%	22%	0%	9%	9%	0%
Education	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	1%	0%	19%	0%	8%	0%	0%	0%	3%	0%	0%	4%	0%
Total Responses	**144**	**0**	**52**	**24**	**12**	**80**	**26**	**16**	**32**	**19**	**22**	**99**	**0**
*Students answered in multiple categories													

The Language Requirement

Placement and assessment, academic year 2007-2008

The Language Center does significant planning based on input received from the language placement form in *Approaching Stanford* that all incoming students receive and are asked to complete. The Language Center asks students which languages they have studied; which language they intend to use to fulfill the language requirement; for a self-assessment of language abilities; and whether students would like additional information from various language programs. These data enable the Language Center to predict enrollment patterns (both at the program and course level) and to have better and appropriately informative communication with incoming students.

Table 4 provides information received from the 2007-2008 incoming students. The vast majority of students reported an interest in pursuing Spanish, followed by French, then Chinese. This pattern is virtually identical to previous academic years.

TABLE 4 - Baseline data on incoming students 2007-2008

LANGUAGE	RAW NUMBER	PERCENTAGE
SPANISH	811	49%
PORTUGUESE	8	0%
FRENCH	254	15%
ITALIAN	57	3%
GERMAN	53	3%
RUSSIAN	9	1%
CHINESE	167	10%
JAPANESE	61	4%
KOREAN	24	1%
LATIN	73	4%
GREEK	3	0%
MODERN GREEK	2	0%
HEBREW	11	1%
SWAHILI	6	0%
TAGALOG	2	0%
ASL	6	0%
ARABIC	27	2%
POLISH	1	0%
PERSIAN	1	0%
PUNJABI	1	0%
NAVAJO	1	0%
OTHER	50	3%
NONE	31	2%
	1659	**100%**

Table 5 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2007. All students in need of placement were required to test on-line, leaving only the oral examination for the usual placement testing period. Nine hundred eighty nine students (up from 901 in Fall 2006) completed the oral portion of the examination and were placed officially or exited from the requirement in the summer of 2007.

TABLE 5 - On-campus testing, September 19-21, 2007			
LANGUAGE	Expected	ACTUAL written #	On Campus Oral
SPANISH	358	442	556
SHBS		61	28
FRENCH	106	215	190
ITALIAN	2	17	14
GERMAN	11	40	34
RUSSIAN	2	9	8
CHINESE	27	111	93
JAPANESE	16	47	41
KOREAN	0	9	8
LATIN	10	14	14
HEBREW	4	3	3
TOTAL	**536**	**968**	**989**

Table 6 recaps data concerning students who completed the language requirement through some form of testing. Fifty-eight (58%) percent of incoming students exited from the language requirement in Fall 2007. This year's data include students entering Stanford as native speakers of a language other then English.

TABLE 6 - Students completing the language requirement through testing - 2007-2008				
	Lang. Req. SATII/AP-Native	Placement Test - Place Out	Total	% Getting LR
ANCIENT GREEK	0		0	0%
CHINESE	68	64	132	79%
FRENCH	128	45	173	68%
GERMAN	25	8	33	62%
HEBREW	3	3	6	55%
ITALIAN	3	8	11	19%
JAPANESE	14	13	27	44%
KOREAN	28	2	30	125%
LATIN	42	8	50	68%
RUSSIAN	2	4	6	67%
SHBS		29	29	48%
SPANISH	395	87	482	59%
	708	**271**	**979**	**58%**

At the request of C-US the Language Center began to probe in 1998-1999 the relationship between placing out of the language requirement and the oral proficiency standards set by the first-year requirement. In past academic years, using both random and non-random samples, all AP/SATII students who took a Simulated Oral Proficiency Interview achieved an acceptable oral proficiency rating. The 2006-2007 academic year was consistent with previous years. Most AP/SATII students are well beyond expected oral proficiency levels. These data are listed in **Appendix E.** The Language Center continues to be enormously supportive of the use of AP/SATII scores for placement.

The Language Center has a significant amount of interaction with incoming Frosh beyond their online placement testing. **Appendix F** catalogues email exchanges throughout the summer of 2007, categorized by language of interest. Students receive information about majors and minors in the languages of their interest areas as well as information regarding overseas programs.

Petitions and credit transfers

The vast majority of Stanford students meet the language requirement either through testing or through placement and the completion of a third-quarter course in one of the languages that explicitly meets the language requirement, i.e., mainly those languages attached to academic programs in departments. In Fall 1997, the C-US gave the Language Center Director discretionary authority to decide on petitions filed outside the normal channels of the language requirement. No petitions were filed during 2006-2007.

The Language Center also approves credit transfers from other domestic and international institutions. Table 7 illustrates that the number of students requesting transfers has more than doubled since the inaugural year of the Language Center. The number of students requesting credit transfers for Spanish has been substantially reduced, and will continue to decline given the popularity of the Madrid campus.

TABLE 7 - Credit Transfers - 1997-1998 through 2006-2007

	1997-1998	1998-1999	1999-2000	IB Transfer 1999-2000	2000-2001 4/27/2001	2001-2002 4/28/02	2002-2003 4/17/02	2003-2004 4/18/03	2004-2005 9/15/04	2005-2006 9/15/04	2006-2007 after 9/23/06
AME					8	3	3	7	4	3	2
Ancient Greek										1	
Arabic											5
Chinese	1	3	3		6	3	7	9	8	4	6
French	10	8	16	1	8	4	12	17	6	12	11
German	6	5	1	1	5	4	4	8	4	5	3
Hebrew											3
Italian		2	10		3	7	7	14	9	6	7
Japanese	2	1	6			4	4	6	1	2	6
Korean	1				3	2	2	1			
Latin	3	4			1				1	3	2
Portuguese		1			3	4		4	2	1	1
Russian	1	2	1		3	1	3	1	3	1	2
Spanish	13	32	31		47	70	60	84	42	53	49
SLP	6	3	20		15	4	8	6	4	3	6
Tibetan										1	
	43	**61**	**88**	**2**	**102**	**106**	**110**	**157**	**84**	**95**	**103**

Curriculum Development and Outreach

Outreach to Bing Overseas Studies Program (BOSP), Graduate School of Business (GSB), School of Engineering (SOE), Medical School, and Center for Teaching and Learning (CTL)

The Language Center's ongoing collaboration with the Bing Overseas Studies Program (BOSP) involves both outreach and program coordination. Its primary goal is a smooth transition for students going to and returning from their academic program abroad vis-à-vis their foreign language experience. During 2006-2007, BOSP representatives continued to be welcomed into language classes to publicize overseas study opportunities. Language Center and BOSP staffs coordinated and normalized the quarterly calendar for overseas applications and placement testing. This has enabled students to fulfill their language prerequisite in a more timely manner; resulted in greater numbers of students seeking language advising and testing; and raised student awareness of the language preparation needed to maximize their overseas experience. We continued to work with the Beijing, Moscow, and Santiago programs to maintain language curricula coordination and accurate placement of students bound for those campuses. Following last year's discussions with BOSP Director Norman Naimark, and Iván Jáksics, Director of the Santiago program, a new course, SPANLANG 102S-Composition and Writing Workshop, was created for students who place into and wish to take an advanced language course. The course has enrolled an average of 12 students per quarter and addresses the needs of an increasing number of students who go better prepared to Santiago. With the opening of the new Madrid program in 2007-2008, we anticipate a similar language demographic of students going to Spain; discussions with Santiago Tejerina-Canal, Director of the Madrid program, projected a second- and third-year language curriculum based on the successful Santiago model.

The Graduate School of Business (GSB) and the School of Engineering (SOE) continue to support languages for specific purposes to students in those schools. During 2007-2008, GSB supports the business language program in Mandarin Chinese, Portuguese, and Spanish, as well as a pilot course in Japanese exclusively for Business students "across the street". Due to last year's enthusiastic response and SOE's continuing generous support, we will again offer a Spring 2008 Accelerated Beginning Chinese for Engineers. Targeted to graduate students who will be doing internships through Tsinghua University, the course provides functional Chinese language training in diverse engineering contexts, as initial preparation for their stays in Beijing.

The Language Center continued its liaison with the Medical School by providing oral proficiency testing as part of the screening process for MED 257—Patient Advocacy in Community Clinics. Lecturers who are certified OPI testers in Spanish conduct an average of ten interviews per year of undergraduates interested in taking the course and issue proficiency evaluations to the MED 257 coordinator. Language Center lecturers across languages also provide evaluation services on a case-by-case basis to Fulbright applicants.

The Language Center also maintains a fruitful partnership with the Center for Teaching and Learning (CTL). In 2006-2007, CTL was instrumental in supporting the Language Center professional development program for graduate TAs by funding an ACTFL workshop on Learner-Centered Strategies for the Foreign Language Classroom, held during winter quarter to complement the ongoing mentoring program and oral proficiency training workshop. As the peer tutoring program in foreign languages continues to grow—Chinese, French, Spanish, German, Italian and Japanese, with Arabic now projected for 2008-2009 — the Language Center collaborates with CTL in undergraduate tutor recruitment, interviews and training: instructors nominate potential candidates; certified lecturers assess oral proficiency and qualify candidates to tutor select levels; new tutors are invited to observe sample –LANG classes and meet with instructors to help align tutoring with the proficiency objectives of the respective language program. This joint effort has no doubt resulted in enhanced tutoring for foreign language students.

Cultural Activities

The Language Center continues to receive generous funding from VPUE to support cultural programming in foreign language instruction. The ability to bring students in contact with interesting and authentic cultural events such as special art exhibits, festivals or ceremonies, film screenings, concerts, or live theater remains a mainstay of the language programs, one that encourages students to continue the study of language and culture as it relates to their majors.

VPUE funding supports cultural activities for more than 50 sections across languages (enrolling approximately 2000 students per quarter). Funds are distributed throughout the year, when intermediate and advanced classes can take advantage of unique events held during fall and winter; or in spring when beginning students will have completed the first-year sequence and can participate in an activity in the target language. As enrollments in and demand for different languages continue to increase, we anticipate a continued need for funding in order to maintain these cultural offerings.

New Enhancements for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased dramatically since the guidelines were codified and publicized more widely. This notation, which appears on the official transcript, recognizes a nationally-certified level of oral proficiency and equivalent written academic work. The Language Center supports undergraduates who pursue the notation by financing the required proficiency interview. Twenty-five students, spanning several languages, are currently pursuing the notation.

Curricular Expansion

Several initiatives mark the programmatic expansion of less-commonly taught languages. We are currently offering remote instruction in Lakota with Oglala Lakota College, enabling ten Stanford students to study the language jointly with four students on the Pine Ridge reservation in South Dakota. For several years the Language Center has sponsored Fulbright-funded Foreign Language Teaching Assistants in their respective languages, e.g. in 2005-2006: Arabic, Hausa, Indonesian, Swahili; 2006-2007: Arabic, Chinese, Dari, Farsi, Indonesian, Pashto, Swahili, Urdu; and 2007-2008: Hindi, Modern Greek, Indonesian, Swahili, Tagalog. This has enabled us to enhance the African & Middle Eastern (AME) and Special Language (SLP) programs in order to serve a student body increasingly interested in geopolitics and service in the world regions represented by these languages.

With Arabic and Hindi enrollments still on the rise, in fact, we are delighted to be adding a fourth full-time instructor in the Arabic program and to receive authorization for a full-time Hindi instructor. We have also broadened programming on the European front with new regular classes in Catalan and in Basque, funded respectively by the Institut Ramon Llull in Catalonia, Spain, and the Department of Culture of the Basque government.

National Outreach

The Language Center will host the 2008 Western Summer Seminar of the *Association of Departments of Foreign Languages (ADFL)*. ADFL has a broad membership base in a variety of languages and its summer seminars "provide a forum for collegial exchange about important issues." A focus of the 2008 seminar is a detailed update on Stanford's language programs. In 2007, the Language Center hosted a five-day Fulbright Foreign Language Teaching Assistant (FLTA) Orientation Program, in cooperation with the Institute of International Education through the Department of State, Bureau of Educational and Cultural Affairs (ECA). Orientation programs are a benefit that ECA makes available to incoming Fulbright FLTAs during the summer prior to the beginning of their assistantships in the fall. FLTAs are from over 45 different countries, teach over 27 languages and are placed at more than 300 colleges and universities across the U.S. In August 2008, the Language Center will again host two separate orientation programs for incoming FLTAs. We take this invitation as recognition of the excellent preparation we do and are able to provide foreign language teachers. The visibility that such invitations bring is a tribute to the hard work of the instructors who teach and the students who learn languages at Stanford.

Technology in the Language Center

Online Component: CourseWork

The goal of increasing the time in class for communicative activities has involved an effort to move day-to-day diagnostic assessments to a platform which students can use outside of the classroom. This platform has been the university's learning management system, CourseWork. After nearly two years of development and beta-testing, Academic Computing moved to version 5 of CourseWork, based on the Sakai project. The new version contained a number of expanded capabilities, including the ability for instructors to create course sites themselves, rather than requesting them. Other features include drop boxes, which have proved useful for exchanging large video files with students, and new assignment item types, such as fill-in-the-blanks. While they are not fully functional yet, the high security and timed assignments, as well as the wiki function, hold great promise for expanding instructors' ability to deliver realistic activities. In particular, the ability to create question pools offers the potential for random but thematic items in daily assignments. Table 8 below shows instructor usage of audio recording items and one new feature, the drop boxes.

Table 8 - CourseWork Usage

	CourseWork Sites	Sites Using Drop Boxes	Total Assignments	Assignments With Audio Recording	Assignments Without Audio Recording
AME	17	4	28	21	7
Chinese	24	7	23	9	14
EFS	16	6	33	13	20
French	12	1	71	57	14
German	5	0	24	22	2
Italian	19	1	29	29	0
Japanese	9	7	47	25	22
Korean	3	0	12	12	0
Portuguese	5	3	15	15	0
Spanish	33	16	73	73	0
SLP	18	2	10	10	0
Total	**161**	**47**	**367**	**288**	**79**

One example of instructors taking advantage of this new capability is in the creation of writing diagnostic assessments. Oral diagnostic assessments delivered over CourseWork have been a regular part of language classes for many years, but with the increased emphasis on interpretive and presentational skills, some instructors have created a timed writing assessment for second-year students.

In order to best facilitate the transition to this new version of CourseWork, training sessions were held throughout the summer and then again in the two weeks before classes began. The majority of instructors attended the basic level while others went on to the

intermediate and advanced levels. Training has continued on an occasional basis throughout Fall and Winter quarters.

Unfortunately, CourseWork experienced a number of difficulties after it was inaugurated. System-wide outages, unforeseen limitations of the recording applet, and malfunctioning settings combined with user unfamiliarity to produce a nearly unworkable situation. However, with the cooperation of the CourseWork support team and all of the instructors, a set of best practices has been identified to minimize the number of errors that are experienced. This unfortunate state of affairs has not been completely rectified, but there has been significant progress in identifying and even solving some problem areas.

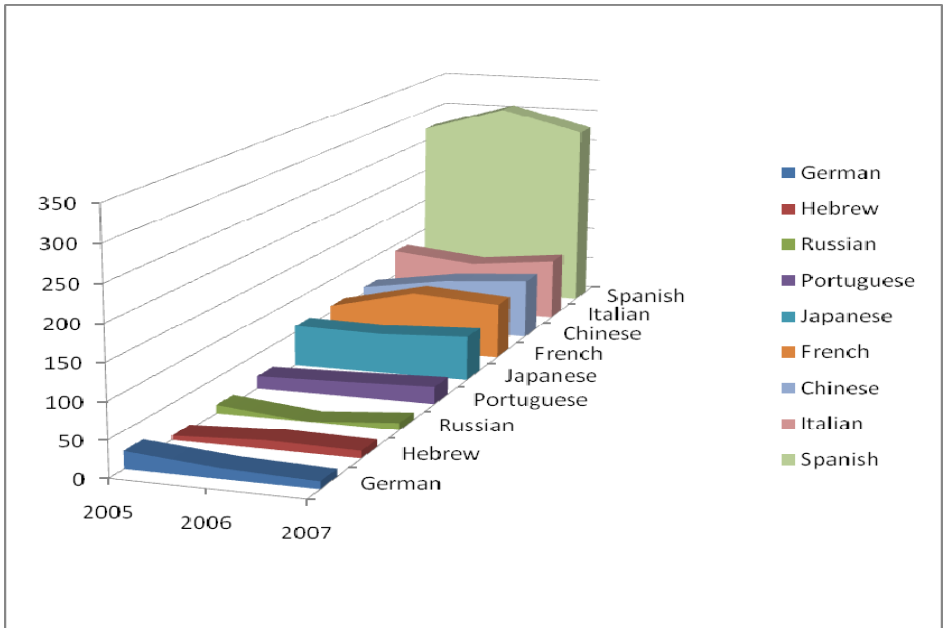
SOPI Tests

SOPI testing via CourseWork continued in the Spring of 2007. Roughly the same number of students took the test in 2006 and 2007 (see Table 9 and Figure 1 below).

