



Stanford
Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

Academic Year 2009-10

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Overview

The 2009-2010 academic year marked the beginning of the 15th year of the Stanford Language Center. This annual report consists of sections highlighting performance data of Stanford students completing as well as continuing past the language requirement; information on teaching quality; and characteristics of the placement and assessment of incoming students for the current academic year (2010-2011).

Mission Statement and Program Structure

Language programs at Stanford University prepare students to have a foreign language capability that enhances their academic program and enables them to live, work, study, and research in a different country. Stanford students need to be able to initiate interactions with persons from other cultures but also to engage with them on issues of mutual concern.

In order to accomplish this goal for Stanford students, language programs are *proficiency-oriented* and *standards-based*. A *proficiency orientation* refers to emphasizing doing rather than knowing. We try to make sure that students learn to speak, listen, read, and write in ways that are immediately useful in a real world setting. Based in research and theory on language and on discourse functions, this orientation is adaptive, compensatory, and developmental, not additive. *Standards-based* refers to the National Standards on Foreign Language Learning that attend not only to linguistic dimensions, but also to connections that learners make between languages, cultures, and various academic areas; to comparisons between languages and cultures; and to a knowledge of communities that speak a particular language. Our programs are attentive to the pragmatics of each language and culture and respectful of the relationship between genre and function.

In first-year programs, we emphasize speaking and writing – forms that enable learners to produce language at the sentence level in order to interact with native speakers in an immediate time frame, often in service encounters. We also focus on reading and listening genres such as short news and weather reports; short film and book reviews; as well as straightforward expository prose, often descriptive in nature. These are forms that native speakers living within a culture encounter and use on a daily basis.

Second-year programs build on what is learned in first year by moving students from a sentence-based interpersonal level of language into a presentational, paragraph-based mode that expands the students' linguistic as well as interpretational repertoire. Students are asked to conduct research on topics of their academic or professional interest and are taught to present on those

topics in a manner that is linguistically and culturally appropriate. Emphasis is on more refined vocabulary as well as on a syntax that reflects complexity and nuance. Materials encapsulate genres such as editorials, politically-oriented news broadcasts, analytic essays, and short literary texts. Students use these materials as models for their writing so that they learn and cultivate a sophisticated language. Second-year programs are designed to enable students to study abroad or to continue with upper-level literature and culture classes.

Class attendance is critical given the focus on active language skills. Classes are taught in the language and elaborate explanations of grammatical points are left to the textbooks and online materials. Time on task is critical for learning so that if students are to become proficient, they must speak together and with their teacher; they must read things in common and discuss those readings; and they must articulate their reactions to their readings in writing. Materials are authentic, meaning that they are not constructed for learners. When Stanford students listen to audio or video, they are listening to language and observing videos that native speakers would encounter in their daily lives. These materials are rarely modified linguistically or glossed.

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. In fact, according to the Foreign Service Institute, an IM in the cognate languages and an NH in the non-cognate languages are generally met after an average of 300-400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year.

For many years, this Annual Report focused exclusively on oral proficiency ratings. This was the case 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 were available. This third reason enabled the Language Center to compare Stanford student performance across languages, programs, and institutions.

In recent years, a national assessment for the development of writing proficiency was finalized and made available. This scale follows the general outline of the oral proficiency scale. It focuses on functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines – Writing (Revised 2001). In parallel to the oral proficiency process, this scale also has a certification procedure attached to it, described below in the section on Teaching Effectiveness. The Language Center now routinely assesses both oral and writing proficiency.

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, Korean, Russian, Portuguese, Hebrew and Arabic 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 fifteen academic years averaged in five-year segments, illustrating that the majority of students are indeed in or beyond expected ranges. 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 language programs as well as the Portuguese program far exceeded their targeted objectives. All data indicate that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute. **Appendix A** also displays the oral proficiency ratings of second-year programs. We detect substantial advancement from first- to second-year. Italian and Portuguese students in particular seem to make remarkable strides. Unique to this report is the inclusion of the oral proficiency ratings for students

who completed the Beginning Persian as well as Beginning and Intermediate Turkish language sequences. Students taking Persian and Turkish performed well beyond the targeted objectives for both languages.

Spring 2008 marked the beginning of our commitment to the formal assessment of writing using the Writing Proficiency Assessment (WPA). This process is corollary to the oral proficiency assessments we conduct. In Spring 2010, Arabic, Chinese, French, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish assessed first- and second-year students, while German evaluated students completing the first-year sequence. These writing assessment data are illustrated in **Appendix B**. The writing measure outcomes are consistent with the oral proficiency ratings across both years of instruction.

Teaching Effectiveness

Each quarter for 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 2009-2010. 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=60) 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 2010-2011 ($\geq 50\%$ FTE). The data show each lecturer’s appointment year at Stanford University, educational accomplishments as well as ACTFL certifications. Thirty-eight full-time instructors (61%) have completed all oral proficiency interview training and have been certified; an additional eleven 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 developed 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 three such workshops and has several staff members currently pursuing this rater certification; twenty-one 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 2009-2010. **Table 2** includes average data from academic years 1995-1999, 2000-2004, and 2005-2009 which are included for comparison.

TABLE 1 - 1st-, 2nd- & 3rd-Year Enrollments - Academic Year 2009-2010									
	Autumn 2009-2010			Winter 2009-2010			Spring 2009-2010		
	First-Year	Second-Year	Third-Year	First-Year	Second-Year	Third-Year	First-Year	Second-Year	Third-Year
Arabic	73	27	15	65	32	15	46	27	16
Chinese	194	89	98	195	74	80	177	65	67
Catalan	5	0	0	2	0	0	0	3	0
EFS	175	0	0	135	0	0	121	0	0
French	129	87	32	125	64	21	120	40	13
German	76	16	6	105	16	6	87	8	8
Italian	140	41	0	104	30	24	106	21	9
Japanese	108	75	44	88	67	61	87	44	34
Korean	25	6	10	25	4	8	25	4	10
Portuguese	33	4	15	40	4	0	32	9	13
Slavic	24	9	22	28	14	19	17	16	15
Spanish	269	179	50	277	176	26	203	138	32
SLP	134	47	0	92	35	6	105	33	7
AME	61	8	4	51	12	2	36	11	2
Tibetan	3	0	0	2	0	0	2	0	0
Total	1449	588	296	1334	528	268	1164	419	226
	Autumn Total 2333			Winter Total 2130			Spring Total 1809		

Table 1 illustrates enrollments for the 2009-2010 academic year by language level. Approximately 60% of language enrollment clusters in first-year programs. Second-year programs generate about 25% of the enrollment and third-year programs around 15%.

Examining the data from 2009-2010 and comparing it with average data (**Table 2**) from the first five years of the Language Center (excluding EFS, Catalan and Tibetan enrollment) indicates that enrollment has risen 30%--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 11% enrollment increase.

**TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments
Average Per Quarter, Academic Years 1995 - 1999, 2000 - 2004 and 2005 - 2009**

	Average Aut 95-99	Average Win 95-99	Average Spr 95-99	Average Aut 00-04	Average Win 00-04	Average Spr 00-04	Average Aut 05-09	Average Win 05-09	Average Spr 05-09
Arabic****							120	121	104
Chinese	265	228	187	320	269	242	391	349	299
Catalan****							3	3	3
EFS**				216	182	176	216	178	159
French	230	196	173	240	227	204	251	232	189
German	102	108	78	92	98	74	97	107	83
Italian	179	164	163	236	215	192	209	170	166
Japanese	167	138	96	198	170	134	216	199	121
Korean	37	28	26	30	27	22	33	32	29
Portuguese	21	27	31	44	49	53	49	50	55
Slavic	44	43	32	54	51	45	54	56	48
Spanish	592	551	440	632	580	473	576	534	448
SLP	168	146	121	191	147	131	184	138	135
AME				118	119	105	137	127	112
Tibetan***							4	3	3
Total	1805	1628	1347	2371	2134	1851	2541	2296	1955

* Averages (1996-1999) do not include 3rd-year courses **EFS included starting Autumn 2003 ***Tibetan included starting Autumn 2006

****Catalan included starting Autumn 2007 *****Arabic removed from AME Fall 08.

Table 3 illustrates academic year 2009-2010 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 3** also provides some evidence as to which languages (i.e. Spanish and French) are used most often to fulfill the language requirement.

TABLE 3 - Student Self Reports - Academic Year 2009-2010														
Academic Year 2009-2010 - FIRST-YEAR														
	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	6%	0%	10%	9%	8%	6%	13%	11%	11%	19%	15%	5%	7%	0%
DR/GRE	15%	0%	6%	37%	27%	21%	18%	21%	19%	8%	10%	31%	50%	0%
Reputation	0%	0%	3%	0%	0%	2%	0%	0%	0%	0%	1%	2%	0%	0%
Interest	72%	0%	48%	47%	56%	53%	65%	66%	61%	73%	70%	55%	38%	0%
Other	1%	0%	31%	4%	5%	14%	3%	2%	1%	0%	2%	1%	2%	0%
*Total Enr	413	0	393	269	169	266	193	61	72	48	183	214	562	0
<i>*Students answered in multiple categories</i>														
Academic Year 2009-2010 - SECOND-YEAR														
	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	19%	0%	0%	17%	48%	47%	24%	40%	33%	25%	51%	13%	27%	0%
DR/GRE	2%	0%	0%	2%	0%	0%	0%	0%	17%	0%	1%	16%	3%	0%
Reputation	1%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	1%	0%
Interest	75%	0%	0%	77%	41%	49%	71%	60%	50%	75%	46%	64%	64%	0%
Other	0%	0%	0%	4%	3%	0%	1%	0%	0%	0%	0%	1%	5%	0%
*Total Enr	185	0	0	157	29	57	125	10	6	24	96	67	397	0
<i>*Students answered in multiple categories</i>														
Academic Year 2009-2010 - ALL ADVANCED														
	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	25%	0%	0%	40%	58%	0%	33%	17%	0%	48%	75%	0%	27%	0%
DR/GRE	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Reputation	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Interest	66%	0%	0%	56%	33%	0%	59%	56%	0%	48%	25%	0%	69%	0%
Other	2%	0%	0%	4%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%
*Total Enr	142	0	0	45	12	10	78	18	3	44	12	0	84	0
<i>*Students answered in multiple categories</i>														

Table 4 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 Humanities 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. The data help the Language Center to insure that the language programs are aligned with the needs and interests of students enrolled.

TABLE 4 - Areas of Study - Academic Year 2009-2010

Academic Year 2009-2010 - FIRST-YEAR

Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	15%	0%	15%	15%	16%	11%	20%	19%	10%	6%	8%	22%	22%	0%
Social Science	15%	0%	3%	18%	17%	22%	14%	31%	26%	13%	34%	29%	23%	0%
Humanities	12%	0%	8%	18%	17%	26%	20%	14%	15%	35%	28%	17%	10%	0%
Engineering	31%	0%	66%	12%	25%	13%	34%	14%	24%	23%	11%	16%	13%	0%
Education	1%	0%	3%	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Other	19%	0%	2%	29%	20%	23%	10%	24%	15%	23%	15%	12%	25%	0%

**Total enrollment: students answered in multiple categories*

Academic Year 2009-2010 - SECOND-YEAR

Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	19%	0%	0%	9%	7%	5%	6%	0%	0%	0%	7%	31%	15%	0%
Social Science	29%	0%	0%	31%	24%	37%	19%	40%	67%	25%	43%	31%	31%	0%
Humanities	18%	0%	0%	28%	41%	35%	20%	30%	17%	38%	40%	10%	18%	0%
Engineering	15%	0%	0%	8%	17%	12%	32%	30%	0%	13%	5%	18%	9%	0%
Education	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	12%	0%	0%	22%	3%	11%	19%	0%	17%	25%	3%	1%	25%	0%

**Total enrollment: students answered in multiple categories*

Academic Year 2009-2010 - ADVANCED

Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	8%	0%	0%	0%	8%	0%	13%	33%	0%	5%	8%	33%	8%	0%
Social Science	29%	0%	0%	38%	25%	30%	31%	17%	67%	18%	58%	0%	36%	0%
Humanities	24%	0%	0%	31%	50%	70%	14%	22%	0%	64%	25%	33%	25%	0%
Engineering	19%	0%	0%	9%	8%	0%	24%	6%	33%	9%	0%	33%	14%	0%
Education	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	11%	0%	0%	20%	0%	0%	10%	0%	0%	0%	8%	0%	12%	0%

**Total enrollment: students answered in multiple categories*

The Language Requirement

Placement and assessment, Academic Year 2010-2011

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 5 provides information received from the 2010-2011 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 5 - Baseline data on incoming students 2010-2011

LANGUAGE	Raw Number	Percentage
SPANISH	747	48%
PORTUGUESE	5	0%
FRENCH	290	19%
ITALIAN	60	4%
GERMAN	45	3%
RUSSIAN	9	1%
CHINESE	145	9%
JAPANESE	59	4%
KOREAN	25	2%
LATIN	72	5%
GREEK	3	0%
MODERN GREEK	1	0%
HEBREW	4	0%
ARABIC	25	2%
SWAHILI	7	0%
TAGALOG	2	0%
HAWAIIAN	1	0%
PERSIAN	3	0%
BEMBA	1	0%
BURMESE	1	0%
HINDI	10	1%
URDU	1	0%
GUJARATI	1	0%
INDONESIAN	1	0%
THAI	4	0%
VIETNAMESE	4	0%
SWEDISH	1	0%
CROATIAN	1	0%
OTHER	2	0%
NONE	18	1%
	1548	100%

Table 6 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2010. All students in need of placement were required to test on-line, leaving only the oral examination for the usual placement testing period. One thousand one hundred two (1,102) students completed the on-campus/oral portion of the examination and were placed officially or exited from the requirement before classes began in Fall 2010.

TABLE 6 - On-campus testing, September 15-21, 2010			
LANGUAGE	Expected	Online Written	On Campus/Oral
CHINESE	25	68	100
FRENCH	116	264	208
GERMAN	10	36	30
GREEK	2	3	3
HEBREW	0	1	3
ITALIAN	8	29	25
JAPANESE	14	47	43
KOREAN	0	13	8
LATIN	13	0	25
RUSSIAN	2	13	8
SPANISH + SHBS	338	588	649
	528	1062	1102

Table 7 recaps data concerning students who completed the language requirement through some form of testing. Seventy-five (75%) percent of incoming students exited from the language requirement in Fall 2010. These data include students entering Stanford as native speakers of a language other than English.

TABLE 7 - Students completing the language requirement through testing			
	Lang. Req. SATII/ AP-Native	Placement Test - Place Out	Total
CHINESE	70	87	157
FRENCH	126	90	216
GERMAN	15	13	28
GREEK	0	1	1
HEBREW	1	3	4
ITALIAN	4	12	16
JAPANESE	10	30	40
KOREAN	25	7	32
LATIN	45	15	60
RUSSIAN	2	11	13
SPANISH+SHBS	359	240	599
	657	509	1166

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 2009-2010 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 meeting the language requirement.

The Language Center has a significant amount of interaction with incoming Frosh beyond their online placement testing. **Appendix F** catalogues over seven thousand email exchanges throughout the summer of 2010, 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 2009-2010.

The Language Center also approves credit transfers from other domestic and international institutions. **Table 8** illustrates that the number of students requesting transfers has hit a 15 year low. The number of students requesting credit transfers for Spanish has been reduced, and will presumably continue to decline given the popularity of the Madrid campus.

TABLE 8 - Credit Transfers - 1997-1998 through 2009-2010

	1997-1998	1998-1999	1999-2000	IB Transfer 1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009 Preapprovals	2009-2010	2009-2010 Preapprovals
AME					8	3	3	7	4	3	2	2	1	1		
Greek										1		5	1			3
Arabic											5	8	9	7		1
Chinese	1	3	3		6	3	7	9	8	4	5	5	17	3	6	3
French	10	8	16	1	8	4	12	17	6	12	11	10	5		2	4
German	6	5	1	1	5	4	4	8	4	5	3		1		1	1
Hebrew											3	3	2	1	2	1
Italian		2	10		3	7	7	14	9	6	7	4	7	3	1	4
Japanese	2	1	6			4	4	6	1	2	6	1	1			
Korean	1				3	2	2	1					1	1	2	
Latin	3	4			1				1	3	2		1	1	1	4
Portuguese		1			3	4		4	2	1	1	1	1	1	1	
Russian	1	2	1		3	1	3	1	3	1	2	4	2		2	
Spanish	13	32	31		47	70	60	84	42	53	49	54	25	19	22	18
SLP	6	3	20		15	4	8	6	4	3	6	5	6	2	2	1
Swahili													1		1	
Tibetan										1				1		
	43	61	88	2	102	106	110	157	84	95	102	102	81	40	43	40

Proficiency Notation 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 telephonic proficiency interview and computer-based writing assessment. In Spring 2010, 14 students received proficiency notations in French (1), Hebrew (1), Italian (2), Portuguese (1), Russian (1) and Spanish (8).

Technology in the Language Center

The spring of 2010 saw the second implementation of the new SOPI tool on CourseWork and it once again performed flawlessly. The total number of students who took the test, 720, was roughly the same number as the previous year. Arabic was also included for the first time in electronic format, requiring the creation of new items which were, like Hebrew, different for male and female respondents. This addition brings the total number of tests administered, including first and second year versions, to 18. Work continues on completing the full bank of nearly 1000 unique items.

Over the summer of 2010, the computers in the Language Lab, under the guidance of its head, Joseph Kautz, were upgraded to new Apple iMacs which can boot into either OS 10.6 or Windows 7. This change offers students and instructors significantly expanded capabilities in both hardware and software.

After a trial run in the spring, small digital audio recorders and DVD media were used for fall placement testing in German and Japanese, significantly reducing the amount of equipment needed for each administration. Instructors gave very positive feedback and so a similar scheme was implemented for fall mid-quarter testing. Orientation week scheduling requires that all of our roughly 1,000 placement tests be completed in two sessions of 60 minutes each, effectively ruling out the use of computers and thus the SOPI tool. However, through these controlled steps, placement testing is being carefully transitioned from cassette recorders to newer technologies, while still guaranteeing the highest level of system reliability.

Finally, the Language Center website (<http://language.stanford.edu>) has been rebuilt, with a renewed awareness both of the needs of the Stanford community and of our contribution to the field of language instruction in general. The new website includes technology to facilitate for office staff the immediate posting of information for students such as testing schedules and results. Overviews of the Language Center's philosophy and curricular structure, as well as past annual reports, have also been added and cross-referenced.

The Language Center continues to focus on making the best use of technology to facilitate instruction and assessment. We are hopeful that in the coming year we will be able to take advantage of several new opportunities on the horizon.

WASC Updates

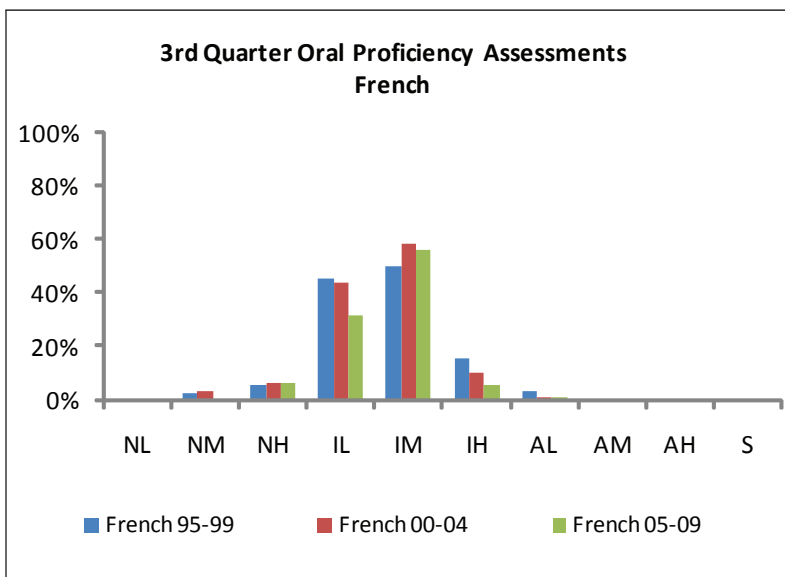
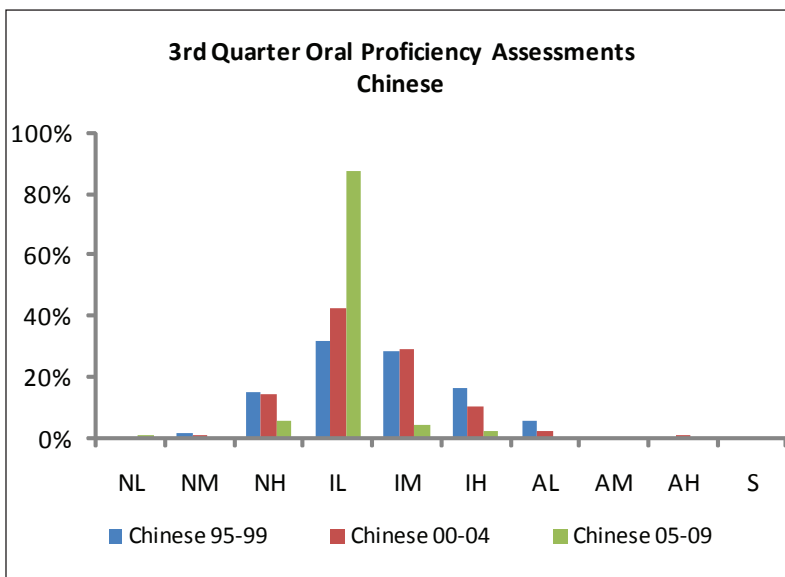
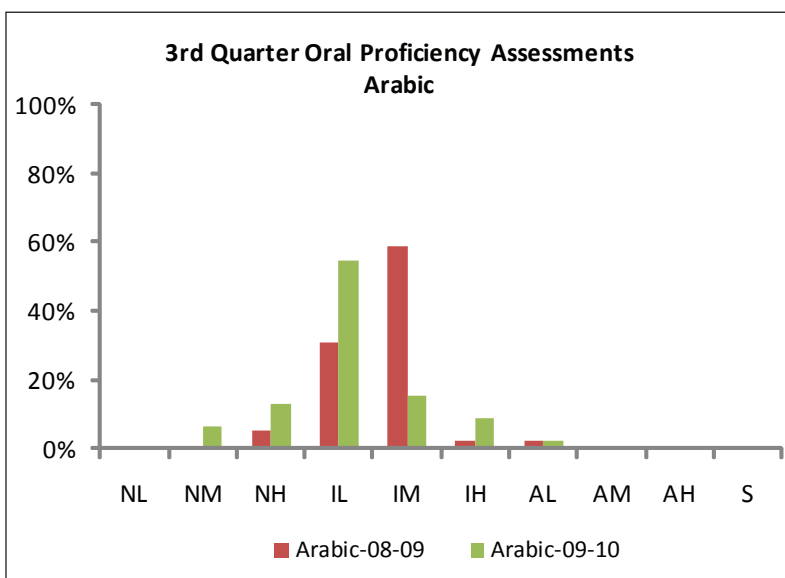
The Language Center Annual Report submitted in 2010 provided the data generated on language learning at Stanford for the Capacity and Preparatory Review for the Western Association of Schools and Colleges (WASC) review. Language Center staff met with a portion of the WASC review team and received positive feedback on the study of Chinese, French, and Spanish that was submitted. The Language Center was praised for its commitment to professional development and for the use of its assessment program to enhance student learning. The reviewers also lauded the Center for its teamwork and careful curricular planning with the overseas programs.

Budget Update

The Language Center continues to try to recoup its losses from the 2009 Humanities & Sciences cutback. We were able to replace the losses in French and Chinese. We have requested the restoration of a position in Portuguese and increasing the Hindi lecturer position to full-time. Next in the queue for additional staffing are Arabic and Korean.

Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2009

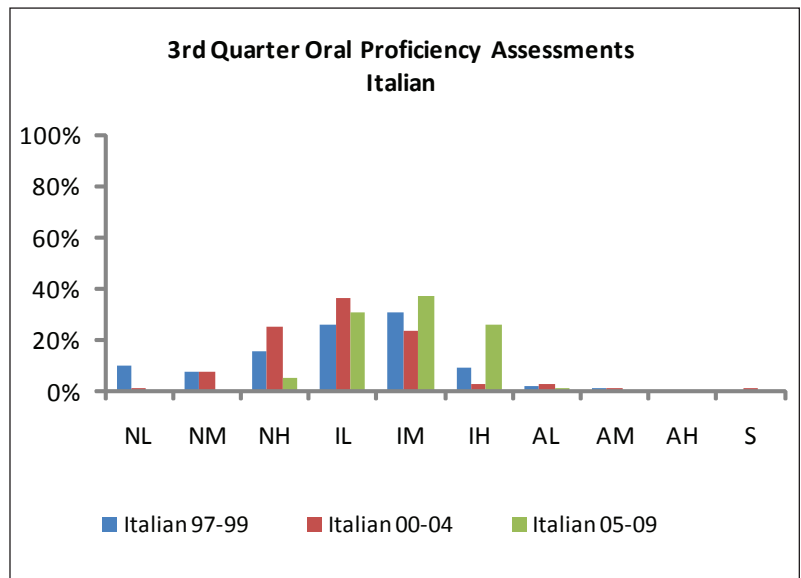
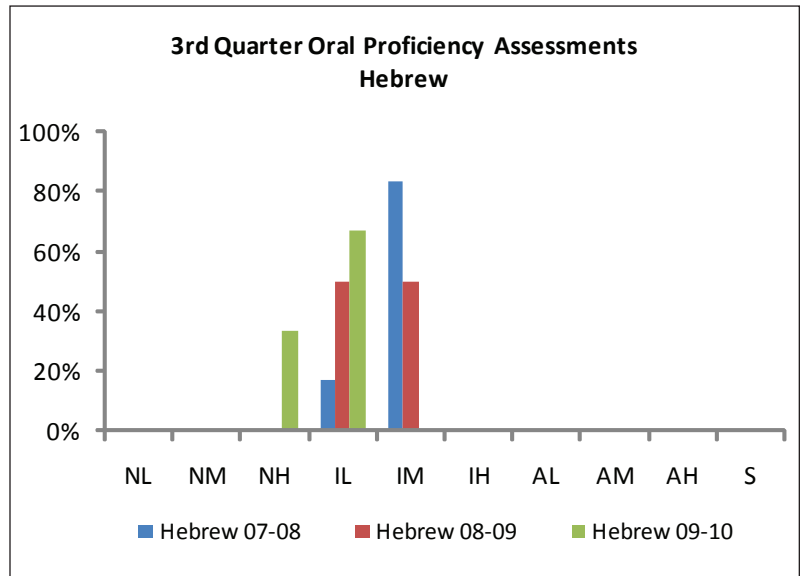
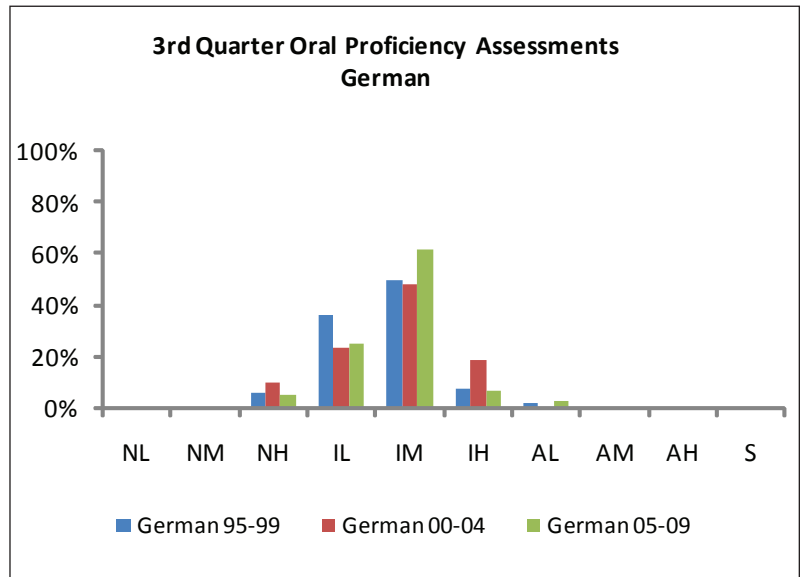


Key:

- NL Novice Low
- NM Novice 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 - First-Year Oral Proficiency Assessments

Academic Years
1995-2009

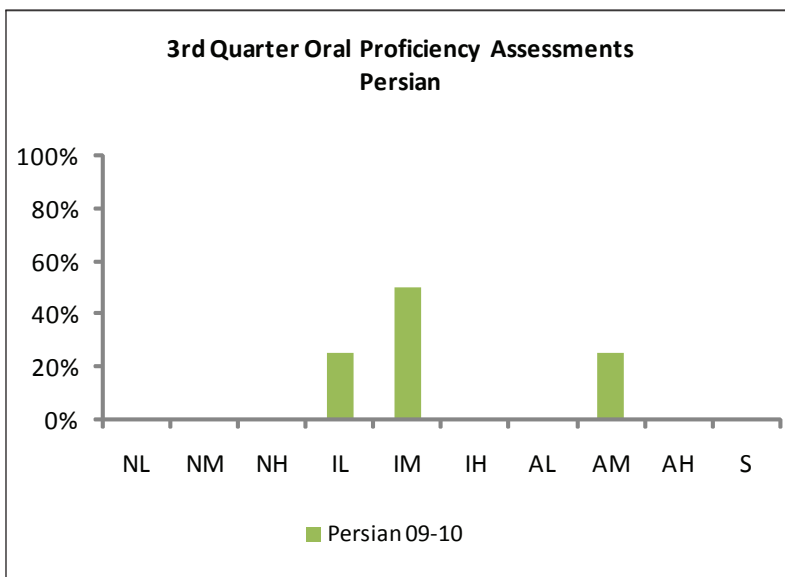
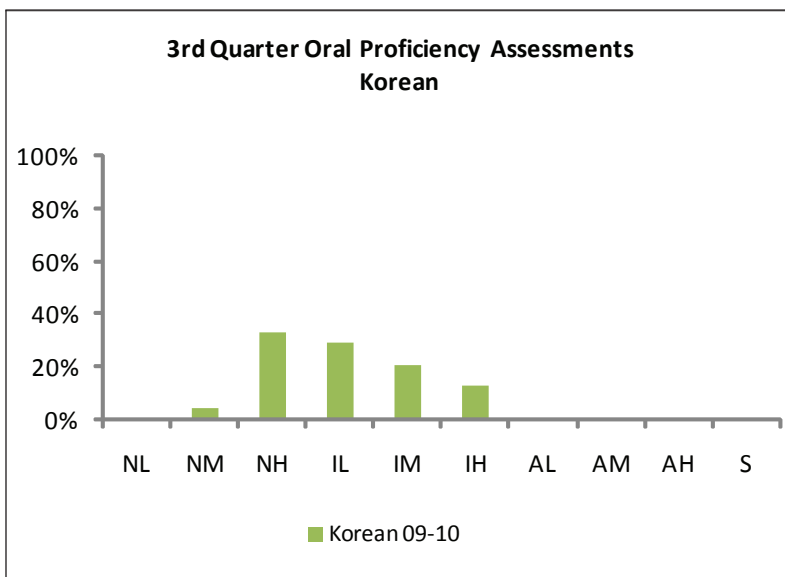
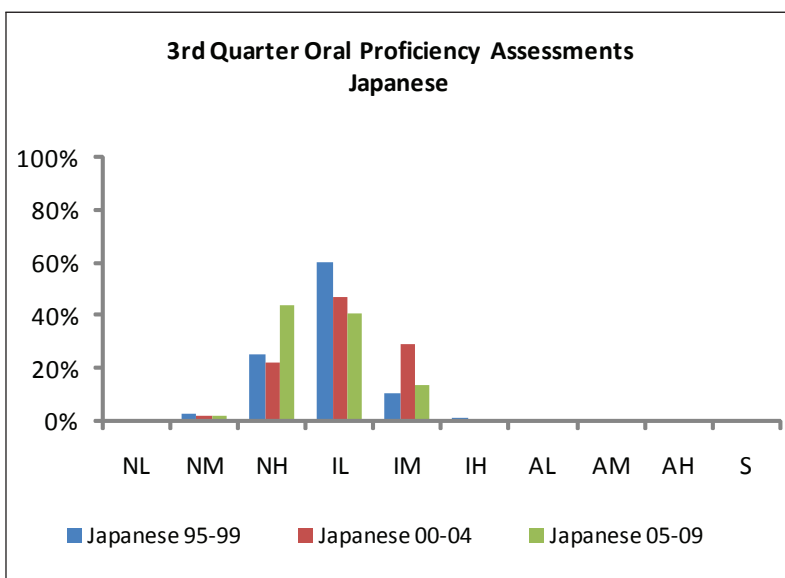


Key:

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- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2009

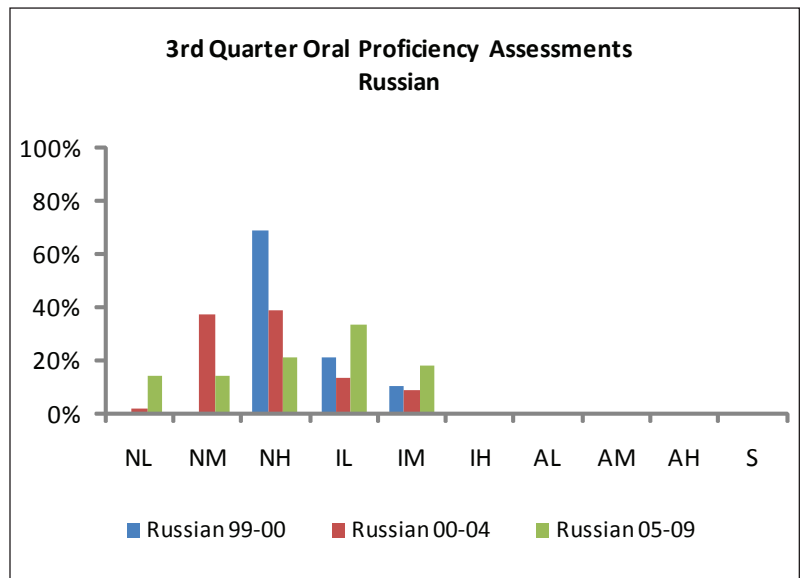
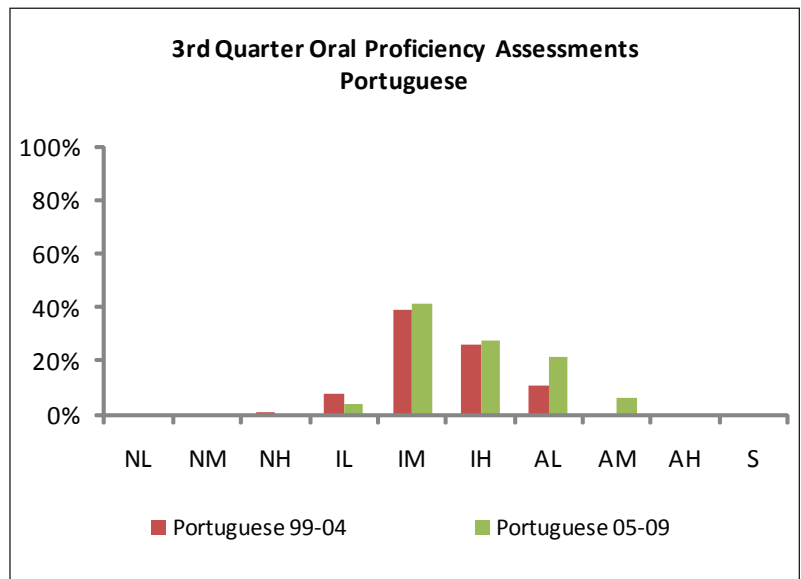


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- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
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Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2009

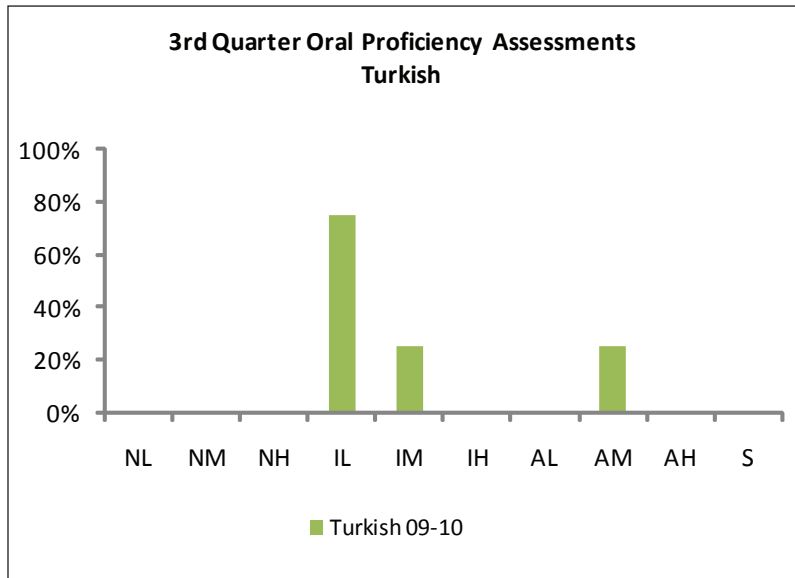
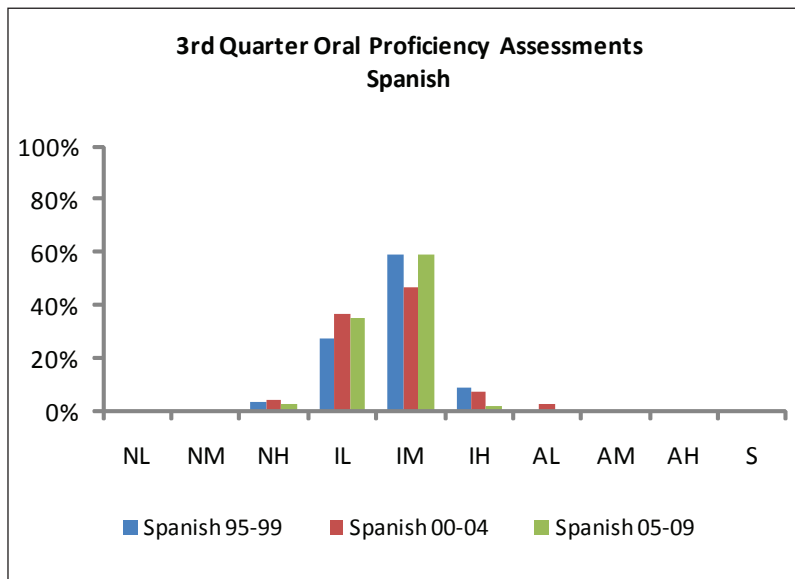