Table 9 - SOPI Tests Taken

	2005	2006	2007
Chinese	60	79	88
French	60	89	81
German	24	14	10
Hebrew	6	12	10
Italian	90	78	91
Japanese	60	58	64
Portuguese	18	21	25
Russian	12	0	10
Spanish	270	308	277
Total	**600**	**659**	**656**

Figure 1: SOPI Tests Taken



The Language Lab

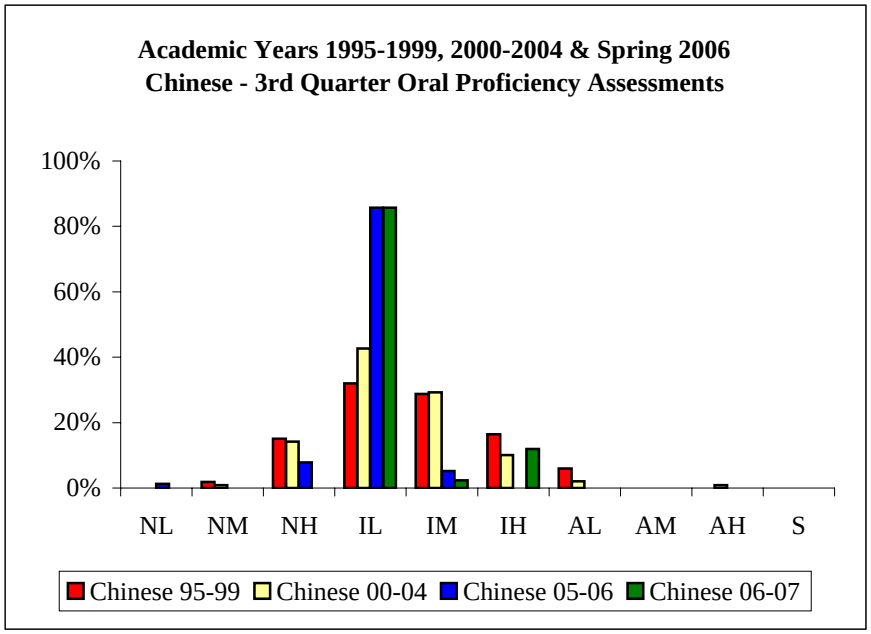
In 2006, construction was completed on a new classroom in the Language Lab, Meyer 280E. This room is an example of how the latest information technology can interface with traditional technology to make an environment where instructors are able to not only teach effectively, but also innovate. It is equipped with two SmartBoard interactive whiteboards, digital cable TV, large whiteboards on every wall and small, detachable whiteboard panels for group work. In addition, all tables and chairs in the room, as well as the SmartBoards are on casters, making the room highly configurable. Instructors have used the equipment in the room for a wide variety of activities, including multiple simultaneous presentations, text editing on multiple screens, and video / text interactions. The room has also been used for videoconferencing.

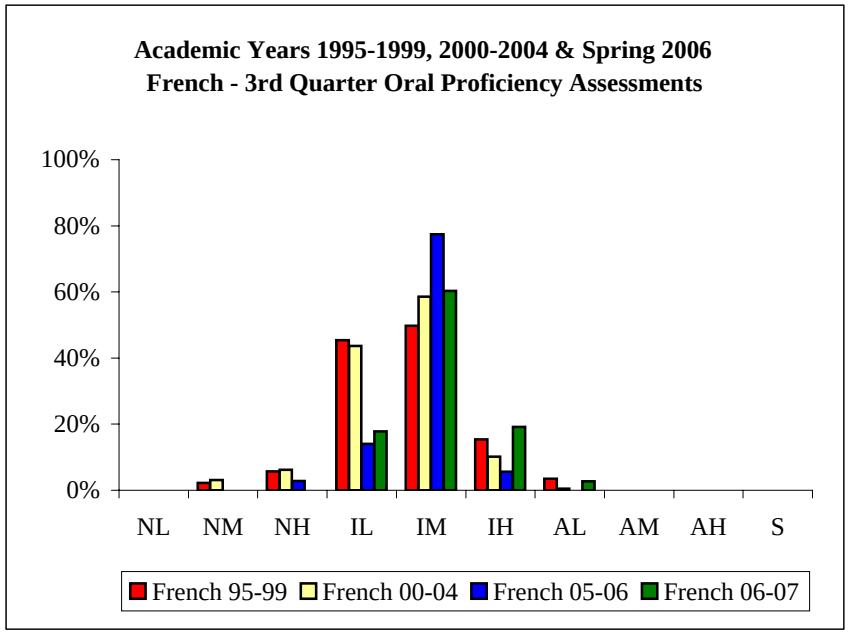
Following this initiative, mobile Video Capture Carts were developed in order to respond to the needs of several courses. These allow instructors with little or no special training to easily capture video of student practice presentations and upload them quickly to CourseWork drop boxes where only the instructor and student has access to them. These files are used for both student and instructor review and have been found to be very useful in helping students improve their speaking skills in the target language.

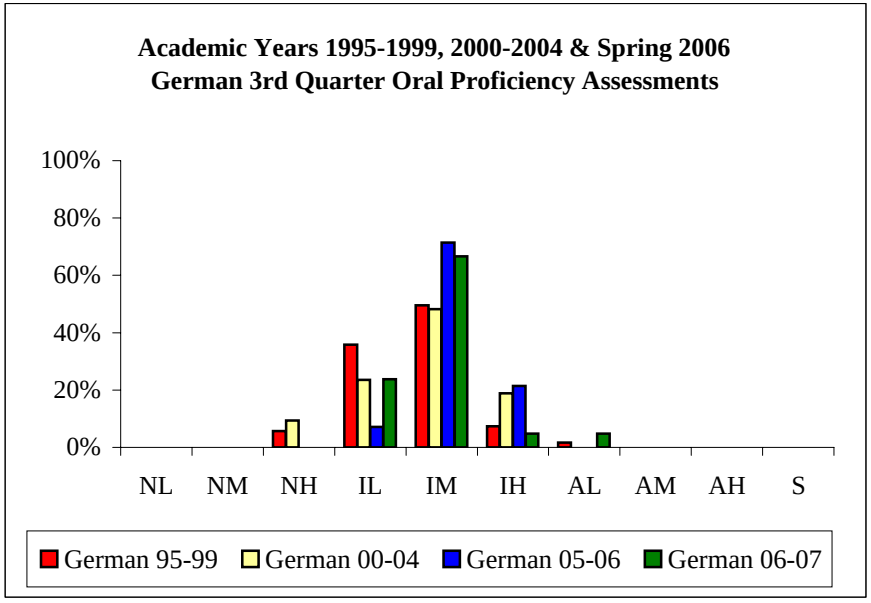
Web 2.0

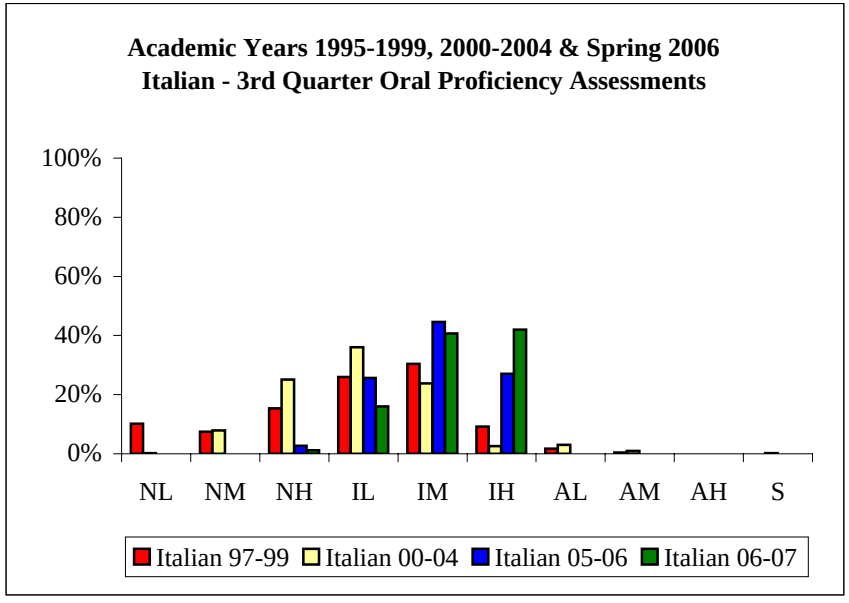
The Language Center has also responded to the changing landscape of Internet technologies by providing collaborative tools such as weblogs and wikis on Stanford servers. Language Center AFS space now hosts an installation of Moveable Type Weblog software under a Stanford license and a PMWiki farm, an open source application. While blog and wiki services are freely available around the web, these installations allow students to use such applications without registering for outside services. Instructors also welcome the ad-free environment for their students.

Appendix A - Oral Proficiency Assessements - Academic Years 1995-1999, 2000-2004 Spring 2006



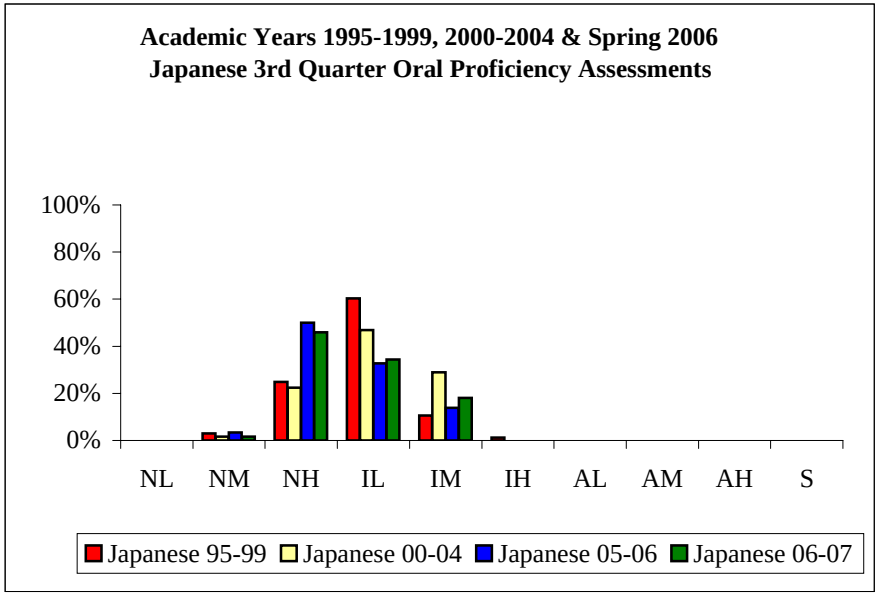


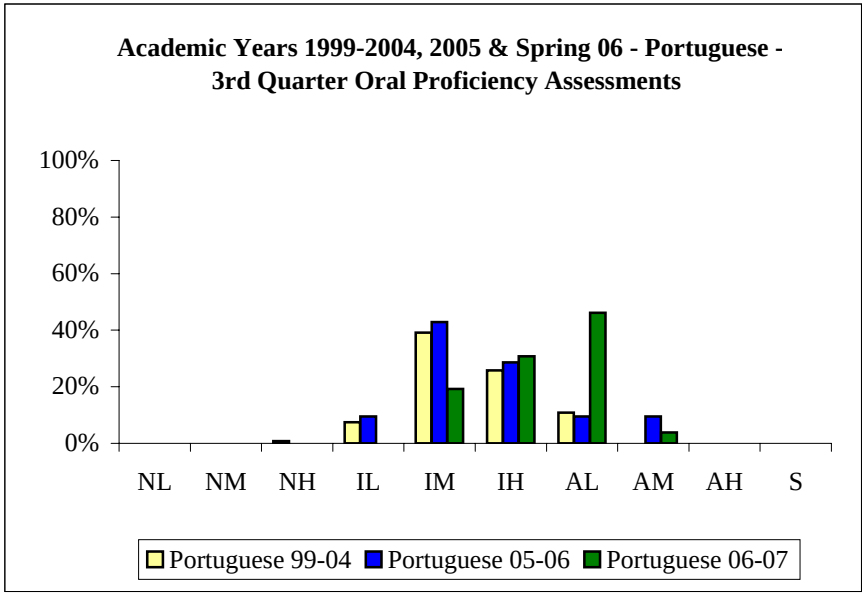


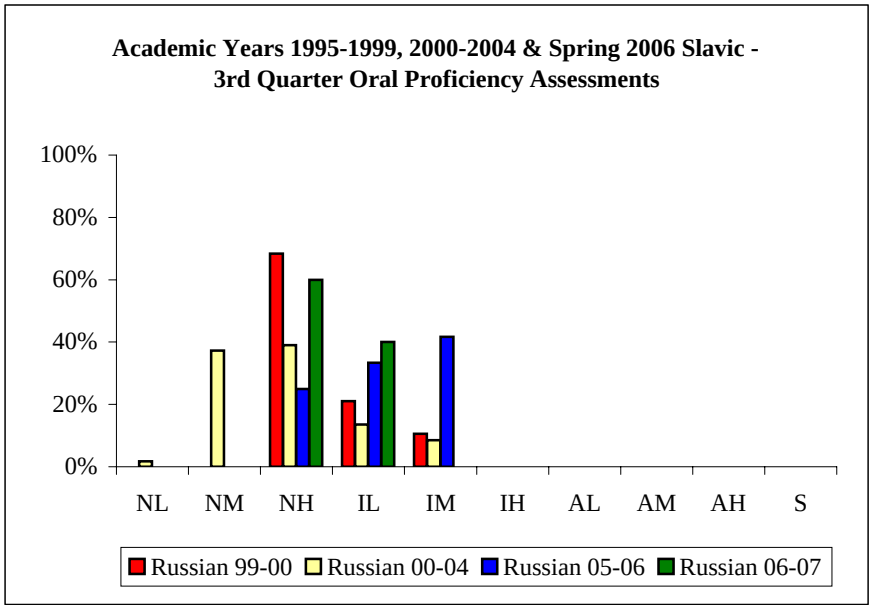


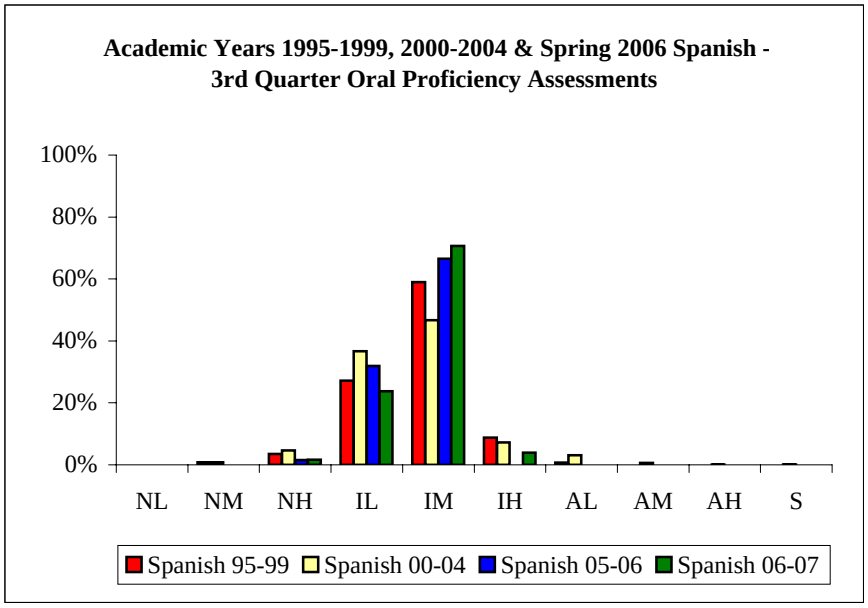
KEY: NL - Novice Low; NM - Novide Mid; NH - Novice High; IL - Intermediate Low; IM - Intermediate Mid; IH - Intermediate High; AL - Advanced Low; AM - Advanced Mid; AH - Advanced High; S - Superior

Appendix A - Oral Proficiency Assessements - Academic Years 1995-1999, 2000-2004 Spring 2006









KEY: NL - Novice Low; NM - Novide Mid; NH - Novice High; IL - Intermediate Low; IM - Intermediate Mid; IH - Intermediate High; AL - Advanced Low; AM - Advanced Mid; AH - Advanced High; S - Superior

Appendix B1.1 Descriptions of Target Student Abilities: First-Year French

French Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

	French 1	**French 2**	**French 3**
	Acquire familiarity with French language sound system and structure and use basic communication skills in simulated situations.	Practice and gain greater control over communicative skills addressed in the previous level and….	Practice and gain greater control over communicative skills addressed in the previous levels and…
Interpersonal communication	• Participate in simple simulated exchanges such as making acquaintances, excusing oneself, expressing surprise, indifference or irritation • Demonstrate awareness of culturally appropriate behavior and assumptions in above scenarios • Use French to talk with a class partner or teacher about one's immediate environment: self, family, home and school • Initiate and sustain a basic telephone exchange when asking to speak to someone • Use communicative strategies such as stalling and hesitating in a culturally appropriate manner	• Exchange simple information with class partners about leisure activities, a memorable trip, childhood activities and relationships, home life • Demonstrate awareness of culturally appropriate behavior and assumptions in above scenarios • Participate more actively in exchanges by, for example, making suggestions and giving advice • Initiate, sustain and conclude simple transactions in a restaurant, train station, informal social setting with friends, • Use communicative strategies to ask for clarification and explain, make invitations, interrupt, ask for help, and nuance advice	• Initiate, sustain and conclude exchanges about daily routines, future plans, general health and well-being • Share and inquire about significant holidays, school and travel experiences, aspirations, health and lifestyles • Demonstrate awareness of culturally appropriate behavior and assumptions in above scenarios • Compare and contrast behaviors and practices between one's own cultural norms and those encountered in francophone contexts in the above situations in French • Express personal reactions such as gratitude and good wishes as well as give and respond to compliments • Use communicative strategies to actively participate in an informal exchange

Appendix B1.1 Descriptions of Target Student Abilities: First-Year French

French Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive communication	• Understand simple announcements or conversations in likely everyday encounters, such as meeting friends, airport announcements, etc. • Compare and contrast behaviors and practices between ones own cultural norms and those encountered in francophone contexts in the above situations • Understand main ideas from texts by authors such as *Jacques Prévert, René Philombe, Bernard Dadié, and Marcel Pagnol* • Confirm understanding of texts through simple exchanges in French with class partners and instructor	• Understand and react to simple exchanges about travel, friendship, marriage and happiness • Understand informative reports such as weather reports, travel reports, newspaper advertisements for sports, leisure activities and television programming. • Understand main and supporting ideas in literary excerpts by authors such as *Guillaume Oyônô Mbia, Sempé et Goscinny and Antoine de Saint-Exupéry* • Observe textual features such as organization and word choice	• Understand extended conversations about grade school, travel, daily life, health problems, globalization and unemployment • Discern main ideas from supporting information in texts and recordings of increasing length • Discuss main and supporting ideas in literary excerpts by authors such as *Tahar Ben Jalloun, Roch Carrier, Mariama Bâ, Georges Perec, Patrick Chamoiseau* • Recognize cohesive devices and organization of texts
Presentational communication	• Write short 1-2 page intermediate-level texts such as physical descriptions, presentation of a family and past times, and a description of course schedules • Prepare short reactions or points of interest in selected readings and activities • Prepare a 5 minute oral project (presentation, skit, etc.) about some area of personal interest related to course material	• Write 2-3 page compositions on, for example, an upcoming family event and life at an American university • Explain and describe plans for a celebration, leisure activities, travel • Prepare brief commentaries regarding readings in French • Prepare an 8 to 10 minute oral project (presentation, skit, etc.) about some area of personal interest related to course material • Use basic cohesive devices such as "*at first, then, next, so, etc*."	• Develop a 3-4 page written narrative of a memorable school or travel experience, write a simple written request for information (an informal letter to a sympathetic reader) and a commentary on a contemporary social problem • Participate actively in discussions about readings in French • Prepare a 10 minute oral project to elaborate one's perspectives on an abstract topic such as globalization, equality, immigration and community service • Use appropriate conjunctions and devices in expressions such as "*however, moreover, in addition, before, after, etc*."

Appendix B1.2 Descriptions of Target Student Abilities: Second-Year French

French Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

	French 22	**French 23**	**French 24**
The second year program aims for full control of intermediate proficiency skills and the development of advanced level proficiency skills. The larger goal of the second-year course sequence is to prepare students to interact with native speakers in formal and informal contexts and to develop a cultural understanding of French and Francophone cultures through comparisons and contrasts with their own culture(s).	During the first quarter of the second-year language program, students review and refine their mastery of intermediate-level language skills and develop narrations, elaborations and description. The program consolidates and expands on topics and skills emphasized in the first-year program, while at the same time, begins to emphasize skills such as lexical and pronunciation accuracy, fluency and rhythm.	During the second quarter of the second-year language program, students focus on lengthening utterances into paragraphs and narratives and developing skills to be more readily understood by native speakers	During the third quarter of the second year program, students may choose between two proficiency-based language courses: 24C (*Literature Emphasis*) or 24R (*International Relations/Economics Emphasis*). These courses focus on presentational language abilities (oral and written), while providing more content-based instruction in French in the respective focus areas.
Textbooks	Thompson, Ch. and Hirsch, B. Ensuite, 4th Edition Chapters 1 to 9	Thompson, Ch. and Hirsch, B. Ensuite, 4th Edition Chapters 10 to 18	Fre 24R: Edmiston, W. and Duménil, A, La France contemporaine, 3rd Edition Fre 24C: Thompson, Ch. Moments littéraires, 2nd Edition
Interpersonal Communication Objectives	• Practice and gain greater control over communicative tasks of the previous quarter with greater sophistication, confidence and ease	• Practice and gain greater control over communicative tasks of the previous quarter with greater sophistication, confidence and ease	• Practice and gain greater control over communicative tasks of the previous quarter with greater sophistication, confidence and ease
Interpersonal Oral Interactions **(cont. next page)**	• Use French with a class partner and/or teacher to talk about one's immediate environment: self (physical and character descriptions), family, daily habits, pastimes, living arrangements, personal aspirations, etc. with greater sophistication, confidence and ease • Initiate, sustain and conclude exchanges about people and appearances, children and childhood, social classes, relationships, a first job as well as holiday customs and vacations	• Use French with a class partner and/or teacher to talk about one's preferences and thoughts on the topics of food, professional life, preserving traditional cultural practices, racism, health and social class • Initiate, sustain and conclude exchanges about a memorable trip, childhood activities and relationships, use of technology, health, etc. • Integrate discourse markers and transition words more frequently into spoken discourse • Begin to support opinions, hypothesize and talk about abstract topics	• Express and support one's opinions about thematic units and texts • Consider opposing points of view in an exchange, ask a partner for explanations and clarifications • Compare, contrast and comment on significant trends, accomplishments and institutions • Compare and contrast meanings and interpretations of texts and institutions • Integrate discourse markers and transition words into spoken discourse

Appendix B1.2 Descriptions of Target Student Abilities: Second-Year French

French Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Oral Interactions (cont.)	• Demonstrate intermediate mid/high proficiency in oral interview with instructor	• Demonstrate intermediate mid/high proficiency in oral interview with instructor	• Demonstrate intermediate-high/advanced-low proficiency in oral interview with instructor
Communicative Strategies	• Use circumlocution strategies to resolve difficulties in communication • Practice communicative strategies, such as hesitating, stalling, showing interest, etc. to deal with a complication in a daily transaction	• Use circumlocution with greater ease • Use communicative strategies to clarify misunderstandings, apologize, express gratitude, etc. • Practice initiating, sustaining and concluding exchanges with a complication related to thematic units	• Use communicative strategies to participate actively in increasingly formal discussions, i.e. interject one's opinion, interrupt, insist, suggest, reformulate, etc.
	• Address a fellow speaker in a culturally appropriate manner, paying closer attention to the use of "*tu*" and "*vous*" according to the situation	• Address a fellow speaker in a culturally appropriate manner, actively using "*tu*" and "*vous*" in varying contexts	• Address a fellow speaker in a culturally appropriate manner, actively using "*tu*" and "*vous*" in varying contexts
Interpretive communication	• Practice and gain greater control over the interpretive tasks of the previous quarter with greater sophistication, depth and complexity	• Practice and gain greater control over the interpretive tasks of the previous quarter with greater sophistication, depth and complexity	• Practice and gain greater control over the interpretive tasks of the previous quarter with greater sophistication, depth and complexity
Interpretation of written texts and cultural phenomena **(cont. next page)**	• Identify topic, focus or purpose of extended conversations between French speakers about people and appearances, children and childhood, social classes, interpersonal communication, a first job as well as holiday customs and activities • Identify topic, focus or purpose of interaction between members of their class	• Identify topic, focus or purpose of extended exchanges about attitudes and customs regarding food, professional life, preserving traditional cultural practices, racism, health and social class • Identify, restate and explain topic, focus or purpose of interaction between members of their class	• Identify topic, supporting arguments, purpose and tone of texts of various lengths: both textbook materials as well as research information (from Internet, library materials, newspaper articles, etc.) • Anticipate opposing points of view • Actively search for meanings from contextual clues (oral and written) • Become aware of regional varieties and social registers of French • Look up information in standard reference materials specific to the strand of the course

Appendix B1.2 Descriptions of Target Student Abilities: Second-Year French

French Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretation of written texts and cultural phenomena (cont.)	• Use general approaches to reading comprehension: *skim, scan, hypothesize, read and question* strategies • Pay specific attention to the main ideas and summarize main points articles from the French press as well as excerpts by authors such *as Annie Ernaux, Antoine de Saint-Exupéry Sempé et Goscinny, Driss Chraïbi, Guy Tirolien, Camara Laye, J.M.G. Le Clézio and Christiane Rochefort* • Answer most fact-based and some analytical comprehension questions • Begin to identify tone and stance in written texts	• Develop a more complete understanding, beyond main ideas and hypotheses, of literary excerpts by authors such as *Aminata Sow Fall, Marcel Proust, Jean de la Fontaine, Cheikh Hamidou Kane, Tahar Ben Jalloun, Gabrielle Roy Jules Romains* as well as French press articles • Answer all fact-based and some analytical comprehension questions • Identify tone and stance of written texts	• Answer all fact-based and analytical comprehension questions • Give justifications for personal interpretations of texts by citing textual evidence • Identify subtle nuances of tone and stance in written texts
Interpretive skills	• Understand the main ideas of written texts, internationally broadcast news reports, radio broadcasts and fellow student reports • Compare and contrast behaviors and practices between one's own cultural norms and those encountered in francophone contexts • Begin to acquire culturally-specific frames of reference to understand practices and products	• Understand main ideas and details in written texts, internationally broadcast news reports, radio broadcasts and fellow student reports • Understand and react to unpredictable events in role play situations • Actively inquire about culturally-specific frames of reference to understand practices and products	• Synthesize information in articles or speeches • Draw upon a more culturally specific frame of reference regarding cultural and political institutions and productions • Take detailed notes on content: identify the main ideas and supporting arguments in presentational texts and speech • Situate culturally-specific frames of reference with regard to practices and products

Appendix B1.2 Descriptions of Target Student Abilities: Second-Year French

French Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational communication	• Practice and gain greater control over the presentational tasks of the previous quarter with greater confidence and ease • Become aware of and begin to employ appropriate (oral and written) presentational language	• Practice and gain greater control over the presentational tasks of the previous quarter with greater confidence and ease • Place increasing emphasis on appropriate (oral and written) presentational language	• Practice and gain greater control over the presentational tasks of the previous quarter with greater confidence and ease • Place increasing emphasis on appropriate (oral and written) presentational language
Oral Presentations	• Give increasingly elaborate and detailed responses to themes and readings • Give a rehearsed presentation of 10-15 minutes • Ask questions of fellow student presenters based on a presentation • Orally summarize main points of presentation • Begin to make extemporaneous oral summaries and give reactions to thematic units	• Focus on elaborating and explaining personal responses to themes and readings • Give a rehearsed presentation of 10-15 minutes • Give a supported personal response to a fellow student presenter based on a presentation • Orally summarize and analyze main points of presentation	• Give less rehearsed, more extemporaneous presentations, commentaries and analyses • Give a 15-minute prepared oral presentation using only note cards • Respond to ideas and perspectives in presentations by fellow students • Reformulate and present oral analyses of main points in articles, presentations and themes
Written Presentations	• Develop a 2-3 page advanced-level composition on topics such as physical descriptions, presentation of a family and past times, and a description of course schedules • Prepare summaries and reactions to readings • Prepare a 10-15 minute oral project (presentation, skit, etc.) about some area of personal interest related to course material • Write short functional-based messages for likely situations in a study abroad program	• Write a 3-5 page narrative and description of personal significance • Write a 2-page formal correspondence letter requesting information about an internship in a francophone context • Write a 3-5 page argumentative paper modeled on the notion of thesis – antithesis - synthesis • Prepare a 10-15 minute oral project (presentation, skit, etc.) related to argumentative paper. • Write short functional-based messages for likely situations in a study abroad program	• Complete a research paper between 8 to 10 pages (with sources) related to a memorable experience, a simple written request for information and a commentary on a contemporary social problem • Elaborate one's perspectives on abstract topics such as globalization, equality, immigration and community service • Write short functional-based messages for likely situations in a study abroad program

Appendix B2.1 Descriptions of Target Student Abilities: First-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities Students will be able to engage in interactions with speakers of German for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions.	**German 1** During the first quarter of language study, students will be able to interact with members of their class and to talk about themselves. At the end of the quarter, students will be able to:	**German 2** During the second quarter, students base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes more other-oriented and students start to engage in occasional interactions with German speakers outside the classroom. At the end of the quarter, students will be able to:	**German 3** During the third quarter, students expand their interests and interactions to the German-speaking world. They base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. They become more aware of sociolinguistic appropriateness. At the end of the quarter, students will be able to:
	• meet, greet and introduce themselves • name their immediate world: family, place of origin, activities, personal interests, major, health and well- being, the body, possessions, foods, weather, likes and dislikes	• carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression.	• carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness
	• express politeness within the cultural framework of their native culture	• occasionally express politeness within the framework of the target culture	• express politeness within the framework of the target culture with increasing frequency
		• become acquainted with other speakers (native or non-native) of the language • begin to become aware of sociolinguisti-cally appropriate ways to address and interact with German speakers.	• initiate conversations with strangers and acquaintances and nominate topics of conversation in order to sustain a conversation with German speakers in sociolinguistically appropriate ways
(cont. next page)	• participate effectively in simulated service encounters such as: ordering a meal and asking for the check in a restaurant • in service encounters, begin to use linguistic strategies to interact and obtain information	• participate in more elaborate simulated service encounters • in service encounters, use linguistic strategies to interact and obtain information with greater frequency	• participate in more elaborate simulated service encounters that more accurately reflect conditions in a German-speaking country • in service encounters, use linguistic strategies to interact and obtain information

Appendix B2.1 Descriptions of Target Student Abilities: First-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities (cont.)	• simulate telephone conversations	• converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information)	• interact with strangers and acquaintances on the telephone
	• describe people, places, daily activities • give, request information • ask and answer simple questions • express gratitude • apologize • give instructions, simple directions • communicate lack of understanding and ask for help in managing language	• communicate wishes and preferences • make comparisons • give an opinion • talk about future plans for themselves and the world • express intentions • give complex directions • talk about their own interests and also those of the community	• ask for favors • express emotions such as sympathy, admiration anger or surprise • accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information
	• begin to become aware of the role of self-monitoring in language development	• become increasingly aware of the role of self-monitoring in language development	• become increasingly aware of the role of self-monitoring in language development
Interpretive Abilities Students will be able to understand and interpret written and spoken language on a variety of topics and manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the German- and English-speaking worlds.	**German 1** During the first quarter, students will listen to and read a variety of oral and written texts relating primarily to their own lives and the classroom as community. Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate that understanding. At the end of the quarter, students will be able to:	**German 2** During the second quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the surrounding community. Students will manifest their understanding of both oral and written texts, using English less frequently to demonstrate that understanding. At the end of the quarter, students will be able to:	**German 3** During the third quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the broader German-speaking world. Students will manifest their understanding of both oral and written texts, using primarily German to demonstrate that understanding. At the end of the quarter, students will be able to:

(cont. next page)	• identify topic, focus, or purpose of interaction between members of their class when they:
	  • participate in simulated service encounters such as ordering a meal and asking for the check in a restaurant
	  • describe people, places, daily activities
	  • give, request information
	  • ask and answer simple questions
	  • express gratitude
		• identify, restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks focused on during the first quarter, as well as when they:
		  • participate in more elaborate simulated service encounters
		  • converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for
			• identify. restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks focused on during the first two quarters, as well as when they:
			  • initiate conversations with strangers and acquaintances and nominate topics of conversation
			  • interact with strangers and acquaintances on the telephone

Appendix B2.1 Descriptions of Target Student Abilities: First-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive Abilities (cont.)	• apologize • give instructions, simple directions • communicate lack of understanding and ask for help in managing language	information) • communicate wishes and preferences • make comparisons • give an opinion • talk about future plans for themselves and the world • express intentions • give complex directions • give reports on German-speaking acquaintances • talk about their own interests and also those of the community • describe experiences and events	• ask for favors • express emotions such as sympathy, admiration anger or surprise • accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information
	• list ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have some knowledge • identify topics in a set of television news program excerpts • identify genre of oral and written texts (movies, announcements, news broadcasts, etc.)	• restate key details expressed in longer (10-20 minute) oral presentations on factual topics about which they have some knowledge • list topics in a set of TV news excerpts • take notes on ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have little or no knowledge	• summarize key points and main ideas expressed in longer (20-40 minute) oral presentations on factual topics about which they have some knowledge • using connected discourse, list topics and some details in a set of TV news excerpts • take notes on ideas expressed in longer (10-20 minute) oral presentations on factual topics about which they have little or no knowledge
	• understand connected discourse in straightforward expository texts (of approximately 250 words) on known topics involving familiar vocabulary • glean biographical information from written materials • understand information in the types of materials found in service encounters (menus, bus and train schedules, movie and theatre listings, signs in public places, weather reports)	• understand connected discourse in straightforward expository texts (from 250 to 500 words) about the immediate German-speaking world, such as short articles from local German-speaking newspapers	• understand connected discourse and identify point of view in less straightforward, editorial expository texts (from 500 to 750 words) dealing with student interests or with contemporary issues in which the students have some background • using the Internet and newspapers, seek and read articles that correspond to their interests • compare the treatment of current events in the target language with the treatment of the same events (in English)

Appendix B2.1 Descriptions of Target Student Abilities: First-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics.	**German 1** During the first quarter, students will present information about themselves and their classroom community orally and in writing. At the end of the quarter, students will be able to:	**German 2** During the second quarter, students will in crease in sophistication in presenting information about themselves and their classroom community orally and in writing. At the end of the quarter, students will be able to:	**German 3** During the third quarter, students will continue to increase in sophistication in presenting information about themselves and their classroom community orally and in writing. At the end of the quarter, students will be able to:
	• present rehearsed reports (5 minutes) on such topics as: own autobiography, family, interests, sports, recipes, recent trips • ask and answer questions about the prepared presentation topic	• present rehearsed reports (10 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the German-speaking world • ask and answer questions about the prepared presentation topic showing sensibility for using language appropriate for formal presentations	• present rehearsed reports (15 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the German-speaking world as well as reflecting knowledge of academic topics of special interest to students such as: their major, current events, international relations, the sciences • present information on research carried out • place greater emphasis on socioculturally appropriate presentational language • ask and answer questions about the prepared presentation topic using language appropriate for academic presentations