Key:

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- IH Intermediate High
- AL Advanced Low
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- AH Advanced High
- S Superior

Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2009

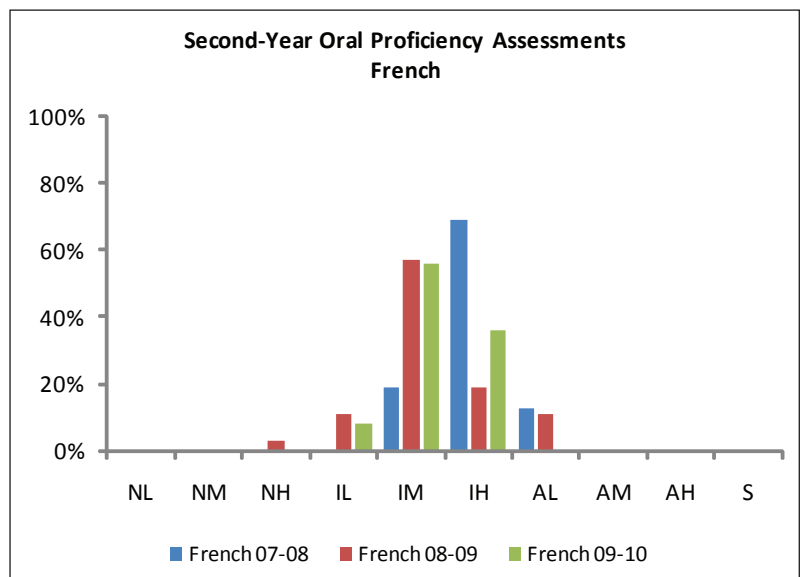
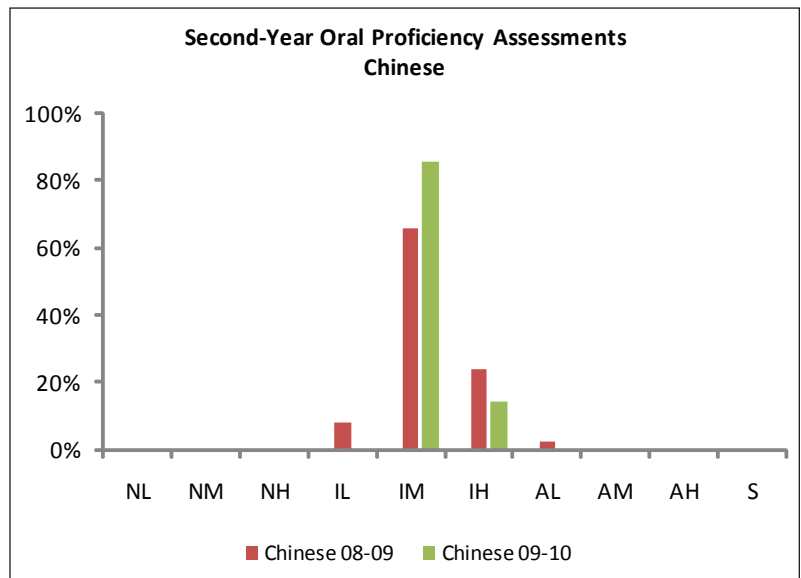
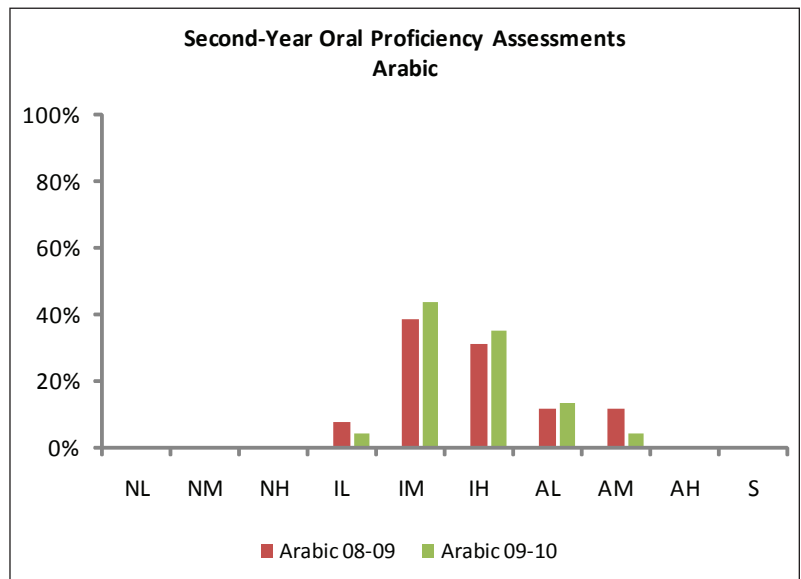


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- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2009

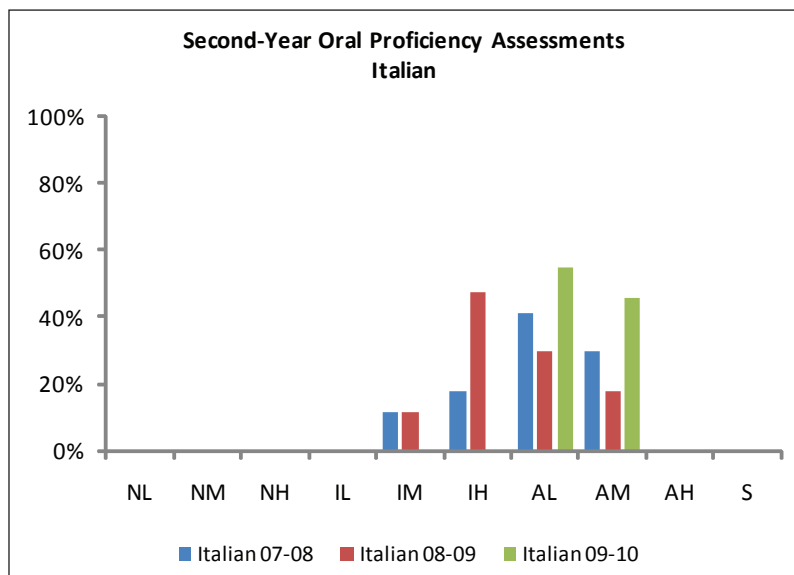
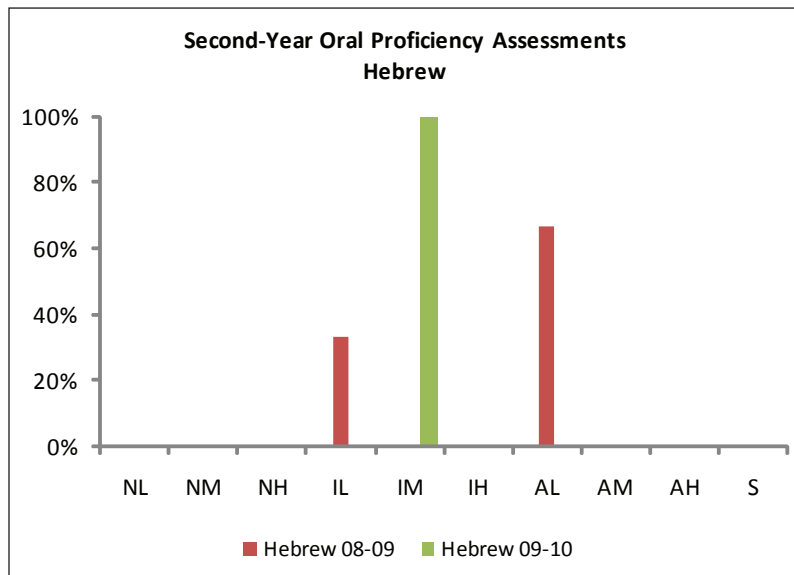
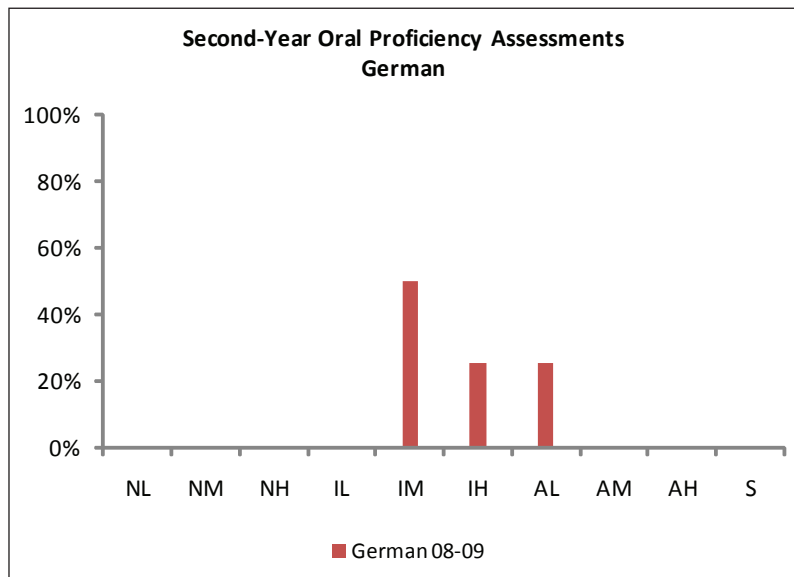


Key:

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- AM Advanced Mid
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Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2009



Key:

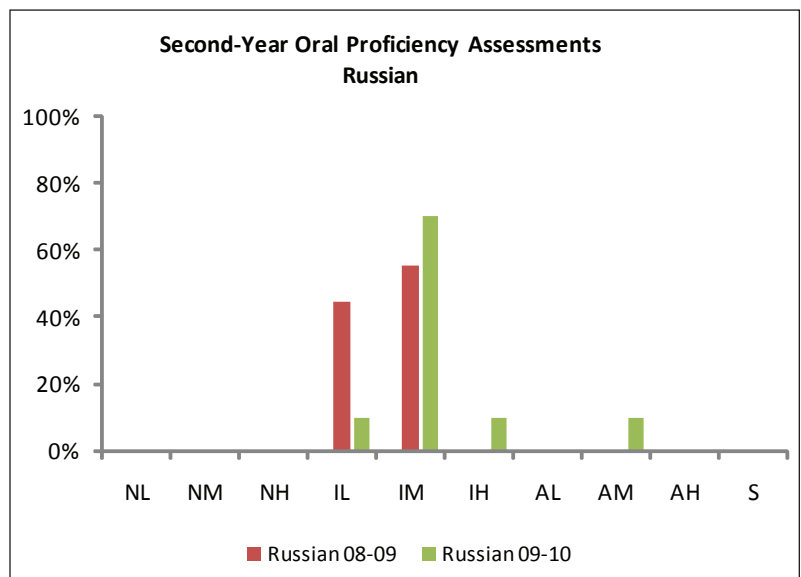
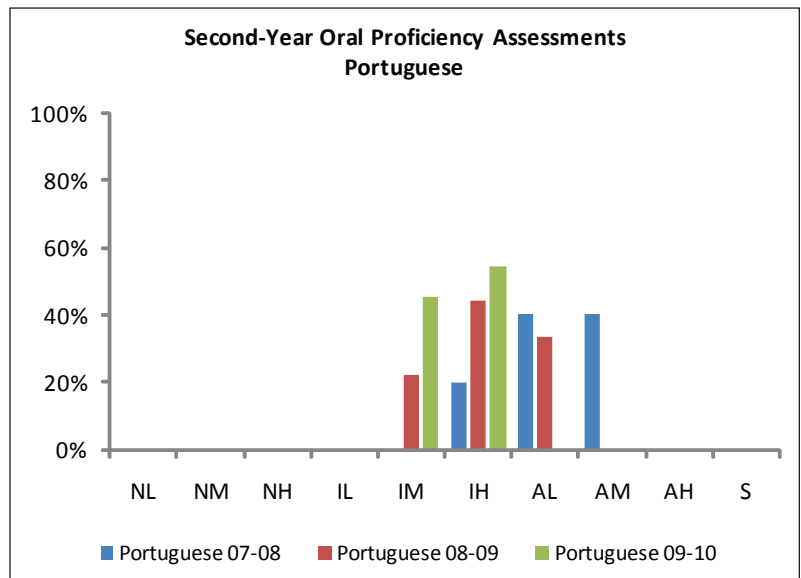
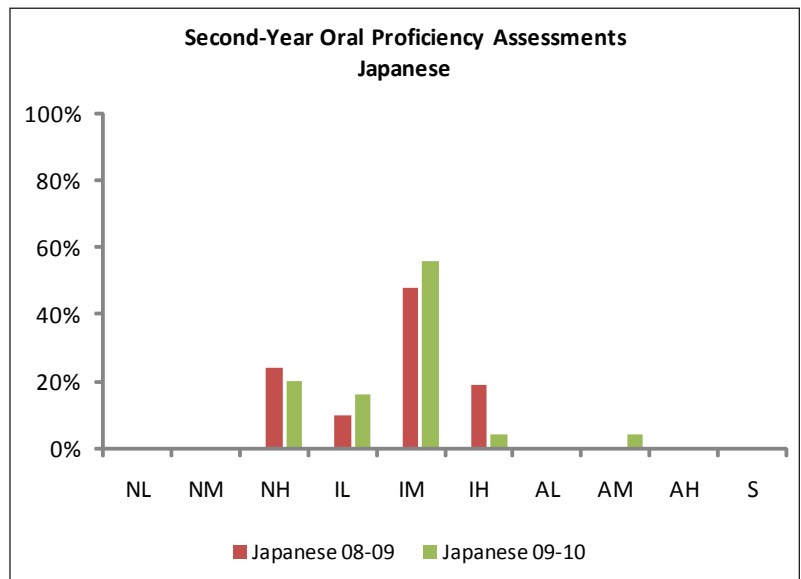
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- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2009