(cont. next page)	• write what they can say, for example:
	  • describe people, places, daily activities
	  • give, request information
	  • ask and answer simple questions
	  • express gratitude
	  • apologize
	  • give instructions, directions
	• write 1-page reports on such topics as: own autobiography, family, interests, sports, recipes, recent trips
	• edit their work for high frequency errors
		• write what they can say displaying a wider array of language functions than the previous quarter including:
		  • communicate wishes and preferences
		  • make comparisons
		  • give an opinion
		  • talk about future plans for themselves and the world
		  • express intentions
		  • give reports on German-speaking acquaintances
		  • talk about their own interests and also those of the community
		  • describe experiences and situations
		  • summarize readings
		• write 2-page reports on topics of broader interest reflecting knowledge of the
			• write what they can say displaying a wider array of language functions than the previous quarter including:
			  • express emotions such as sympathy, admiration anger or surprise
			  • suggest/give advice
			  • express opinions
			  • support opinions
			  • explain
			  • give examples
			  • express (lack of) agreement
			  • share doubts
			  • clarify and restate information
			• write 3-page reports on topics reflecting knowledge of the sociogeography of the German-speaking world as well as reflecting knowledge of academic topics

Appendix B2.1 Descriptions of Target Student Abilities: First-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities (cont.)		sociogeography of the German-speaking world • edit for errors based on the material taught	of special interest to them such as major, current events, international relations, the sciences • quote others in reports • prepare topics using authentic material • edit for errors based on the material taught

Appendix B2.1 Descriptions of Target Student Abilities: First-Year German

German Language Objectives

Cultural Abilities Students will acquire declarative and procedural knowledge about the target culture. The cultural components will be embedded in the language learning environment. These components will support the language acquisition process, increase motivation and retention of the learners, and raise their intercultural awareness.	**German 1** During the first quarter, students will acquire a survey over Central European history and sociogeography. This knowledge will serve as a frame of reference for the cultural components in the second and third quarter. The materials will be presented in English, and students will use English in their interactions. At the end of the quarter, students will be able to:	**German 2** During the second quarter, students will increase their cultural skills by focusing on a special topic organized around a single or a series of authentic texts - such as a German novel in translation - and/or cultural artifacts. The materials will be presented mostly in English, and students will use mostly English in their interactions. At the end of the quarter, students will be able to:	**German 3** During the third quarter, students will continue to increase their cultural skills by focusing on a special topic organized around a single or a series of authentic texts – such as German poetry in the original with translations - and/or cultural artifacts. The materials will be presented mostly in German, and students will use mostly German in their interactions. At the end of the quarter, students will be able to:
	• Discuss on a general level a variety of cultural topics on Central European history and sociogeography (in English) • Generate and investigate questions in the context of Central European history and sociogeography (in English) • Contrast and compare patterns of the target culture with those of their native culture (in English)	• discuss aspects regarding a special topic on a general and academic level (in English) • generate and investigate questions in the context of a special topic (in English) • contrast and compare patterns of the target culture with those of their native culture (in English) • perform linguistic tasks based on the cultural topic (in German)	• discuss aspects regarding a special topic on a general and academic level (in German and English) • generate and investigate questions in the context of a special topic (in German and English) • contrast and compare patterns of the target culture with those of their native culture (in German and English) • perform linguistic tasks based on the cultural topic in German (in German)

Appendix B2.2 Descriptions of Target Student Abilities: Second-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

During the second year of language study, students will build on the interpersonal, interpretive, presentational and cultural abilities developed during the first year:

Interpersonal Abilities In the second year of language study, students will continue to interact with speakers of German for a variety of purposes and in a variety of contexts, using socially and culturally appropriate forms. Additionally, students will interact with increasing sociocultural appropriateness in academic and professional settings.	**German 21, 21S (Summer), 21W (Business)** During the first quarter of second-year language study, students will be able to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic presentations. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:	**German 22, 22S (Summer), 22W (Business)** During the second quarter of second-year language study, students will be able to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic presentations. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:	**German 101, German 102** During the third quarter of second-year language study, students will be able to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic and professional presentations. Students will exhibit growing confidence in carrying out face-to-face interactions, and academic and professional discussions, with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:
oral/written language	• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease
oral language	• discuss their opinions (outlooks, views of events, hopes, fears, doubts) and exchange information about their content area of focus (culture, international relations, etc.)	• continue to discuss their opinions with growing complexity • begin to engage in interactive argumentation of an academic nature	• support their opinions • discuss academic and professional topics and fully engage in interactive argumentation • anticipate an argument • contrast arguments
	• use *du* and *Sie* with growing appropriateness • vary language according to the relative formality or informality of their interlocutor with growing appropriateness • address others speakers with growing appropriateness according to their age, social rules, position, title	• use *du* and *Sie* with growing appropriateness and greater confidence • vary language according to the relative formality or informality of their interlocutor with growing appropriateness and greater confidence • address others speakers with growing appropriateness and greater confidence according to their age, social rules, position, title	• use *du* and *Sie* appropriately • vary language according to the relative formality or informality of their interlocutor • address others speakers according to their age, social rules, position, title
(cont. next page)	• communicate respect, politeness, gratitude, friendliness, distance with growing appropriateness	• communicate respect, politeness, gratitude, friendliness, distance with growing appropriateness and greater confidence	• communicate respect, gratitude, politeness, friendliness, distance appropriately

Appendix B2.2 Descriptions of Target Student Abilities: Second-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

oral language (cont.)	• clarify and restate information	• clarify and restate information	• clarify and restate information
	• invite and interact with classroom speakers	• invite and interact with classroom speakers	• invite and interact with classroom speakers
	• listen to and imitate how others speak	• listen for tone (humor, sarcasm)	• listen for tone and react appropriately
	• seek support and feedback from others	• seek support and feedback from others	• seek support and feedback from others
	• self monitor and evaluate language development	• self monitor and evaluate language development	• self monitor and evaluate language development
written language	• correspond with same-age pen pals	• correspond with same-age pen pals	• correspond with same-age pen pals
	• correspond with an individual or agency to request information	• begin professional correspondence with a known receiver	• continue professional correspondence with a known receiver
	• use a dictionary to validate their choice of language	• use a dictionary to validate their choice of language	• use a dictionary to validate their choice of language
	• share information with peers about their content area of focus via the Internet	• share information with peers about their content area of focus via the Internet	• share information with peers about their content area of focus via the Internet
	• self-edit with increasing frequency	• self-edit with increasing frequency	• self-edit with increasing frequency
	• respond to work of peers	• respond to work of peers	• respond to work of peers
Interpretive Abilities Students will understand and interpret written and oral texts on a variety of complex topics, including texts related to the individual student's academic and professional fields, demonstrating a continually growing awareness of the social and cultural influences shaping the production of oral and written texts in the German- and English-speaking worlds.	**German 21, 21S (Summer), 21W (Business)** Students will grow in ability to interpret a variety of written and oral texts and will use German with greater frequency to manifest their understanding of both oral and written texts. At the end of the quarter, students will be able to:	**German 22, 22S (Summer), 22W (Business)** Students will grow in ability to interpret a variety of written and oral texts and will be able to use German to manifest their understanding of both oral and written texts. At the end of the quarter, students will be able to:	**German 101, German 102** Students will grow in ability to interpret a variety of written and oral texts and will be able to use German to manifest their understanding of both oral and written texts. At the end of the quarter, students will be able to:
oral/written texts	• carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity	• carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity	• carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity
	• summarize an argument	• analyze an argument	• anticipate an argument • contrast arguments
	• take limited notes on content	• take more detailed notes on content	• take detailed notes on content
(cont. next page)	• get meaning from context	• get meaning from context	• get meaning from context

Appendix B2.2 Descriptions of Target Student Abilities: Second-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

oral/written texts (cont.)	• begin to keep individual notes on language	• keep individual notes on language	• keep detailed individual notes on language
oral texts	• follow and document shifting topics in a conversation	• follow and restate shifting topics in a conversation	• follow and summarize shifting topics in a conversation
	• list important ideas and supporting data in oral interactions between speakers (of the type that they themselves can carry out)	• identify ideas and details in more extensive and complex oral interactions between speakers (of the type that they themselves can carry out)	• connect and synthesize information obtained when listening to extensive and complex oral interactions between speakers (of the type that they themselves can carry out)
	• understand the main ideas and significant details of extended texts such as news and radio broadcasts	• analyze and reflect upon the meaning of extended texts such as academic lectures, and documentary and feature films	• evaluate and take notes on language (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and feature films
	• understand the main ideas and significant details of live oral presentations	• comprehend academic presentations on a variety of topics by speakers from a variety of regions	• comprehend academic and professional presentations on unknown topics by speakers from a variety of regions
	• begin to recognize different regional varieties and social registers of German	• recognize different regional varieties and social registers of German • identify phrases and collocations typical of formal academic language use	• compare different regional varieties and social registers of German • become increasingly aware phrases and collocations typical of formal academic language use

written texts
 	
(cont. next page)
	• with respect to authentic written texts of a variety of genres and styles, on known and unknown topics:
	  • summarize the main ideas and supporting data
	  • answer most fact-based and some analytical reading comprehension questions
	  • scan to locate information
	  • skim to gain a sense of organization and content
	  • exhibit an unreflected understanding of what was read
	  • synthesize information in charts or outline form
	  • begin to identify the tone and stance typical of formal, academic writing
		• with respect to authentic written texts of a variety of genres and styles, including a literary text up to 100 pages in a highly didactized learning environment:
		  • analyze the main ideas and supporting data
		  • answer all fact-based and most analytical reading comprehension questions
		  • connect knowledge from texts with their academic field and content area of focus when appropriate
		  • read to gain information
		  • develop a more complete understanding, beyond initial impressions
		  • represent the sequence of events in narratives
		  • identify the tone and stance typical of formal, academic writing
			• with respect to authentic written texts of a variety of genres and styles, including a literary text up to 100 pages in a highly didactized learning environment:
			  • analyze and synthesize the main ideas and supporting data
			  • answer all fact-based and all analytical reading comprehension questions
			  • connect knowledge from texts with knowledge in a variety of areas
			  • make observations, extrapolations and hypotheses
			  • demonstrate increased understanding of the cultural nuances of meaning in written language
			  • identify more subtle nuances of tone and stance typical of formal, professional or academic writing

Appendix B2.2 Descriptions of Target Student Abilities: Second-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

written texts (cont.)		• recognize the tone of sociocultural, political or professional orientations	
	• research information (using the Internet, library materials, newspapers, etc.) on academic topics, including their field of interest or content area of focus	• research information on various academic topics, including their field of interest or content area of focus	• research topics related to their academic and professional fields of interest
Presentational Abilities Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and professional topics.	**German 21, 21S (Summer), 21W (Business)** During the first quarter, students will exhibit growing confidence in presenting information to an audience, mainly on topics relating to the German-speaking world, their academic interests and content area of focus. At the end of the quarter, students will be able to:	**German 22, 22S (Summer), 22W (Business)** During the second quarter, students will increase in sophistication in presenting information about topics relating to the German-speaking world as well as to their academic interests and content area of focus. At the end of the quarter, students will be able to:	**German 101, German 102** During the third quarter, students will continue to increase in sophistication in presenting information about topics relating to the German-speaking world, their academic and professional interests, and their content area of focus. At the end of the quarter, students will be able to
oral/written presentations	• carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease
	• become aware of and begin to employ appropriate (oral and written) presentational language	• place increasing emphasis on appropriate (oral and written) presentational language	• place increasing emphasis on appropriate (oral and written) presentational language
	• prepare oral and written presentations using authentic materials	• prepare oral and written presentations using authentic materials	• prepare oral and written presentations using authentic materials
oral presentations	• give rehearsed presentations, using some notes, of 20 minutes in length • answer questions about the presentation topic	• give less rehearsed presentations, using less extensive notes, of 20 minutes in length • begin to answer questions about the presentation topic extemporaneously	• give less rehearsed, more extemporaneous presentations of 20 minutes in length • give an audiovisual presentation using computer software (such as PowerPoint) • answer questions about the presentation topic extemporaneously
	• orally summarize main points of authentic texts (both oral and written) and of class discussions	• present oral analyses of authentic texts (both oral and written) and of class discussions	• present oral analyses of authentic texts (both oral and written) and of class discussions
	• begin to summarize extemporaneously	• summarize extemporaneously • begin to compare and analyze extemporaneously	• compare and analyze extemporaneously • begin to hypothesize and conjecture extemporaneously
	• begin to monitor their speech for features not characteristic of formal academic language	• increasingly monitor their speech for features not characteristic of formal academic language	• increasingly monitor their speech for features not characteristic of formal academic language

Appendix B2.2 Descriptions of Target Student Abilities: Second-Year German

German Language Objectives

(Based on the Spanish and Portugese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

written presentations	• write short reports in response to oral texts	• write reports in response to oral texts	• write more extensive reports in response to oral texts
	• write an 8-page paper in expository prose in the end of the term OR a 10-page portfolio of several shorter papers written during the term. • begin to write persuasive papers stating and supporting an opinion	• write a 10-page paper in expository prose in the end of the term OR a 12-page portfolio of several shorter papers written during the term. • write persuasive papers stating and supporting an opinion • in supporting an opinion, begin to use logical reasoning (e.g., cause and effect), comparison and contrast	• complete a research paper of at least 12 pages and cite sources • write persuasive papers stating and supporting an opinion • in supporting an opinion, use logical reasoning (e.g., cause and effect), comparison and contrast, and appropriate rhetorical devices
	• self-edit with increasing frequency • edit their work for high frequency errors	• self-edit with increasing frequency • edit their work for high frequency errors • begin to edit their work for style, register and syntax appropriate to academic language • begin to employ appropriate rhetorical devices	• self-edit with increasing frequency • edit their work for high frequency errors • edit their work for style, register and syntax appropriate to academic language • employ appropriate rhetorical devices

Appendix B2.2 Descriptions of Target Student Abilities: Second-Year German
German Language Objectives

Cultural Abilities Students will acquire declarative and procedural knowledge about the target culture. The cultural components will be embedded in the language learning environment. These components will support the language acquisition process, increase the student's motivation and retention for language instruction, and raise the student's intercultural awareness.	**German 21, 21S (Summer), 21W (Business)** During the first quarter, students will continue to increase their cultural skills by focusing on a special topic organized around a single or a series of authentic texts and/or cultural artifacts. The materials will be presented in German, and students will use exclusively the German language in their interactions with the materials. At the end of the quarter, students will be able to:	**German 22, 22S (Summer), 22W (Business)** During the second quarter, students will continue to increase their cultural skills by focusing on a special topic organized around a single or a series of authentic texts and/or cultural artifacts. The materials will be presented in German, and students will use exclusively the German language in their interactions with the materials. At the end of the quarter, students will be able to:	**German 101, German 102** During the third quarter, students will continue to increase their cultural skills by focusing on a special topic organized around a single or a series of authentic texts and/or cultural artifacts. The materials will be presented in German, and students will use exclusively the German language in their interactions with the materials. At the end of the quarter, students will be able to:
	• Discuss aspects regarding a special topic on a general and academic level • Draw connections to previously discussed topics where appropriate • Generate and investigate questions in the context of a special topic • Contrast and compare patterns of the target culture with those of their native culture	• discuss aspects regarding a special topic on a general and academic level with greater sophistication, confidence and ease • draw connections to previously discussed topics where appropriate • generate and investigate questions in the context of a special topic • contrast and compare patterns of the target culture with those of their native culture	• discuss aspects regarding a special topic on a general and academic level with greater sophistication, confidence and ease • draw connections to previously discussed topics where appropriate • generate and investigate questions in the context of a special topic • contrast and compare patterns of the target culture with those of their native culture

Appendix B3.1 Descriptions of Target Student Abilities: First-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities Students will be able to engage in interactions for a variety of purposes and in a variety of contexts, using socially and appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing personal opinions.	**ITALLANG 1** During the first quarter of language study, students will interact with member of their class and talk about themselves, negotiate meaning on personally relevant concrete topics necessary for survival in daily living, and expressing personal interests and immediate needs. At the end of the quarter, students will be able to:	**ITALLANG 2** During the second quarter, students base their communicative repertoire on tasks learned from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes less self-centered, including their more immediate community. Students will converse and interact with members of their class, negotiating meaning on personally relevant concrete topics of a selected variety of day-to-day subjects, asking and answering simple questions. At the end of the quarter, students will be able to:	**ITALLANG 3** During the third quarter, students expand their interests and interactions. They base their communicative repertoire on tasks learned from the previous quarter and expand their repertoire to include new and more complex tasks. Communication expands to the broader Italian-speaking world. Students will converse and interact with native Italian speakers, handling uncomplicated tasks in straightforward social situations. At the end of the quarter, students will be able to:
	• meet, greet and introduce themselves • name their immediate world: family, place of origin, activities, personal interests, major, health and well-being, the body, possessions, foods, weather, likes and dislikes • describe themselves and other people, places, daily activities • give and request simple information related to their daily needs • shop for food and drinks • ask and answer simple questions, addressing their interlocutors formally and expressing politeness • express gratitude and understanding • apologize and communicate lack of understanding • ask for help in managing their basic language skills	• carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression • communicate wishes and preferences • use linguistic strategies to interact and obtain information and directions • give directions, instructions and commands • participate effectively in simulated service encounters (e.g. going to the doctor, shopping for clothing, ordering a meal, handling and changing money) • describe actions and situations in a simple and uncomplicated manner • simulate telephone conversations • make plans for the near future • express intentions, wishes and desires • make polite requests • describe things they used to do • make concrete comparisons	• carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness • make travel plans • ask for favors • express emotions and doubts • express opinions • complain • suggest/give advice • offer assistance • express (lack of) agreement • clarify and restate information • begin to make hypothesis, such as express what they wish would happen • briefly narrate events in the past and indicate sequence of events

Appendix B3.1 Descriptions of Target Student Abilities: First-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive Abilities Students will be able to understand and interpret written and spoken language on a variety of topics and learn of the social and cultural influences shaping the production of oral and written text in the Italian speaking world.	**ITALLANG 1** During the first quarter of language study, students will listen to and read a selected variety of oral and written texts relating primarily to their own lives and to those of their classmates. Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate their understanding. At the end of the quarter, students will be able to:	**ITALLANG 2** During the second quarter, students will listen to and read a variety of oral and written texts and expand their interests to include their immediate community. Students will begin to comprehend the general meaning of a selected variety of written and spoken authentic materials related to concrete events of personal interest and understand daily life interactions related to their immediate needs. Students will manifest their understanding of both oral and written texts, using English less frequently to demonstrate their understanding. At the end of the quarter, students will be able to:	**ITALLANG 3** During the third quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the broader Italian-speaking world. Students will comprehend the general meaning of a selected variety of written and spoken authentic materials (such as TV news clips, news excerpts), related to their social and academic field of interest. Students will manifest their understanding of both oral and written texts, using primarily Italian to demonstrate their understanding. At the end of the quarter, students will be able to:
(cont. next page)	• identify topic, focus, or purpose of interaction between their classmates when they: o describe people, places, daily activities o give and request simple information o ask and answer simple questions o express gratitude o apologize and accept apologies o give instructions, directions o communicate lack of understanding and ask for help in managing the language o glean biographical information from written materials o list ideas presented in brief (5-10 minutes) oral presentations on	• identify, restate and explain topic, focus, or purpose of interaction between their classmates when they carry out the tasks focused on during the first quarter, as well as when they: o simulate a telephone conversation o participate in simulated service encounters o communicate wishes and preferences o make comparisons o talk about plans in the near future o express intentions, wish and desires o talk about their own interests and those of their classmates o describe experiences and present events • scan the text to locate basic information	• identify, restate and explain topic, focus, or purpose of interaction between their classmates when they carry out the tasks focused on during the first two quarters, as well as when they: o initiate conversations and introduce topics of conversation o express emotions, doubts, uncertainty and simple hypothesis o express opinions o express (lack of) agreement o offer assistance o ask for favors o suggest/give advice o complain o clarify and restate information

Appendix B3.1 Descriptions of Target Student Abilities: First-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive Abilities (cont.)	factual topics of personal relevance o understand connected discourse in straightforward expository texts (of approximately 250 words) on known topics involving familiar vocabulary o answer data-based reading comprehension questions	• comprehend information in the types of materials found in service encounters (entertainment listings, menus, public transportation schedules, weather reports) • restate key details expressed in longer (10-15 minutes) oral presentations on factual topics about which they have some knowledge • understand connected discourse in straightforward expository texts (from 250 to 500 words) such as short and factual news excerpts • answer data-based and some fact- based reading comprehension questions	• comprehend information found in factual news excerpts and historical biographies • summarize key points and main ideas expressed in longer (15-20 minutes) oral presentations on factual topics about which they have some knowledge • understand connected discourse in less straightforward expository texts (from 500 to 1000 words) dealing with contemporary issues in which they have some interest • answer all fact-based reading comprehension questions
Presentational Abilities Students will be able to present information, concepts and idea to an audience of listeners or readers on a variety of topics of personal interests.	**ITALLANG 1** During the first quarter of language study, students will present information about themselves and their classmates orally and in writing. At the end of the quarter, students will be able to:	**ITALLANG 2** During the second quarter, students will increase in sophistication in presenting information about themselves and their community orally and in writing. At the end of the quarter, students will be able to:	**ITALLANG 3** During the third quarter, students will continue to increase in sophistication in presenting information about themselves and their community orally and in writing. At the end of the quarter, students will be able to:
	• present rehearsed oral reports (5-10 minutes) on such topics as: o own autobiography o their family, friends, roommates, classmates o accommodation, the campus, their hometown o personal interests, hobbies, sports and various activities • answer basic and simple questions about the prepared presentation topic • write short compositions of 300 words ca in individual phrases on uncomplicated topics of personal relevance, such as a brief description of their hometown or of their campus life.	• present rehearsed oral reports (10-15 minutes) of broader interest reflecting some cultural knowledge of the Italian-speaking world, on such topics as: o geography o the school system o the public transportation system o culinary traditions o holiday celebrations • answer more specific questions about the prepared presentation topic • write short compositions of 400 words ca in discrete sentences on prepared topics of a concrete nature, such as a description of an Italian university town or of a typical holiday celebration.	• present rehearsed reports (15-20 minutes) on topics of broader interest reflecting socio-cultural knowledge of the Italian-speaking world as well as of academic topics of particular interest such as: o current affairs o graphic arts and literature o their major and the job market • answer more specific questions about the prepared presentation topic using a more appropriate language for academic presentations • write compositions of 500 words ca in short paragraphs on prepared topics of social and academic interest.

Appendix B3.2 Descriptions of Target Student Abilities: Second-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities In the second year of language study, students will continue to interact with other Italian speakers for a variety of purposes and in a variety of contexts, using socially and appropriate forms. Additionally, students will interact with increasing socio-cultural appropriateness in academic and professional settings.	**ITALLANG 21** During the first quarter of second-year language study, students will be able to discuss concrete information related to contemporary Italian socio cultural issues with their peers in oral debates, written reports and formal academic presentations. At the end of the quarter, students will be able to:	**ITALLANG 22** During the second quarter of second-year language study, students will begin to discuss more abstract information related to contemporary Italian socio cultural issues. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions. At the end of the quarter, students will be able to:	**ITALLANG 23** During the third quarter of second-year language study, students will expand their written and oral information exchange to more abstract and formal contexts. Students will converse and interact, both formally and informally, negotiating meaning on a variety of both concrete and abstract topics related to the Italian culture, using all the major time frames. At the end of the quarter, students will be able to:
	• carry out all the communicative tasks of the first year with greater confidence and ease • make detailed comparisons of more abstract and general topics • narrate and describe events in the past • narrate and describe events in the distant past • give instructions, directions, and commands • formulate the proper questions necessary to conduct a formal interview • begin professional correspondence • listen for tone and react appropriately	• carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression • express their opinions (views, hopes, fears, doubts, beliefs, feelings and emotions) and discuss them • begin to engage in interactive argumentation • clarify and restate information • make polite requests • make hypotheses and discuss future events • avoid redundancy • address other speakers formally or informally with growing appropriateness according to their age or social status	• carry out all the communicative tasks of the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness • support their opinions • get and give permission for something to take place (causative forms) • fully engage in interactive argumentation • anticipate and contrast an argument • vary language register according to the relative formality or informality of their interlocutor
Interpretive Abilities Students will understand and interpret written and oral authentic texts on a variety of complex topics of individual and social relevance, demonstrating a growing awareness of the social and cultural influence shaping	**ITALLANG 21** During the first quarter of second-year language study, students will grow in ability to comprehend and interpret a variety of written and oral texts and will use almost exclusively Italian to manifest their understanding of both oral and written texts.	**ITALLANG 22** During the second quarter of second-year language study, students will continue to grow in ability to comprehend and interpret a variety of written and oral texts and will be able to use Italian to manifest their understanding of both oral and written texts.	**ITALLANG 23** During the third quarter of second-year language study, students will continue to grow in ability to comprehend and interpret a variety of written and oral texts and will use exclusively Italian to manifest their understanding of both oral and written texts.

Appendix B3.2 Descriptions of Target Student Abilities: Second-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

the production of oral and written texts in the Italian speaking world.	At the end of the quarter, students will be able to:	Students will comprehend authentic materials of academic relevance and listen to and understand fluent formal interactions, academic lectures and professional presentations. At the end of the quarter, students will be able to:	Students will expand their interpretive skills, comprehending a wider variety of authentic materials. At the end of the quarter, students will be able to:
	• carry out all the communicative tasks of the first year with greater depth and complexity • begin to develop a more culturally authentic frame of reference • draw comparisons • read factual articles in Italian newspapers • learn how to read a short novel • listen to TV news and radio broadcast • summarize news events • get meaning from context • take notes on content • summarize the main ideas, significant details and supporting data • recognize different regional varieties and social registers of Italian • answer some analytical reading comprehension questions • read to gain information • paraphrase what they have read or heard • synthesize information • identify the tone typical of formal and academic writing • distinguish rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc.	• carry out all the communicative tasks of the previous quarter with greater depth and complexity • continue to develop a more culturally authentic frame of reference • analyze an argument • learn to read editorials in Italian newspapers • restate topics of a conversation • analyze and reflect upon the content of extended texts such as academic lectures, short novels and feature films • identify syntactical constructions and collocations typical of formal language use • answer most analytical reading comprehension questions • recount the sequence of events in narratives • identify the stance and rhetorical devices typical of formal and academic writing	• carry out all the communicative tasks of the previous quarter with greater depth and complexity • continue to develop a more culturally authentic frame of reference • analyze and make predictions • evaluate and take notes on language (register, tone, syntax) and content extended texts such as academic lectures, short novels and feature films • report conversations using indirect speech • become increasingly aware of syntactical constructions and collocations typical of formal language use • answer all analytical reading comprehension questions • recognize the tone of socio cultural, political or professional orientation

Appendix B3.2 Descriptions of Target Student Abilities: Second-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities Students will be able to present information, concepts and idea to an audience of listeners or readers on a variety of topics of social and cultural interest.	**ITALLANG 21** During the first quarter of second-year language study, students will exhibit greater confidence in presenting information, mainly relating to their interest in the Italian socio-cultural world. At the end of the quarter, students will be able to:	**ITALLANG 22** During the second quarter of second-year language study, students will increase in sophistication in presenting information about topics relating to their academic interest in the Italian-speaking world. At the end of the quarter, students will be able to:	**ITALLANG 23** During the second quarter of second-year language study, students will continue to increase in sophistication in presenting information about topics relating to the Italian-speaking world. At the end of the quarter, students will be able to:
(cont. next page)	• carry out all the communicative tasks of the first year with greater confidence and ease • prepare oral and written presentations using authentic materials • orally summarize the main points of news events and other authentic materials • write short reports on the above mentioned materials • begin to employ the appropriate rhetorical devices typical of more formal oral and written presentational language • write a 600-700 word paper in expository prose, organized in paragraphs, on cultural topics of personal interest • give a rehearsed presentation of 15-20 minutes in length on cultural aspects and main socio-political events, using audiovisual computer software (such as PowerPoint) • answer extemporaneously the questions that follow the presentation • begin to self-edit their work for high-frequency errors	• carry out all the communicative tasks of the previous quarter with greater confidence and ease • construct more complex sentences using connectors • avoid redundancy using pronouns • summarize extemporaneously • write reports in response to oral texts • present oral analyses of authentic texts and class discussions • write a 800-900 word persuasive paper, organized in paragraphs, on cultural topics of academic interest, using comparisons and contrasts and employing appropriate rhetorical devices • give a less rehearsed presentation of 20-25 minutes in length, in paragraph-length discourse on socio cultural aspects of the Italian-speaking world • answer extemporaneously the questions that follow the presentation • continue to self-edit their work for high frequency error • begin to edit their work for style, register and syntax appropriate to academic and formal language	• carry out all the communicative tasks of the previous quarter with greater confidence and ease • express different points of view • use the passive and impersonal voice • write persuasive and rhetorical texts such as commercial advertisements • write a 1,000 words ca persuasive paper on cultural topics of academic interest, in which they state and support their opinion (using logical reasoning, comparison and contrast, hypothesis and conclusions, and the appropriate rhetorical devices) • give a less rehearsed, more extemporaneous presentation of 25-30 minutes in length, in paragraph-length discourse on socio cultural aspects of the Italian-speaking world • answer extemporaneously the questions that follow the presentation • continue to edit their work for style, register and syntax appropriate to a more formal language

Appendix B3.2 Descriptions of Target Student Abilities: Second-Year Italian

Italian Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities (cont.)		• begin to employ rhetorical devices such as metaphor, simile, analogy, allegory, irony, etc.	• employ rhetorical devices with greater confidence and ease

Appendix B4.1 Descriptions of Target Student Abilities: First-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities Students will be able to: engage in interactions with speakers of Spanish for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions.	**Spanish 1** During the first quarter of language study, students will be able to interact with members of their class and to talk about themselves. At the end of the quarter, students will be able to:	**Spanish 2** During the second quarter, students base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes more other-oriented and students engage in interactions with Spanish speakers at Stanford, in the Bay Area, and in California. At the end of the quarter, students will be able to:	**Spanish 3** During the third quarter, students expand their interests and interactions to the broader Spanish-speaking world. They base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. They become more aware of sociolinguistic appropriateness. At the end of the quarter, students will be able to:
	• meet, greet and introduce themselves • name their immediate world: family, place of origin, activities, personal interests, major, health and well- being, the body, possessions, foods, weather, likes and dislikes	• carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression.	• carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness
	• express politeness within the cultural framework of their native culture	• occasionally express politeness within the framework of the target culture	• express politeness within the framework of the target culture with increasing frequency
		• become acquainted with other speakers (native or non-native) of the language (in person and through electronic means) • begin to become aware of sociolinguisti-cally appropriate ways to address and interact with Spanish speakers.	• initiate conversations with strangers and acquaintances and nominate topics of conversation in order to sustain a conversation with Spanish speakers in sociolinguistically appropriate ways
	• participate effectively in simulated service encounters such as: ordering a meal and asking for the check in a restaurant • in service encounters, begin to use linguistic strategies to interact and obtain information	• participate in more elaborate simulated service encounters and in service encounters in the surrounding community • in service encounters, use linguistic strategies to interact and obtain information with greater frequency	• participate in more elaborate simulated service encounters in the surrounding community that more accurately reflect conditions in a Spanish-speaking country • in service encounters, use linguistic strategies to interact and obtain information
(cont. next page)	• simulate telephone conversations	• converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information)	• interact with strangers and acquaintances on the telephone

Appendix B4.1 Descriptions of Target Student Abilities: First-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities (cont.)	• describe people, places, daily activities • give, request information • ask and answer simple questions • express gratitude • apologize • give instructions, directions • communicate lack of understanding and ask for help in managing language	• communicate wishes and preferences • make comparisons • give an opinion • talk about future plans for themselves and the world • express intentions • give reports on Spanish-speaking acquaintances • talk about their own interests and also those of the community	• ask for favors • express emotions such as sympathy, admiration anger or surprise • accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information
	• begin to become aware of the role of self-monitoring in language development	• become increasingly aware of the role of self-monitoring in language development	• become increasingly aware of the role of self-monitoring in language development
Interpretive Abilities Students will be able to understand and interpret written and spoken language on a variety of topics and manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking worlds.	**Spanish 1** During the first quarter, students will listen to and read a variety of oral and written texts relating primarily to their own lives and the classroom as community. Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate that understanding. At the end of the quarter, students will be able to:	**Spanish 2** During the second quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the surrounding community. Students will manifest their understanding of both oral and written texts, using English less frequently to demonstrate that understanding. At the end of the quarter, students will be able to:	**Spanish 3** During the third quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the broader Spanish-speaking world. Students will manifest their understanding of both oral and written texts, using primarily Spanish to demonstrate that understanding. At the end of the quarter, students will be able to:

(cont. next page)	• identify topic, focus, or purpose of interaction between members of their class when they:
	  • participate in simulated service encounters such as: ordering a meal and asking for the check in a restaurant
	  • describe people, places, daily activities
	  • give, request information
	  • ask and answer simple questions
	  • express gratitude
	  • apologize
	  • give instructions, directions
	  • communicate lack of understanding
		• identify, restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks focused on during the first quarter, as well as when they:
		  • participate in more elaborate simulated service encounters
		  • converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information)
		  • communicate wishes and preferences
		  • make comparisons
			• identify. restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks focused on during the first two quarters, as well as when they:
			  • initiate conversations with strangers and acquaintances and nominate topics of conversation
			  • interact with strangers and acquaintances on the telephone
			  • ask for favors
			  • express emotions such as sympathy, admiration anger or surprise

Appendix B4.1 Descriptions of Target Student Abilities: First-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive Abilities (cont.)	and ask for help in managing language	• give an opinion • talk about future plans for themselves and the world • express intentions • give reports on Spanish-speaking acquaintances • talk about their own interests and also those of the community • describe experiences and events	• accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information
	• list ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have some knowledge • identify topics in a set of television news program excerpts • identify genre of oral and written texts (movies, announcements, news broadcasts, etc.)	• restate key details expressed in longer (10-20 minute) oral presentations on factual topics about which they have some knowledge • list topics in a set of TV news excerpts • take notes on ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have little or no knowledge	• summarize key points and main ideas expressed in longer (20-40 minute) oral presentations on factual topics about which they have some knowledge • using connected discourse, list topics and some details in a set of TV news excerpts • take notes on ideas expressed in longer (10-20 minute) oral presentations on factual topics about which they have little or no knowledge
	• begin to become acquainted with the sociogeography of the Spanish-speaking world	become better acquainted with the sociogeography of the Spanish-speaking world	• draw comparisons among socio-geographic features of the Spanish-speaking world
	• understand connected discourse in straightforward expository texts (of approximately 250 words) on known topics involving familiar vocabulary • glean biographical information from written materials • understand information in the types of materials found in service encounters (menus, bus and train schedules, movie and theatre listings, signs in public places, weather reports)	• understand connected discourse in straightforward expository texts (from 250 to 500 words) about the immediate Spanish-speaking world, such as short articles from local Spanish-speaking newspapers	• understand connected discourse and identify point of view in less straightforward, editorial expository texts (from 500 to 750 words) dealing with student interests or with contemporary issues in which the students have some background • using the Internet and newspapers, seek and read articles that correspond to their interests • compare the treatment of current events in the target language with the treatment of the same events (in English)