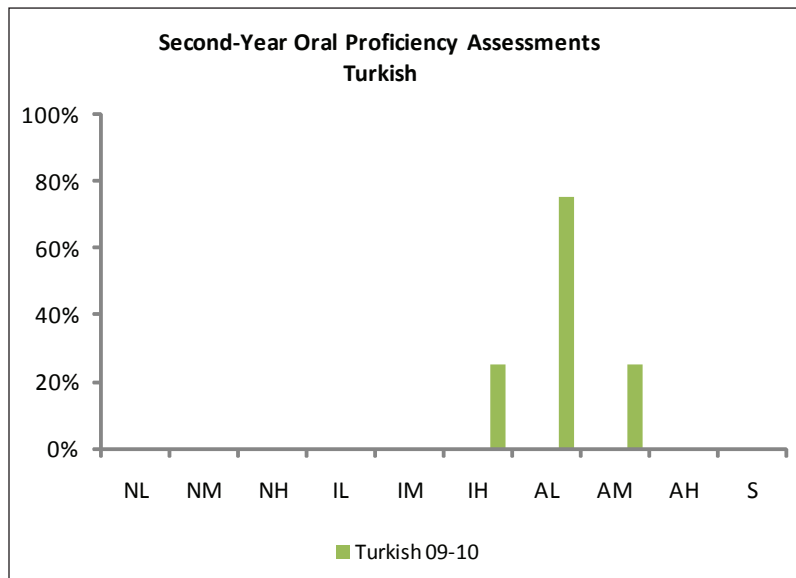
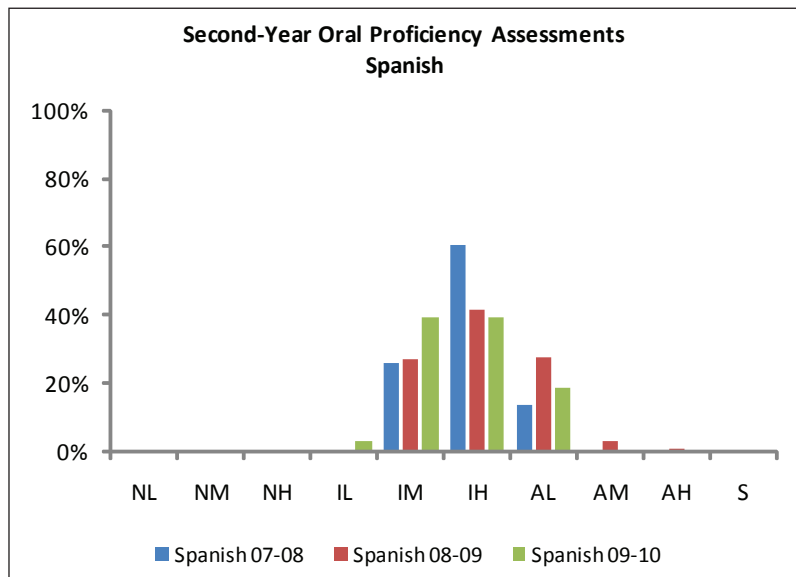
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- S Superior



Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2009

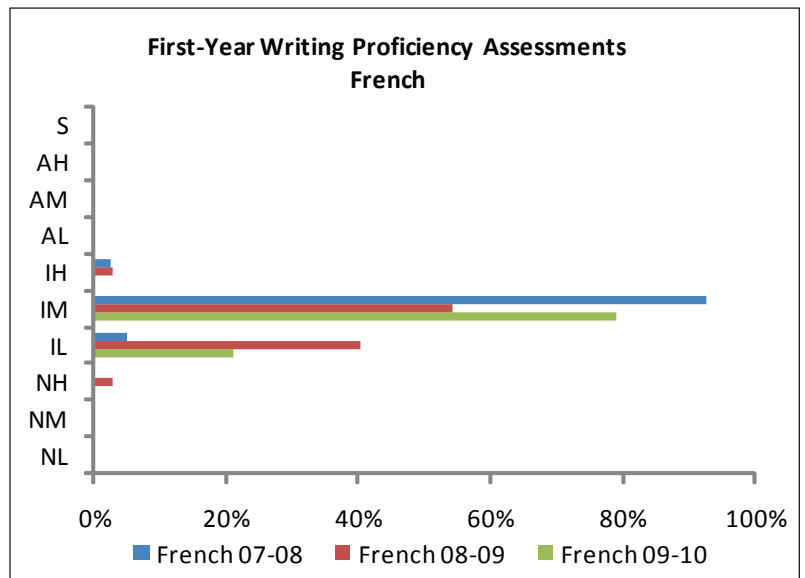
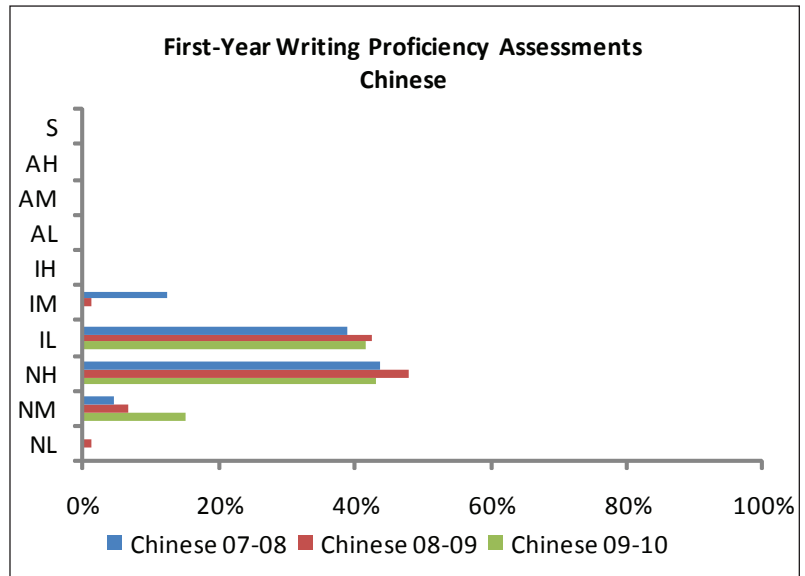
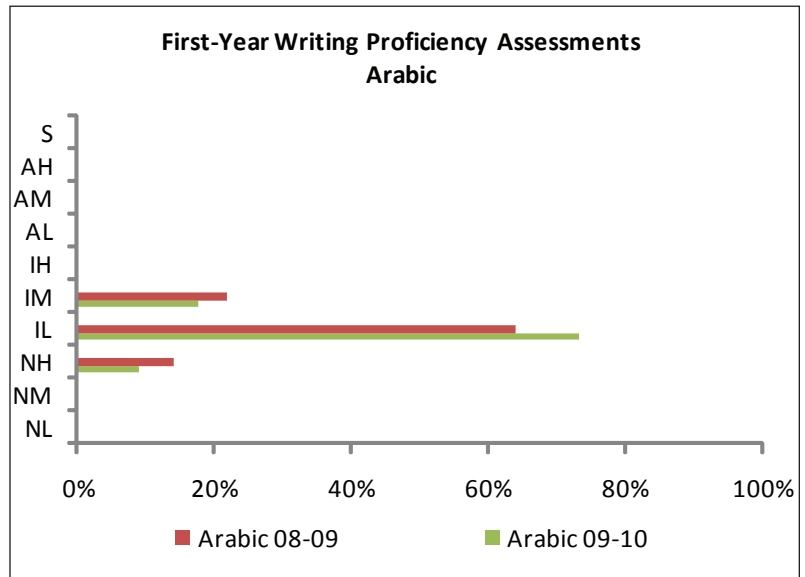


Key:

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- IH Intermediate High
- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2009

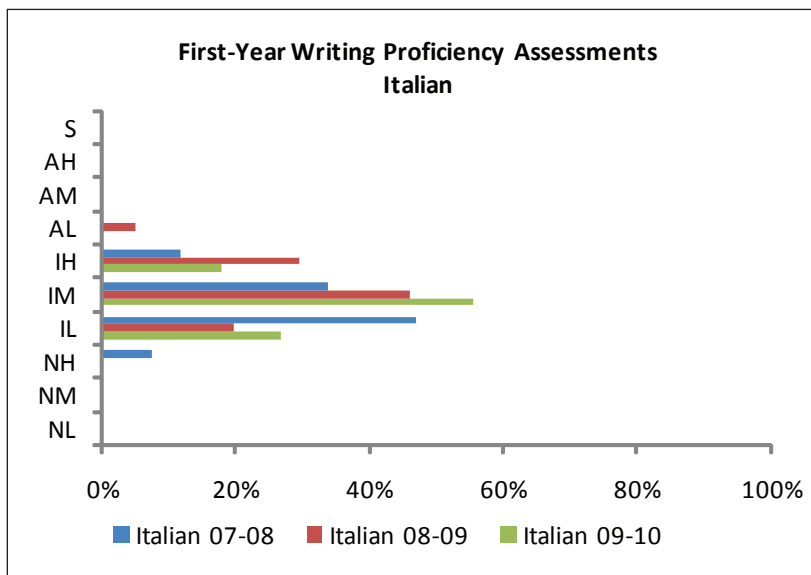
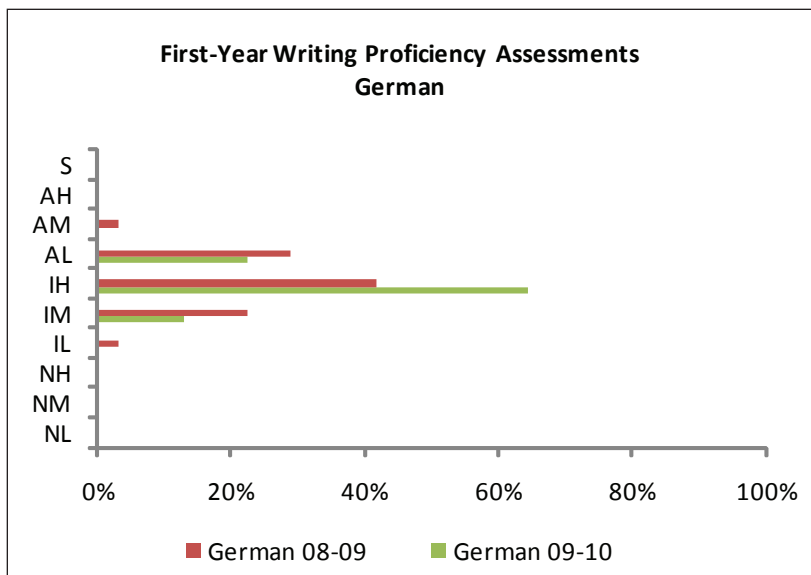
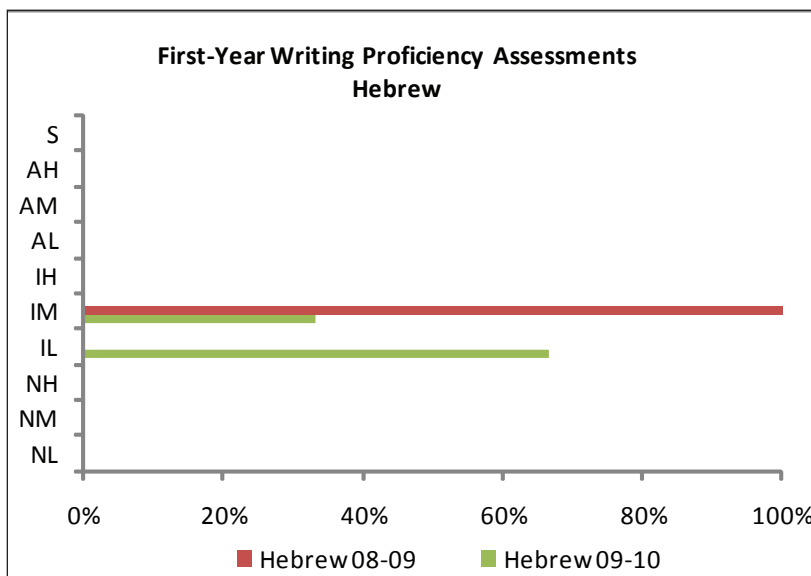