Appendix B4.1 Descriptions of Target Student Abilities: First-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics.	**Spanish 1** During the first quarter, students will present information about themselves and their classroom community orally and in writing. At the end of the quarter, students will be able to:	**Spanish 2** During the second quarter, students will in crease in sophistication in presenting information about themselves and their classroom community orally and in writing. At the end of the quarter, students will be able to:	**Spanish 3** During the third quarter, students will continue to increase in sophistication in presenting information about themselves and their classroom community orally and in writing. At the end of the quarter, students will be able to:
	• present rehearsed reports (5-10 minutes) on such topics as: own autobiography, family, interests, sports, recipes, recent trips • answer questions about the prepared presentation topic	• present rehearsed reports (10-20 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world • ask and answer questions about the prepared presentation topic using language appropriate for academic presentations	• present rehearsed reports (20-30 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world as well as reflecting knowledge of academic topics of particular interest to students such as: their major, current events, international relations, the sciences • present information on research carried out • place greater emphasis on socioculturally appropriate presentational language • ask and answer questions about the prepared presentation topic using language appropriate for academic presentations

(cont. next page)	• write what they can say, for example:
	  • describe people, places, daily activities
	  • give, request information
	  • ask and answer simple questions
	  • express gratitude
	  • apologize
	  • give instructions, directions
	• write 1-page reports on such topics as: own autobiography, family, interests, sports, recipes, recent trips
	• edit their work for high frequency errors
		• write what they can say displaying a wider array of language functions than the previous quarter including:
		  • communicate wishes and preferences
		  • make comparisons
		  • give an opinion
		  • talk about future plans for themselves and the world
		  • express intentions
		  • give reports on Spanish-speaking acquaintances
		  • talk about their own interests and also those of the community
		  • describe experiences and situations
		  • summarize readings
		• write 2-page reports on topics of broader
			• write what they can say displaying a wider array of language functions than the previous quarter including:
			  • express emotions such as sympathy, admiration anger or surprise
			  • suggest/give advice
			  • express opinions
			  • support opinions
			  • explain
			  • give examples
			  • express (lack of) agreement
			  • share doubts
			  • clarify and restate information
			• write 3-page reports on topics reflecting knowledge of the sociogeography of the Spanish-speaking world as well as

Appendix B4.1 Descriptions of Target Student Abilities: First-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities (cont.)		interest reflecting knowledge of the sociogeography of the Spanish-speaking world • edit for errors based on the material taught	reflecting knowledge of academic topics of particular interest to them such as: major, current events, international relations, the sciences • quote others in reports • prepare topics using authentic material • edit for errors based on the material taught

Appendix B4.2 Descriptions of Target Student Abilities: Second-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

During the second year of language study, students will build on the interpersonal, interpretive and presentational abilities developed during the first year:

Interpersonal Abilities In the second year of language study, students will continue to interact with speakers of Spanish for a variety of purposes and in a variety of contexts, using socially and culturally appropriate forms. Additionally, students will interact with increasing sociocultural appropriateness in academic and professional settings.	**Spanish 11** During the first quarter of second-year language study, students will be able to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic presentations. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:	**Spanish 12** During the second quarter of second-year language study, students will be able to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic presentations. Students will exhibit growing confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:	**Spanish 13** During the third quarter of second-year language study, students will be able to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic and professional presentations. Students will exhibit growing confidence in carrying out face-to-face interactions, and academic and professional discussions, with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:
oral/written language	• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease
oral language	• discuss their opinions (outlooks, views of events, hopes, fears, doubts) and exchange information about their content area of focus (culture, international relations, etc.)	• continue to discuss their opinions with growing complexity • begin to engage in interactive argumentation of an academic nature	• support their opinions • discuss academic and professional topics and fully engage in interactive argumentation • anticipate an argument • contrast arguments
(cont. next page)	• use tú and usted with growing appropriateness • vary language according to the relative formality or informality of their interlocutor with growing appropriateness • address others speakers with growing appropriateness according to their age, social rules, position, title	• use tú and usted with growing appropriateness and greater confidence • vary language according to the relative formality or informality of their interlocutor with growing appropriateness and greater confidence • address others speakers with growing appropriateness and greater confidence according to their age, social rules, position, title	• use tú and usted appropriately • vary language according to the relative formality or informality of their interlocutor • address others speakers according to their age, social rules, position, title

Appendix B4.2 Descriptions of Target Student Abilities: Second-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpersonal Abilities oral language (cont.)	• communicate respect, politeness, gratitude, friendliness, distance with growing appropriateness	• communicate respect, politeness, gratitude, friendliness, distance with growing appropriateness and greater confidence	• communicate respect, gratitude, politeness, friendliness, distance appropriately
	• clarify and restate information	• clarify and restate information	• clarify and restate information
	• invite and interact with classroom speakers	• invite and interact with classroom speakers	• invite and interact with classroom speakers
	• listen to and imitate how others speak	• listen for tone (humor, sarcasm)	• listen for tone and react appropriately
	• seek support and feedback from others	• seek support and feedback from others	• seek support and feedback from others
	• self monitor and evaluate language development	• self monitor and evaluate language development	• self monitor and evaluate language development
written language	• correspond with friends and family	• correspond with same-age pen pals	• write invitations and thank you letters • write simple cover letters and a simple résumé to Spanish-speaking businesses
	• correspond with an individual or agency to request information	• begin professional correspondence with a known receiver	• continue professional correspondence with a known receiver
	• use a dictionary to validate their choice of language	• use a dictionary to validate their choice of language	• use a dictionary to validate their choice of language
	• share information with peers about their content area of focus via the Internet	• share information with peers about their content area of focus via the Internet	• share information with peers about their content area of focus via the Internet
	• self-edit with increasing frequency	• self-edit with increasing frequency	• self-edit with increasing frequency
	• respond to work of peers	• respond to work of peers	• respond to work of peers

Appendix B4.2 Descriptions of Target Student Abilities: Second-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive Abilities Students will understand and interpret written and oral texts on a variety of complex topics, including texts related to the individual student's academic and professional fields, demonstrating a continually growing awareness of the social and cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking worlds.	**Spanish 11** Students will grow in ability to interpret a variety of written and oral texts and will use Spanish with greater frequency to manifest their understanding of both oral and written texts. At the end of the quarter, students will be able to:	**Spanish 12** Students will grow in ability to interpret a variety of written and oral texts and will be able to use Spanish to manifest their understanding of both oral and written texts. At the end of the quarter, students will be able to:	**Spanish 13** Students will grow in ability to interpret a variety of written and oral texts and will be able to use Spanish to manifest their understanding of both oral and written texts. At the end of the quarter, students will be able to:
oral/written texts	• carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity	• carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity	• carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity
	• begin to develop a more culturally authentic frame of reference	• continue to develop a more culturally authentic frame of reference	• continue to develop a more culturally authentic frame of reference
	• identify and begin to draw comparisons	• draw comparisons	• analyze and make predictions
	• summarize an argument	• analyze an argument	• anticipate an argument • contrast arguments
	• take limited notes on content	• take more detailed notes on content	• take detailed notes on content
	• get meaning from context	• get meaning from context	• get meaning from context
	• begin to keep individual notes on language	• keep individual notes on language	• keep detailed individual notes on language
oral texts	• follow and document shifting topics in a conversation	• follow and restate shifting topics in a conversation	• follow and summarize shifting topics in a conversation
	• list important ideas and supporting data in oral interactions between speakers (of the type that they themselves can carry out)	• identify ideas and details in more extensive and complex oral interactions between speakers (of the type that they themselves can carry out)	• connect and synthesize information obtained when listening to extensive and complex oral interactions between speakers (of the type that they themselves can carry out)

Appendix B4.2 Descriptions of Target Student Abilities: Second-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Interpretive Abilities oral texts (cont.)	• understand the main ideas and significant details of extended texts such as news and radio broadcasts	• analyze and reflect upon the meaning of extended texts such as academic lectures, and documentary and feature films	• evaluate and take notes on language (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and feature films
	• understand the main ideas and significant details of live oral presentations	• comprehend academic presentations on a variety of topics by speakers from a variety of regions	• comprehend academic and professional presentations on unknown topics by speakers from a variety of regions
	• begin to recognize different regional varieties and social registers of Spanish	• recognize different regional varieties and social registers of Spanish • identify phrases and collocations typical of formal academic language use	• compare different regional varieties and social registers of Spanish • become increasingly aware phrases and collocations typical of formal academic language use

written texts	• with respect to authentic written texts (of at least 4 pages) of a variety of genres and styles, on known and unknown topics:
	  • summarize the main ideas and supporting data
	  • answer most fact-based and some analytical reading comprehension questions
	  • scan to locate information
	  • skim to gain a sense of organization and content
	  • exhibit an unreflected understanding of what was read
	  • synthesize information in charts or outline form
	  • begin to identify the tone and stance typical of formal, academic writing
		• with respect to authentic written texts (of at least 5 pages) of a variety of genres and styles, on known and unknown topics:
		  • analyze the main ideas and supporting data
		  • answer all fact-based and most analytical reading comprehension questions
		  • connect knowledge from texts with their academic field and content area of focus when appropriate
		  • read to gain information
		  • develop a more complete understanding, beyond initial impressions
		  • represent the sequence of events in narratives
		  • identify the tone and stance typical of formal, academic writing
		  • recognize the tone of sociocultural, political or professional orientations
			• with respect to authentic written texts (of at least 7 pages as well as 1 book-length reading) of a variety of genres and styles, on known and unknown topics:
			  • analyze and synthesize the main ideas and supporting data
			  • answer all fact-based and all analytical reading comprehension questions
			  • connect knowledge from texts with knowledge in a variety of areas
			  • make observations, extrapolations and hypotheses
			  • demonstrate increased understanding of the cultural nuances of meaning in written language
			  • identify more subtle nuances of tone and stance typical of formal, professional or academic writing

	• research information (using the Internet, library materials, newspapers, etc.) on academic topics, including their field of interest or content area of focus	• research information on various academic topics, including their field of interest or content area of focus	• research topics related to their academic and professional fields of interest

Appendix B4.2 Descriptions of Target Student Abilities: Second-Year Spanish

Spanish Language Objectives

(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

Presentational Abilities Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and professional topics.	**Spanish 11** During the first quarter, students will exhibit growing confidence in presenting information to an audience, mainly on topics relating to the Spanish-speaking world, their academic interests and content area of focus. At the end of the quarter, students will be able to:	**Spanish 12** During the second quarter, students will increase in sophistication in presenting information about topics relating to the Spanish-speaking world as well as to their academic interests and content area of focus. At the end of the quarter, students will be able to:	**Spanish 13** During the third quarter, students will continue to increase in sophistication in presenting information about topics relating to the Spanish-speaking world, their academic and professional interests, and their content area of focus. At the end of the quarter, students will be able to
oral/written presentations	• carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease	• carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease
	• become aware of and begin to employ appropriate (oral and written) presentational language	• place increasing emphasis on appropriate (oral and written) presentational language	• place increasing emphasis on appropriate (oral and written) presentational language
	• prepare oral and written presentations using authentic materials	• prepare oral and written presentations using authentic materials	• prepare oral and written presentations using authentic materials
oral presentations	• give rehearsed presentations, using some notes, of 10-15 minutes in length • answer questions about the presentation topic	• give less rehearsed presentations, using less extensive notes, of 15-20 minutes in length • begin to answer questions about the presentation topic extemporaneously	• give less rehearsed, more extemporaneous presentations of 20-30 minutes in length • give an audiovisual presentation using computer software (such as PowerPoint) • answer questions about the presentation topic extemporaneously
	• orally summarize main points of authentic texts (both oral and written) and of class discussions	• present oral analyses of authentic texts (both oral and written) and of class discussions	• present oral analyses of authentic texts (both oral and written) and of class discussions
	• begin to summarize extemporaneously	• summarize extemporaneously • begin to compare and analyze extemporaneously	• compare and analyze extemporaneously • begin to hypothesize and conjecture extemporaneously
	• begin to monitor their speech for features not characteristic of formal academic language	• increasingly monitor their speech for features not characteristic of formal academic language	• increasingly monitor their speech for features not characteristic of formal academic language

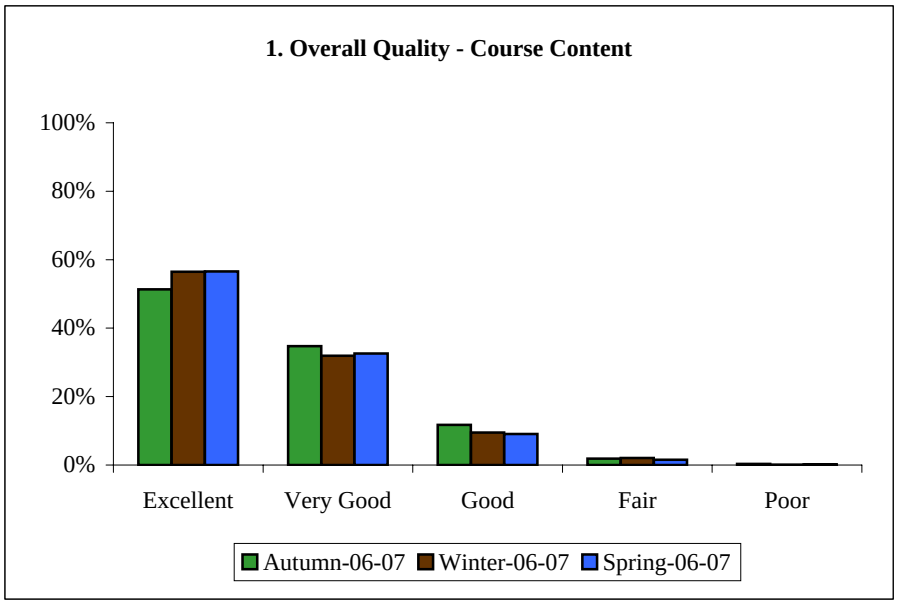
Appendix B4.2 Descriptions of Target Student Abilities: Second-Year Spanish

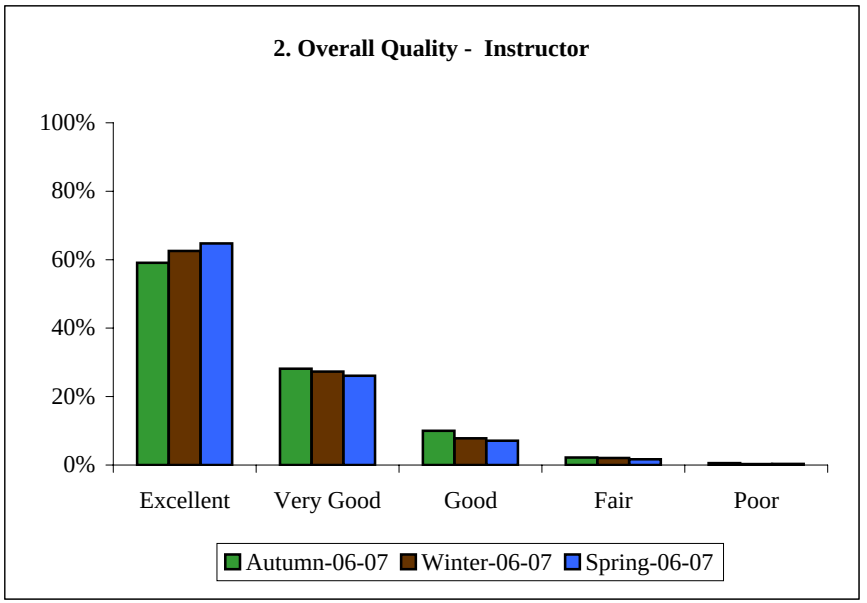
Spanish Language Objectives

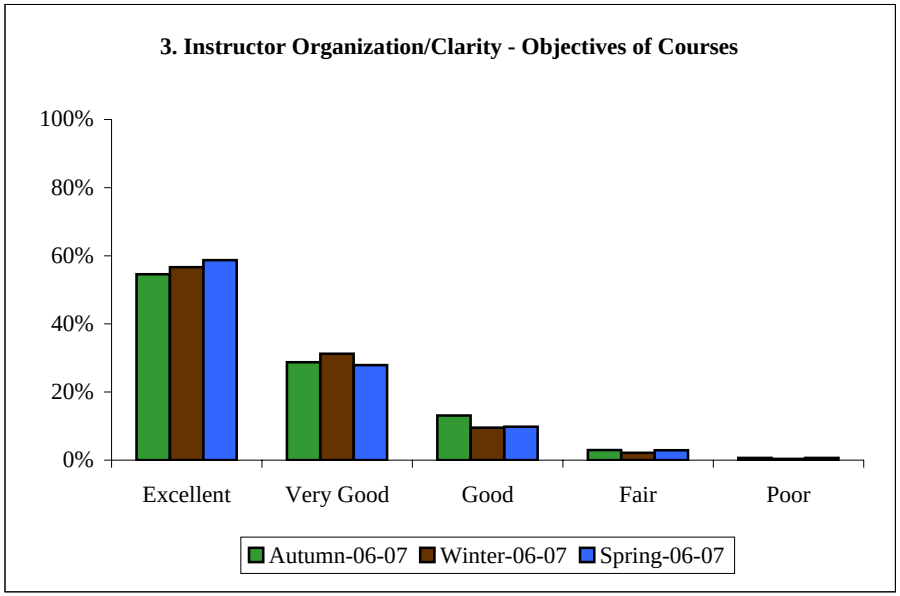
(Based on the Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