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- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2009

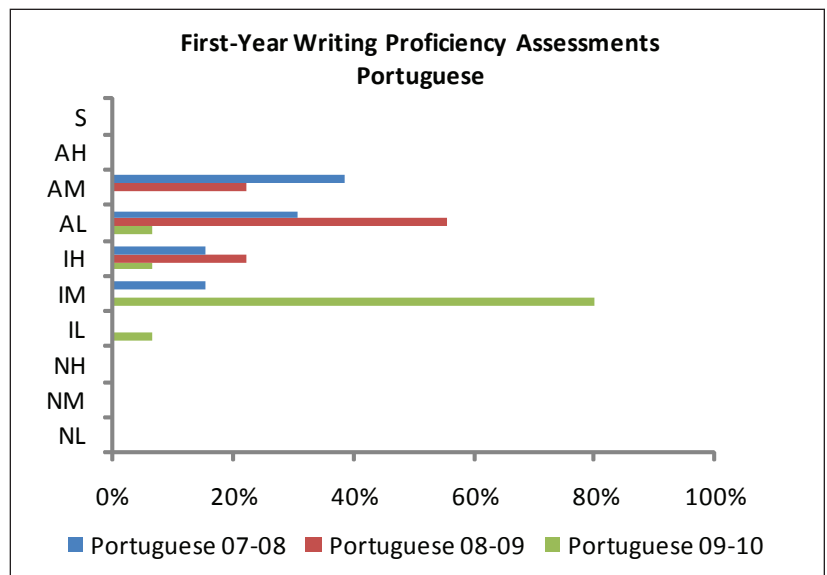
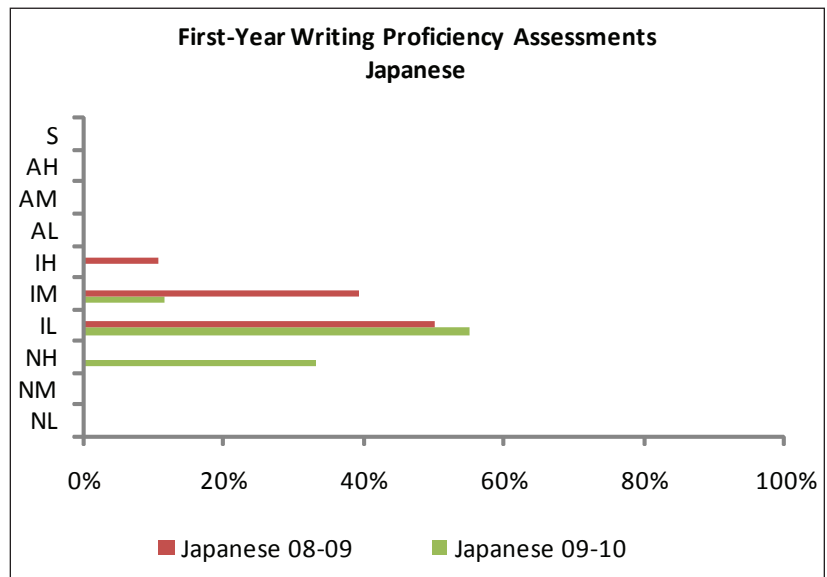


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- S Superior

Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2009

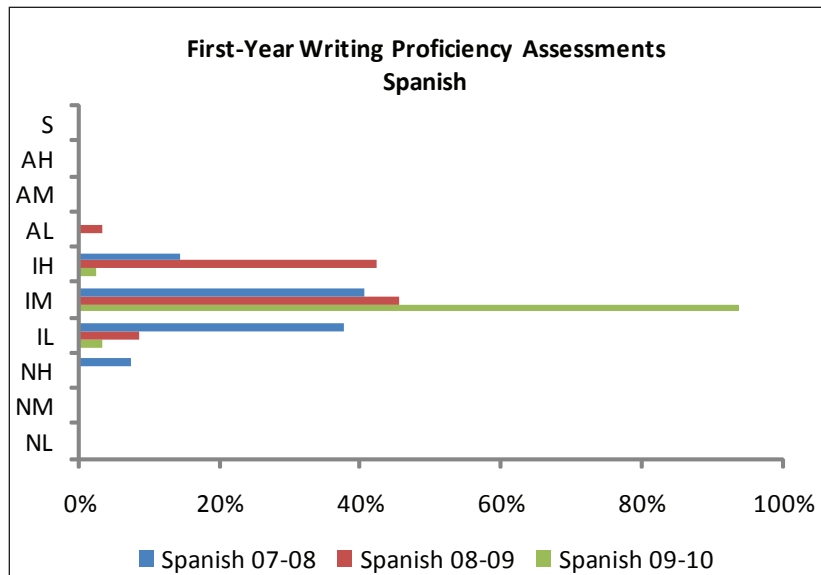


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Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2009



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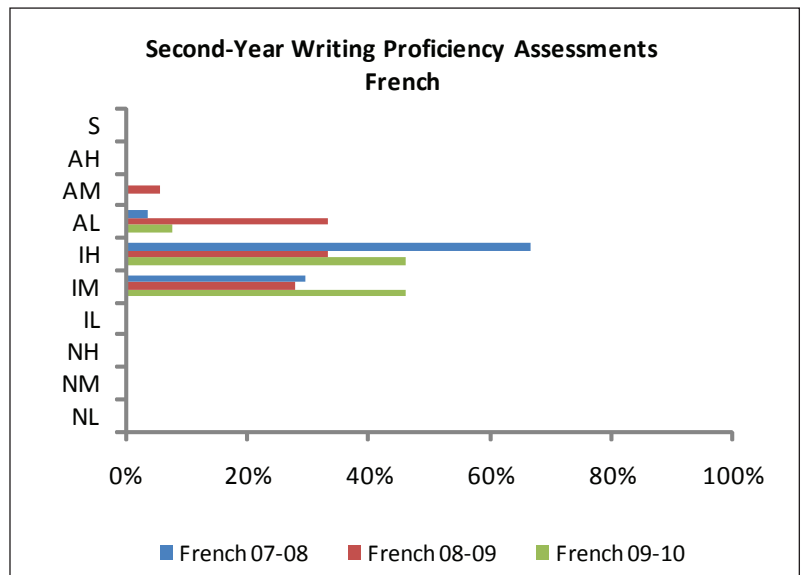
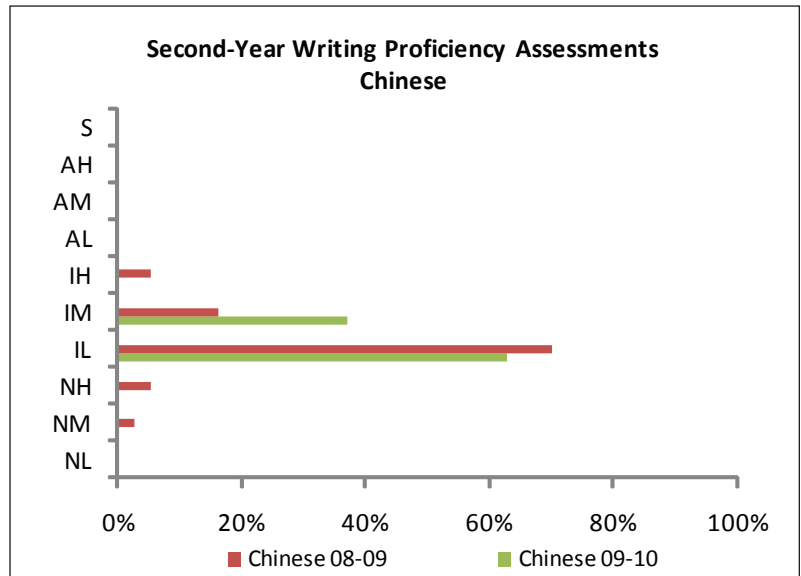
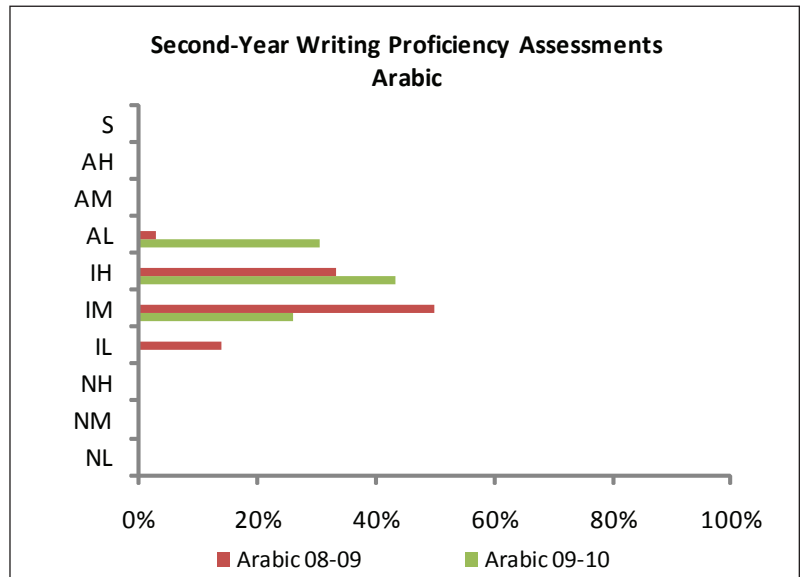
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Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2009