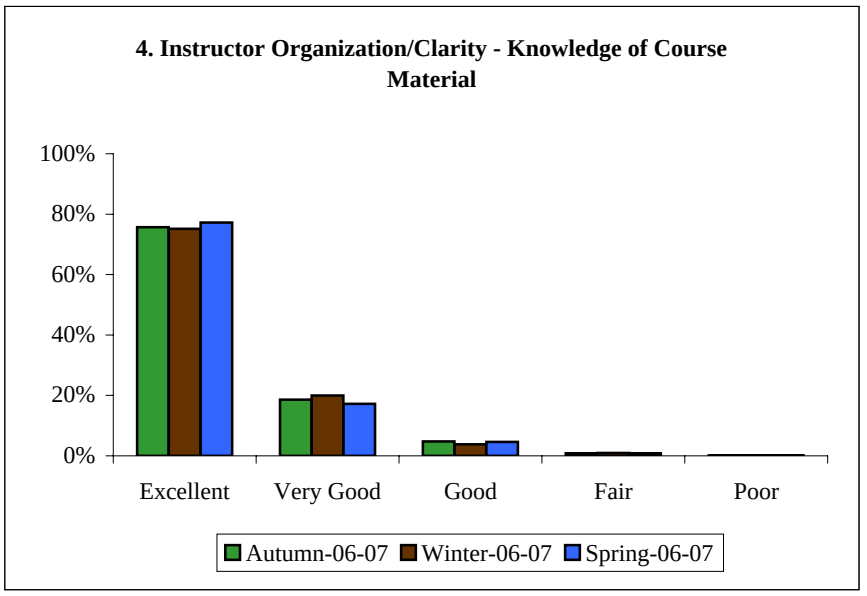
Presentational Abilities (cont.) written presentations	• write short reports in response to oral texts	• write reports in response to oral texts	• write more extensive reports in response to oral texts
	• write 3-page papers in expository prose • begin to write persuasive papers stating and supporting an opinion	• write 5-page papers in expository prose • write persuasive papers stating and supporting an opinion • in supporting an opinion, begin to use logical reasoning (e.g., cause and effect), comparison and contrast	• complete a research paper of at least 10 pages and cite sources • write persuasive papers stating and supporting an opinion • in supporting an opinion, use logical reasoning (e.g., cause and effect), comparison and contrast, and appropriate rhetorical devices
	• self-edit with increasing frequency • edit their work for high frequency errors	• self-edit with increasing frequency • edit their work for high frequency errors • begin to edit their work for style, register and syntax appropriate to academic language • begin to employ appropriate rhetorical devices	• self-edit with increasing frequency • edit their work for high frequency errors • edit their work for style, register and syntax appropriate to academic language • employ appropriate rhetorical devices

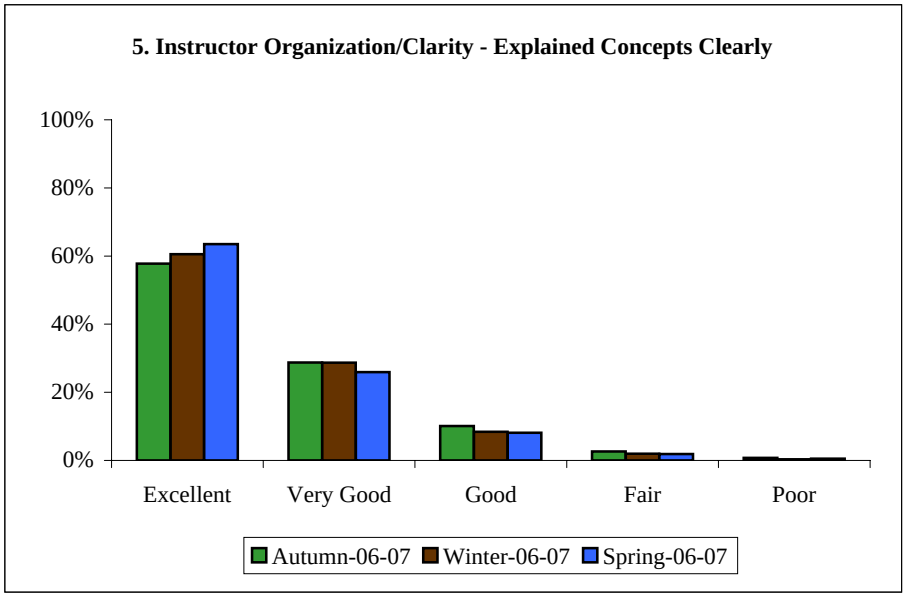
Appendix C - Teaching Evaluations Academic Year 2006 - 2007

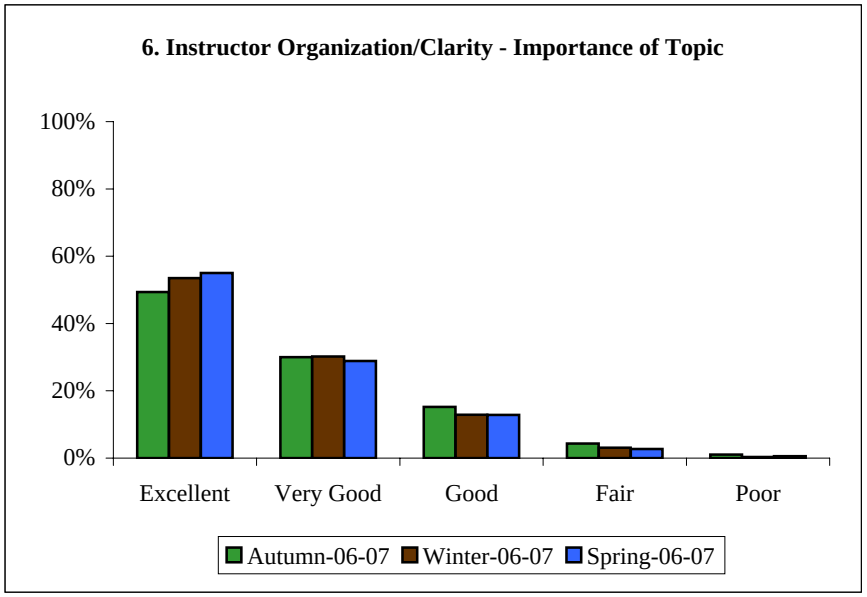


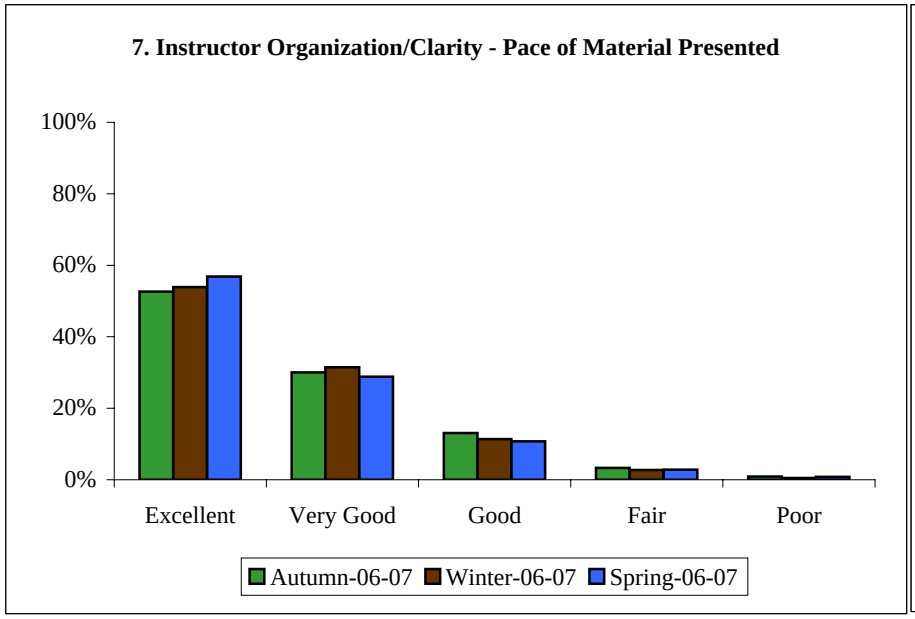


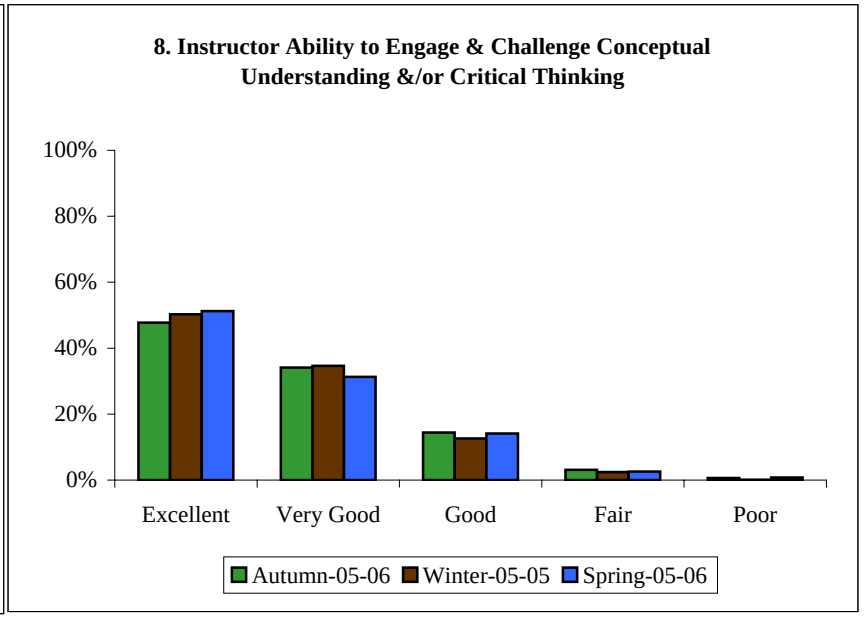




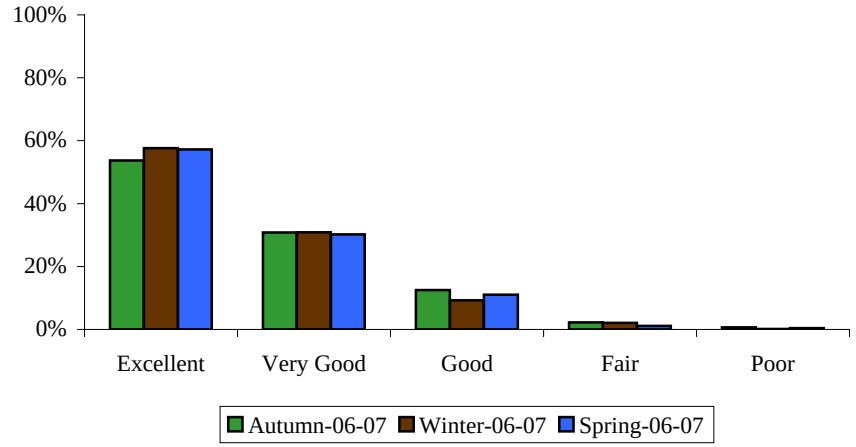

5. Instructor Organization/Clarity - Explained Concepts Clearly
100%
80%
60%
40%
20%
0%
Excellent
Very Good
Good
Fair
Poor
Autumn-06-07
Winter-06-07
Spring-06-07


6. Instructor Organization/Clarity - Importance of Topic
100%
80%
60%
40%
20%
0%
Excellent
Very Good
Good
Fair
Poor
Autumn-06-07
Winter-06-07
Spring-06-07

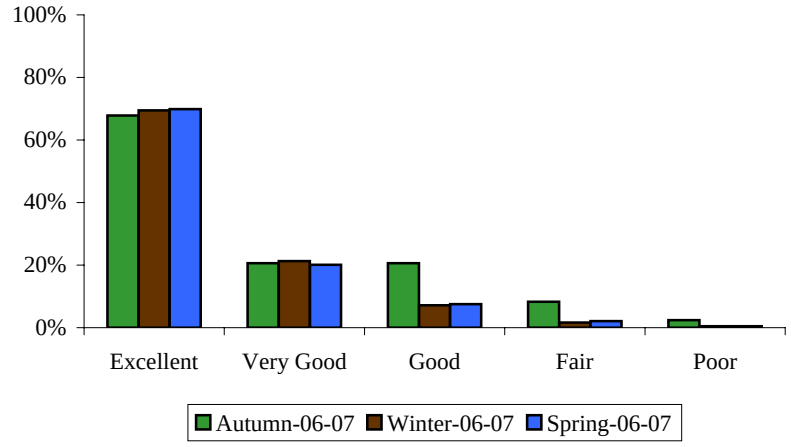

7. Instructor Organization/Clarity - Pace of Material Presented
100%
80%
60%
40%
20%
0%
Excellent
Very Good
Good
Fair
Poor
Autumn-06-07
Winter-06-07
Spring-06-07


8. Instructor Ability to Engage & Challenge Conceptual Understanding &/or Critical Thinking
100%
80%
60%
40%
20%
0%
Excellent
Very Good
Good
Fair
Poor
Autumn-05-06
Winter-05-05
Spring-05-06

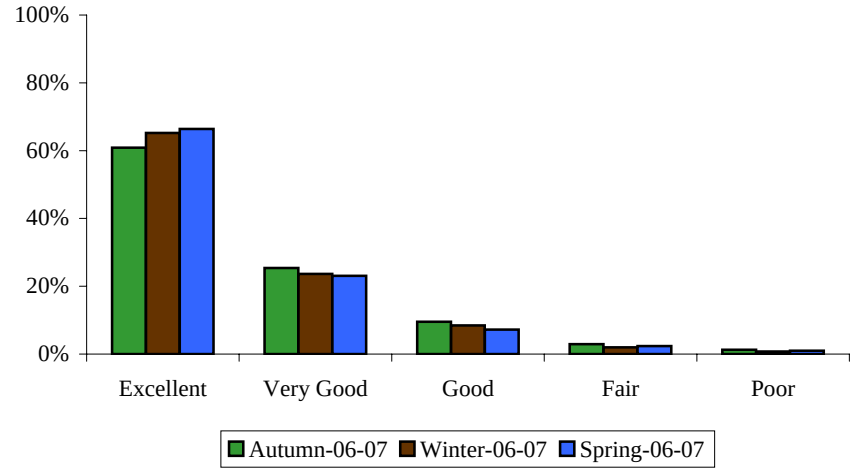
9. Instructor Ability to Engage & Challenge - Related Course Topics to One Another



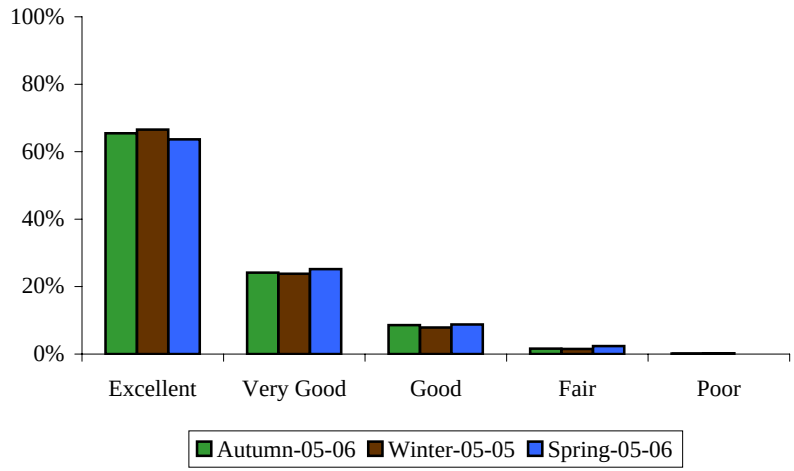
10. Instructor Interaction with Students - Concern about Learning



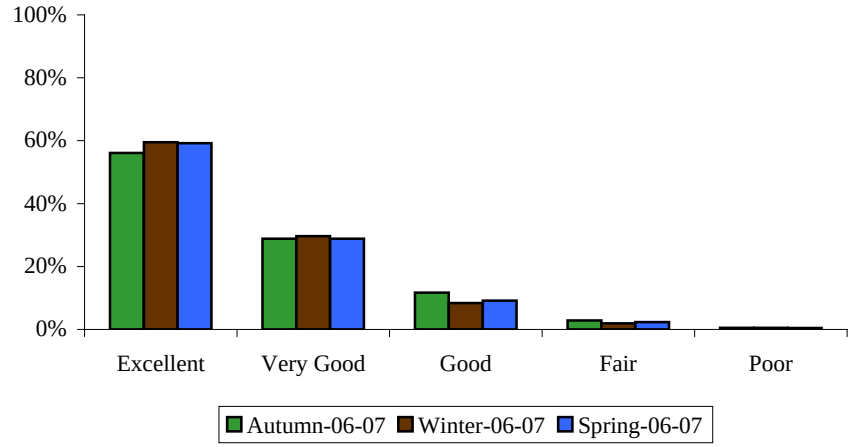
11. Instructor Interaction with Students - Inspired & Motivated Interest in Course Content