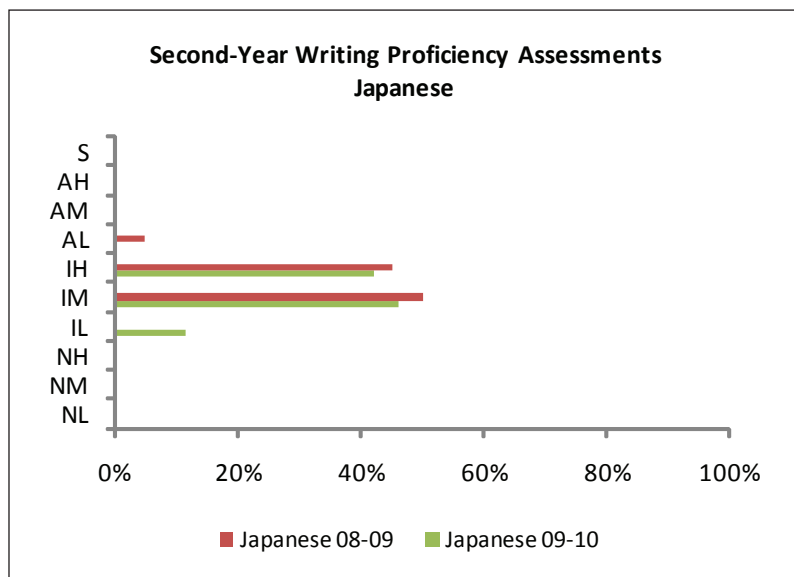
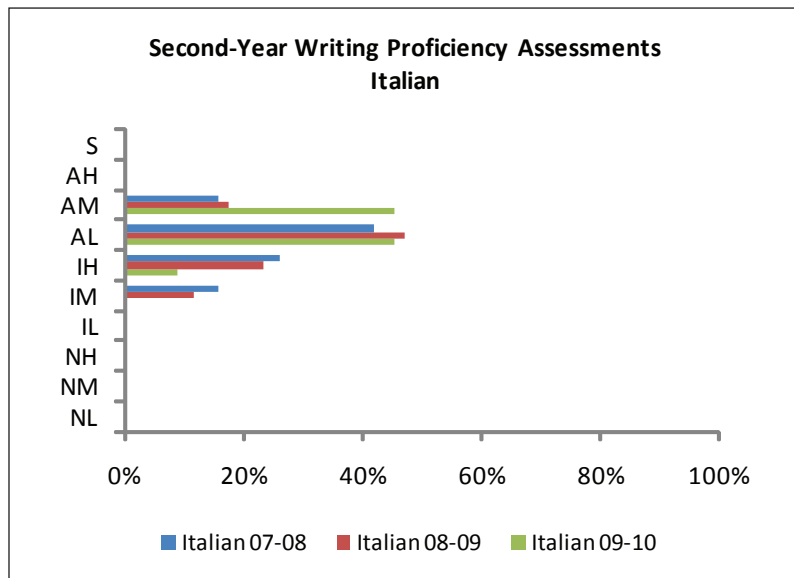
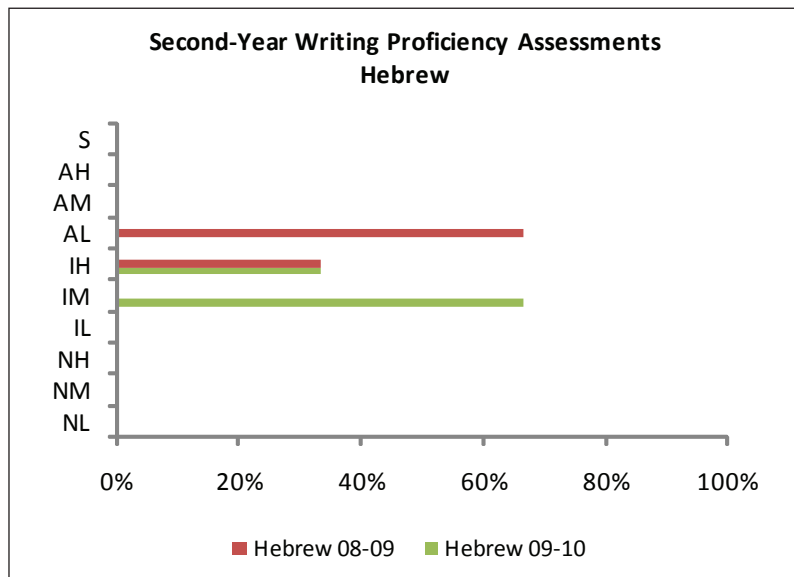
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Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2009



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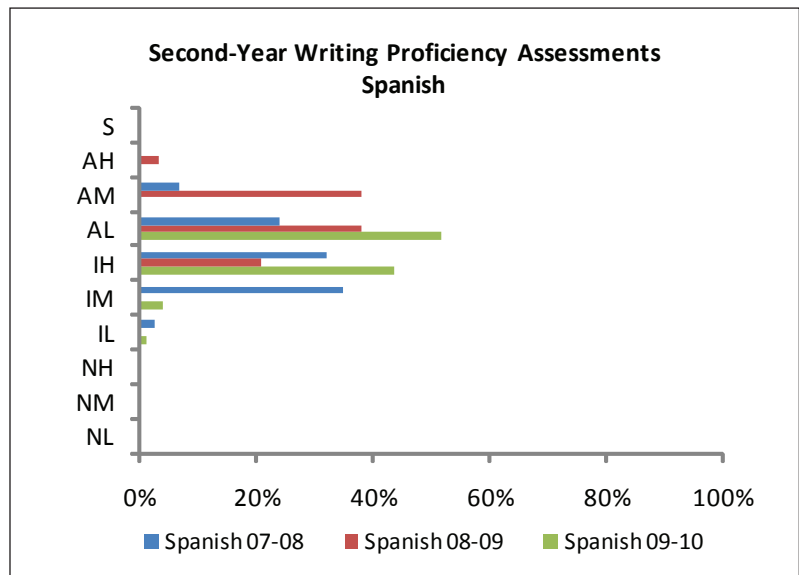
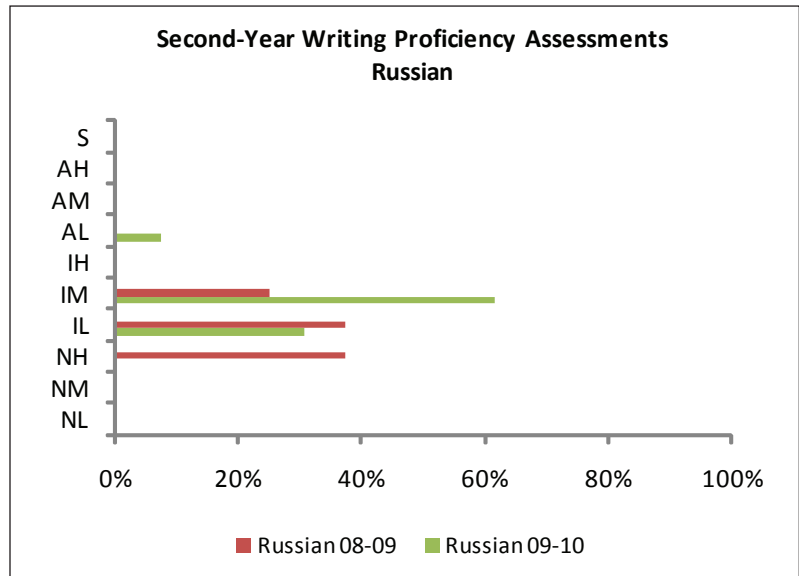
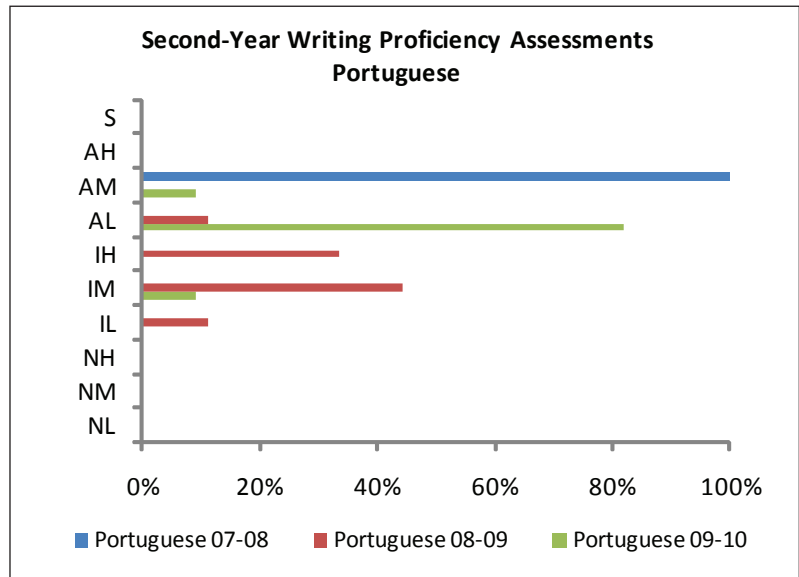
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- S Superior

Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2009

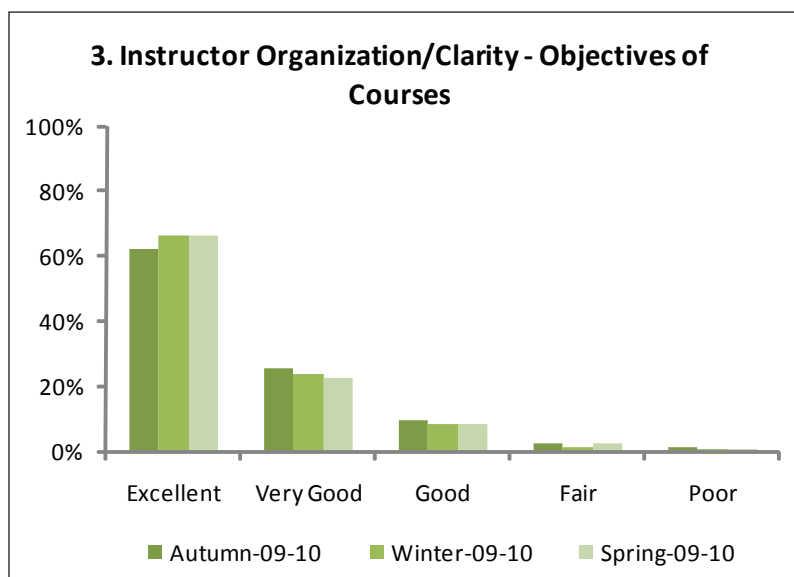
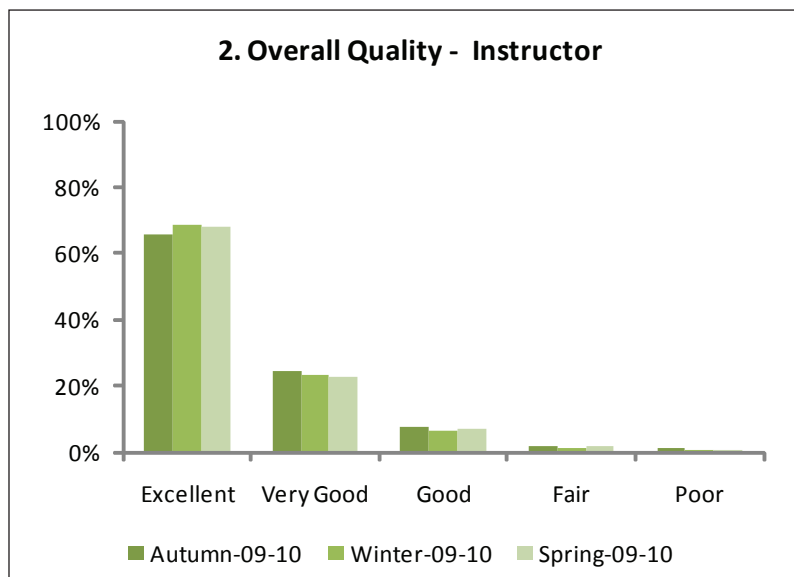
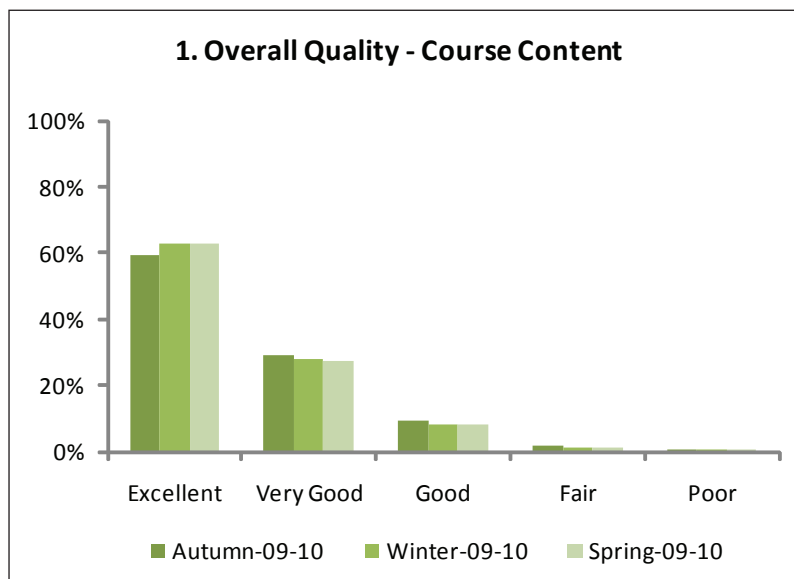
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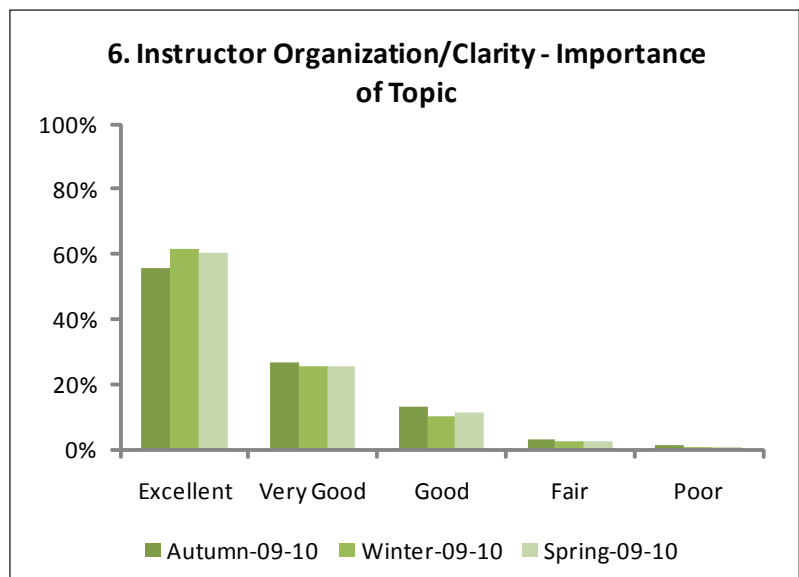
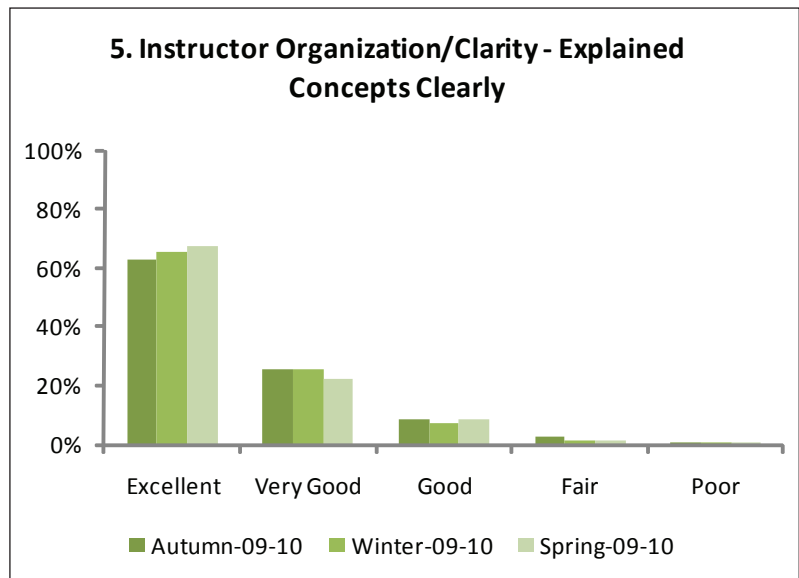
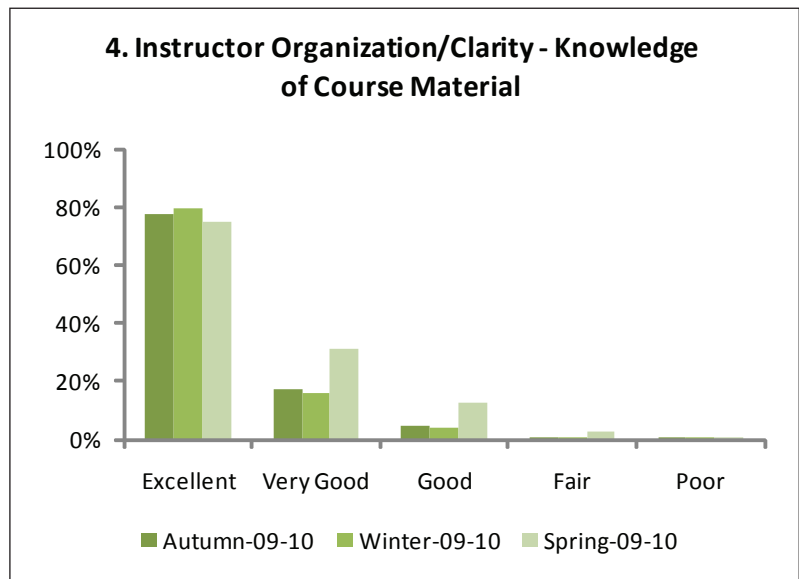
Appendix C - Teaching Evaluations