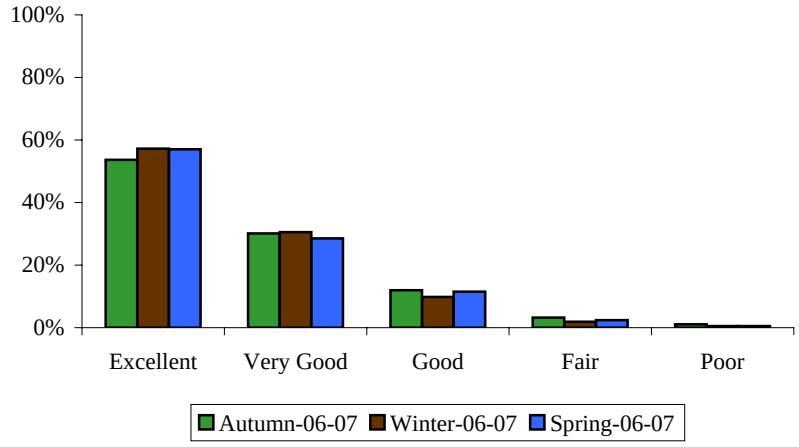
12. Instructor Interaction with Students - Available Outside of Class



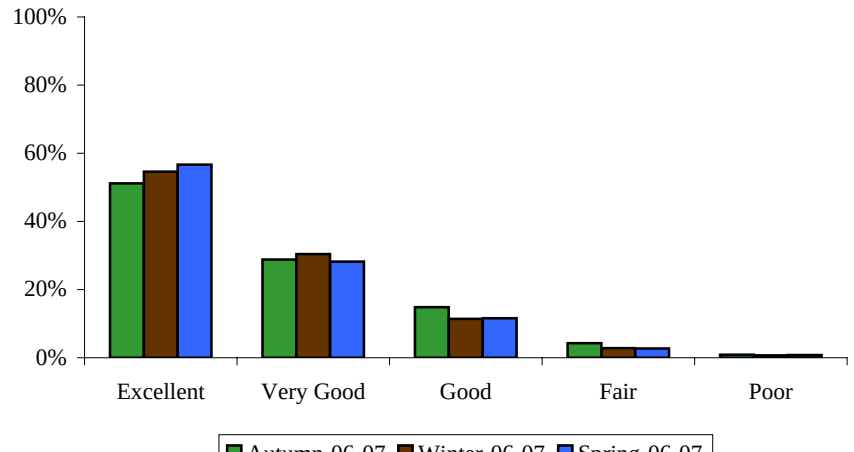
13. Course Organization, Content & Evaluation - Content Valuable & Worth Learning



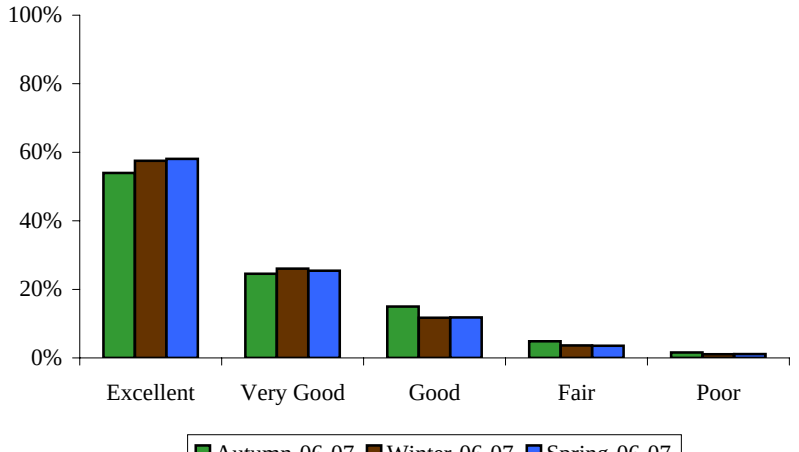
14. Organization, Content & Evaluation - Organized Course Topics

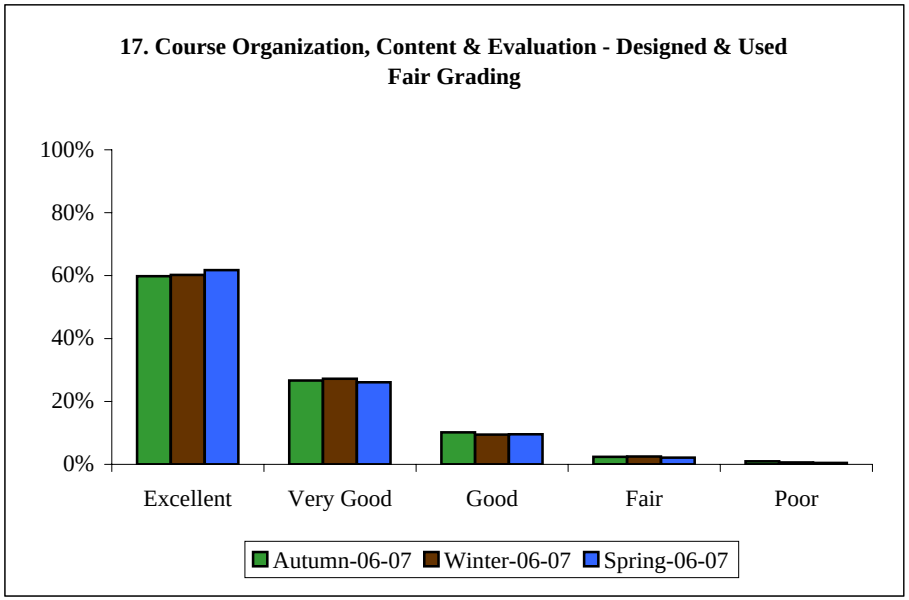


15. Course Organization, Content & Evaluation - Assignments to Solidify Understanding



16. Course Organization, Content & Evaluation - Explained How Students Would be Evaluated




17. Course Organization, Content & Evaluation - Designed & Used Fair Grading
100%
80%
60%
40%
20%
0%
Excellent
Very Good
Good
Fair
Poor
Autumn-06-07
Winter-06-07
Spring-06-07

Appendix D: Language Center Lecturer Roster - Academic Year 2007-2008

						Certification		
Language	**Name**	**Appt Year**	**Degree**	**Degree Date**	**Institution**	**OPI**	**Writing**	**Other**
AME	Aweiss, Salem	2005	PhD	1993	Ohio State University	full		OPI Trainer training - in process
AME	Barhoum, Khalil	1985	PhD	1985	Georgetown University	in process		
AME	Mohochi, Ernest Sangai	2006	PhD	2006	Egerton University, Kenya			
AME	Obeid, Khalid	2007	PhD	1998	University of San Francisco			
AME	Porat, Gallia	2003	MA	1997	University of San Francisco			
AME	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full		
AME	Sibanda, Galen	2005	PhD	2004	University of California, Berkeley			
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon			
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	in process		
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University			
Chinese	Lin, Nina Yuhsun	2004	PhD (ABD)	expected 12/08	Stanford University	full	in process	
Chinese	Rozelle,Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University			
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	in process		
Chinese	Zhang,Youping	2006	Ed.D Candidate	2005	Rutgers University	in process		
Chinese	Zhu, Qi	1999	PhD	1990	Beijing University			
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	in process	
EFS	Mawson, Carole	1979	MAT	1965	New York University	full		
EFS	Romeo, Kenneth Robert	2006	PhD	2006	Stanford University	in process		
EFS	Rylance, Constance R	1989	MA	1981	San Francisco State University	in process		
EFS	Shabrami, Carol J	2002	PhD	1988	Stanford University			
EFS	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor			
French	Ashaolu, Olubunmi Oludolapo	2005	PhD	2005	University of California, Davis	in process		
French	Dozer, Jane Blythe	1995	PhD	1978	University of California, Los Angeles	full		
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	in process		
French	Shashko, Tanya Delphine	2003	PhD	2004	Stanford University			
French	Tsethlikai, Kenric Kendall	2003	PhD	2001	Stanford University	full	full	
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
German	Strachota, Kathryn A	1972	MA	1969	Stanford University	full		
Italian	Baldocchi, Marta	1997	MA	1988	Universita degli studi de Bologna, Italy	limited	limited	
Italian	Cellinese, Anna	2005	PhD	2005	Stanford University	limited		
Italian	Devine, Maria	1975	MA	1961	Scuola Superiore per Ragionieri C. Cattaneo, Milan, Italy	limited		
Italian	Gelmetti, Sara	2004	M.Phil	2002	Trinity College, Dublin, Ireland	full	in process	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	in process		
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Arao, Fumiko	1989	MA	1988	Stanford University			
Japanese	Busbin, Kazuko Morooka	1983	MA	1980	University of San Francisco			

Appendix D: Language Center Lecturer Roster - Academic Year 2007-2008

						Certification		
Language	**Name**	**Appt Year**	**Degree**	**Degree Date**	**Institution**	**OPI**	**Writing**	**Other**
Japanese	Lipton, Hisayo Okano	1997	MA	1993	San Francisco State University	full		
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis			
Japanese	Nakamura, Kiyomi	2002	MA	1991	Lesley College			
Japanese	Tomiyama, Yoshiko	2004	PhD (ABD)	2008, expected	University of California, Los Angeles	full		
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full		
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full		
Portuguese	Delgado, Ana Isabel Soares	2003	MA	1998	University of Alabama			SIT TESOL Certificate - Trainer and Trainer of Trainers
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full		
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	in process		
Slavic	Marcos, Marina	2007	MA	1976	Moscow Pedagogical University			
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Mody, Sujata	2006	PhD (ABD)	2008	University of California, Berkeley			
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	in process		
Spanish	Barletta, Laura Mendez	2007	PhD (ABD)	2008	University of Colorado, Boulder			
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full		
Spanish	Catoira, Loreto	2006	PhD (ABD)	2007	University of New Mexico	in process		
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	in process		
Spanish	Guzman, Candy	2001	MA	2001	Stanford University			
Spanish	Kenna, Caridad Ravenet	1991	PhD	1997	Stanford University			
Spanish	Miano, Alice A	1991	PhD (ABD)	2004	University of California, Berkeley	full	in process	
Spanish	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	in process		
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	in process		
Spanish	Perales, Otilia Consuelo	1996	MA	1998	Stanford University			
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited		
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	in process		
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	in process		
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain			

Appendix E - SOPI tests of AP and SAT entering Students - Academic Year 2007-2008

Spanish	SAT Score	SOPI Score
1	630	IH
2	630	IH
3	630	IL+
4	630	IL+
5	630	IM
6	640	IL+
7	650	IL+
8	650	IL+
9	650	IL+
10	650	IM
11	650	IM+
12	650	IM+
13	660	IM
14	660	IM
15	660	IM+
16	660	IM+
17	670	IL+
18	670	IM
19	670	IM
20	670	IM+
21	680	IM+
22	680	IM+
23	690	IH
24	690	IH
25	690	IH
26	690	IL+
27	690	IL+
28	690	IM
29	690	IM+
30	690	IM+
31	690	IM+
32	700	AL
33	700	IH
34	700	IH
35	700	IM
36	700	IM+
37	700	IM+
38	700	IM+
39	710	AL
40	710	IM
41	710	IM
42	720	AL
43	720	AM
44	720	AM
45	720	IH
46	720	IM+
47	720	IM+
48	720	IM+
49	720	IM+
50	730	IH
51	730	IM
52	730	IM+

Spanish	SAT Score	SOPI Score
53	740	IH
54	740	IH
55	740	IH
56	740	IH
57	740	IM
58	740	IM+
59	740	IM+
60	740	IM+
61	750	IH
62	750	IM
63	750	IM+
64	760	AL
65	760	AL
66	760	IH
67	760	IM
68	760	IM+
69	770	IH
70	770	IH
71	770	IH
72	770	IH
73	770	IH
74	770	IH
75	770	IH
76	770	IH
77	770	IM
78	770	IM+
79	770	IM+
80	770	IM+
81	770	IM+
82	770	IM+
83	770	IM+
84	780	AL
85	780	AM
86	780	AM
87	780	IH
88	780	IM+
89	790	AL
90	790	AL
91	790	AL
92	790	IH
93	790	IM
94	790	IM+
95	800	AL
96	800	AL
97	800	IH
98	800	IH
99	800	IH
100	800	IH
101	800	IH
102	800	IM+
103	800	IM+

Spanish	AP Score	SOPI Score
1	4	AL
2	4	IM
3	4	IM
4	4	IM
5	4	IM
6	4	IM
7	4	IM
8	4	IM
9	4	IM
10	4	IM
11	4	IM
12	4	IM
13	4	IM
14	4	IM
15	4	IM
16	4	IM+
17	4	IM+
18	4	IM+
19	4	IM+
20	4	IM+
21	4	IM+
22	4	IM+
23	4	IM+
24	4	IL+
25	4	IL+
26	4	IL+
27	4	IL+
28	4	IL+
29	4	IL+
30	4	IL+
31	4	AL
32	4	IH
33	4	IH
34	4	IL+
35	4	IM
36	4	IM
37	4	IM
38	4	IM
39	4	IM
40	4	IM
41	4	IM
42	4	IM
43	4	IM
44	4	IM
45	4	IM+
46	4	IM+
47	4	IM+
48	4	IM+
49	4	IM+
50	4	IM+
51	4	IM+
52	5	IH
53	5	IH
54	5	AL
55	5	AL
56	5	AL
57	5	IM
58	5	IM
59	5	IM+
60	5	IM
61	5	IM+
62	5	IM+

Spanish	AP Score	SOPI Score
63	5	IM+
64	5	IM
65	5	IM+
66	5	IM+
67	5	IH
68	5	AL
69	5	AL
70	5	AL
71	5	AL
72	5	AM
73	5	AM
74	5	IH
75	5	IH
76	5	IH
77	5	IH
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108	5	IM+
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110	5	IM+
111	5	IM+
112	5	IM+
113	5	IM+
114	5	IM+
115	5	IM+
116	5	IM+
117	5	IM+
118	5	IM+
119	5	IM+
120	5	IM+
121	5	IM+
122	5	IM+
123	5	IM+

Appendix E - SOPI tests of AP and SAT entering Students - Academic Year 2007-2008

Italian	SAT Score	SOPI Score
1	630	IM
2	740	AM

Korean	SAT Score	SOPI Score
1	790	IM
2	800	A

Chinese	SAT Score	SOPI Score
1	740	IL
2	760	IH
3	760	IM
4	780	IH
5	780	IH
6	800	A
7	800	A
8	800	IH
9	800	IM

Chinese	AP Score	SOPI Score
1	4	IM
2	4	IL
3	5	IH

Japanese	SAT Score	SOPI Score
1	740	AM
2	750	IM
3	750	IH
4	780	NH
5	790	AM

Japanese	AP Score	SOPI Score
1	4	IM
2	4	NH
3	5	IH
4	5	IL
5	5	IL

French	SAT Score	SOPI Score
1	720	AL
2	690	IL
3	660	IM
4	690	IM
5	690	IM
6	750	IM
7	790	IM
8	750	IM+
9	780	IM+
10	740	AL
11	760	AL
12	790	AL
13	800	AL
14	800	IH
15	720	IM
16	750	IM
17	750	IM
18	690	AL
19	680	IH
20	760	IH
21	780	IH
22	800	IH
23	800	IH
24	800	IH/AL
25	620	IM
26	660	IM
27	670	IM
28	670	IM
29	680	IM
30	690	IM
31	700	IM
32	740	IM

French	AP Score	SOPI Score
1	4	AL
2	4	IL
3	4	IM
4	4	IM
5	4	IM
6	4	IM
7	4	IM
8	4	IM+
9	4	IM+
10	4	IM
11	4	IM+
12	4	IH
13	4	IH
14	4	IH
15	4	IH
16	4	IL+
17	4	IH
18	4	IL
19	4	IM
20	5	AL
21	5	AL
22	5	AL
23	5	AL
24	5	IH
25	5	IM
26	5	IM
27	5	IM
28	5	IH
29	5	IH
30	5	IH
31	5	IH
32	5	IH
33	5	AL
34	5	IM
35	5	IM

German	SAT Score	SOPI Score
1	680	IM
2	700	A
3	710	A
4	760	A
5	800	A

German	AP Score	SOPI Score
1	5	A
2	5	A
3	5	A
4	5	IH

Latin	SAT Score	SOPI Score
1	800	ClassLat 111

Appendix F - Based on Approaching Stanford Form Requests for Information - Emails sent/received from Frosh - 6/18/07-9/24/07

Language	Initial Emailings	Subsequent Emailings	TOTAL
Amhariac		3	3
Arabic	48	45	93
ASL	6	11	17
Bahasa Melayu		3	3
Bengali	1	3	4
Bulgarian		2	2
Burmese		2	2
Cantonese		4	4
Chinese	212	369	581
Creole		4	4
Czech		0	0
Dari	1	2	3
Dutch		2	2
Flemish	1	4	5
French	282	470	752
German	71	77	148
Hausa	1	2	3
Hawaiian	3	8	11
Hebrew	18	21	39
Hindi	12	63	75
Indonesian	2	0	2
Italian	80	46	126
Japanese	89	132	221
Khmer		2	2
Kinyarwanda		2	2
Korean	30	81	111
Latin	85	46	131
Malay	1	9	10
Modern Greek		11	11
Mongolian		2	2
Navajo	1	0	1
Nepali		2	2
Persian		3	3
Polish	2	2	4
Portuguese	11	18	29
Punjabi	1	2	3
Romanian		4	4
Russian	16	20	36
Sambaru		4	4
SHBS		35	35
Shona		6	6
Sinhala		7	7
Spanish	839	1267	2106
Swahili	10	6	16
Swedish		0	0
Tagalog	2	13	15
Tamil	1	0	1
Telugu	1	4	5
Thai	3	15	18
Tigrina		2	2
Turkish	1	4	5
Twi		2	2

Appendix F - Based on Approaching Stanford Form Requests for Information - Emails sent/received from Frosh - 6/18/07-9/24/07

Language	Initial Emailings	Subsequent Emailings	TOTAL
Urdu	2	5	7
Vietnamese	2	19	21
Yoruba		2	2
Zulu		2	2
General Questions	302	321	623
TOTAL	**2137**	**3191**	**5328**

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