Academic
Year
2009-2010



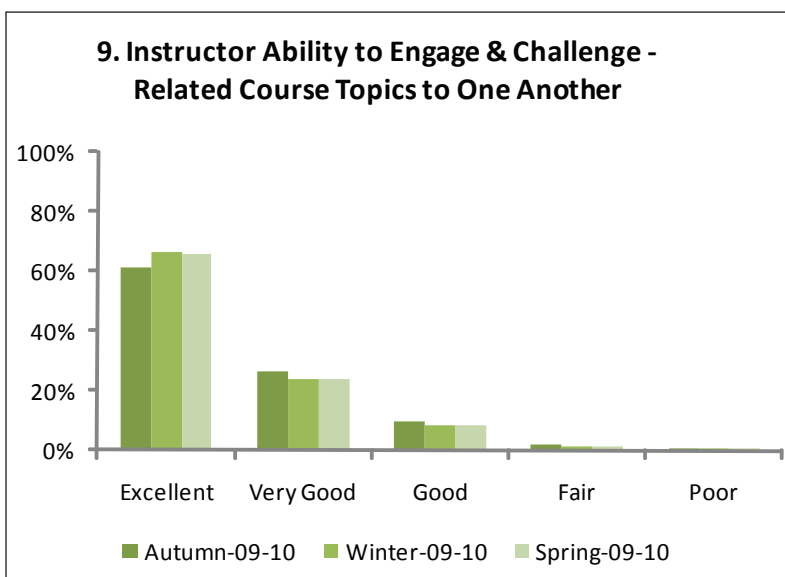
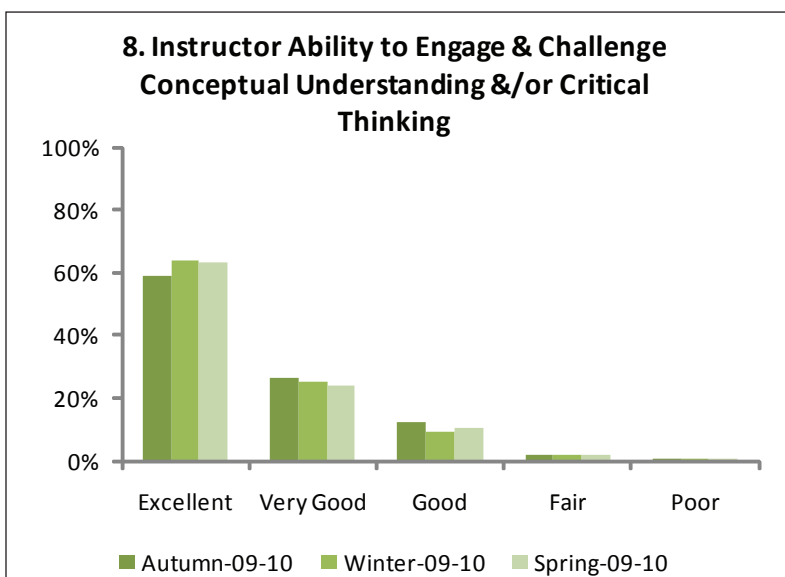
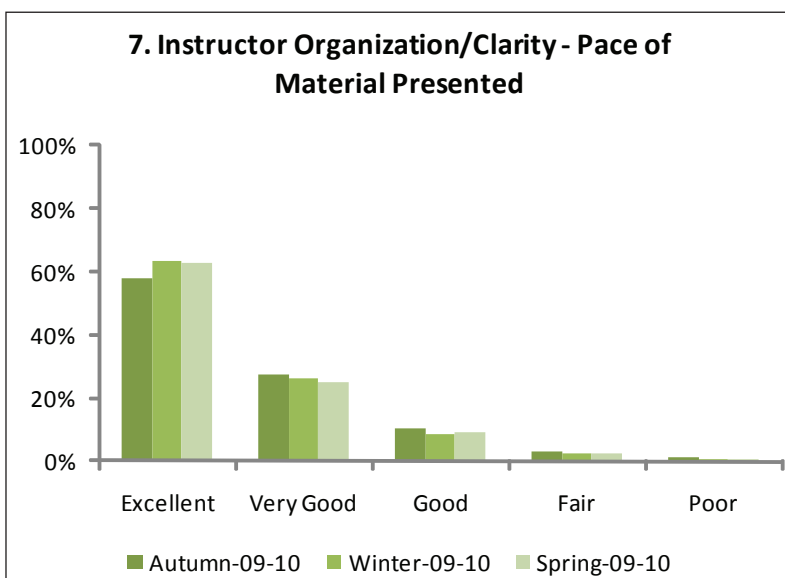
Appendix C - Teaching Evaluations

Academic
Year
2009-2010



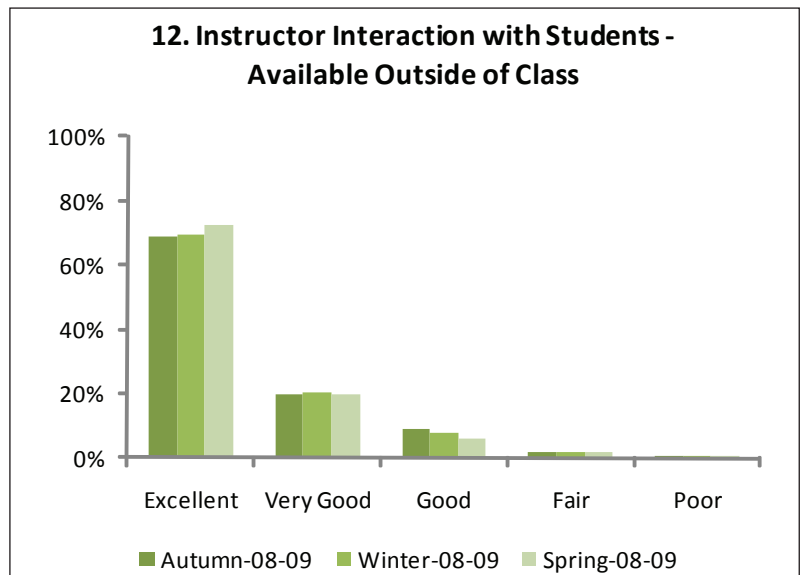
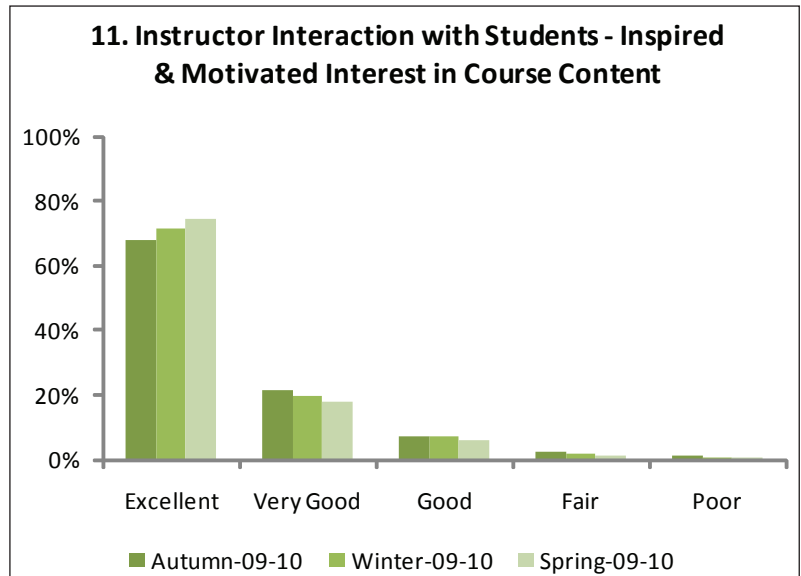
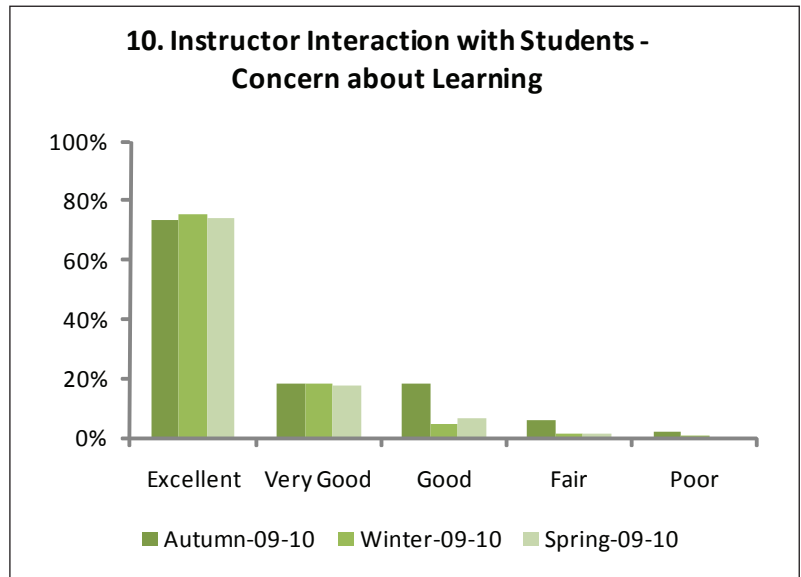
Appendix C - Teaching Evaluations

Academic
Year
2009-2010



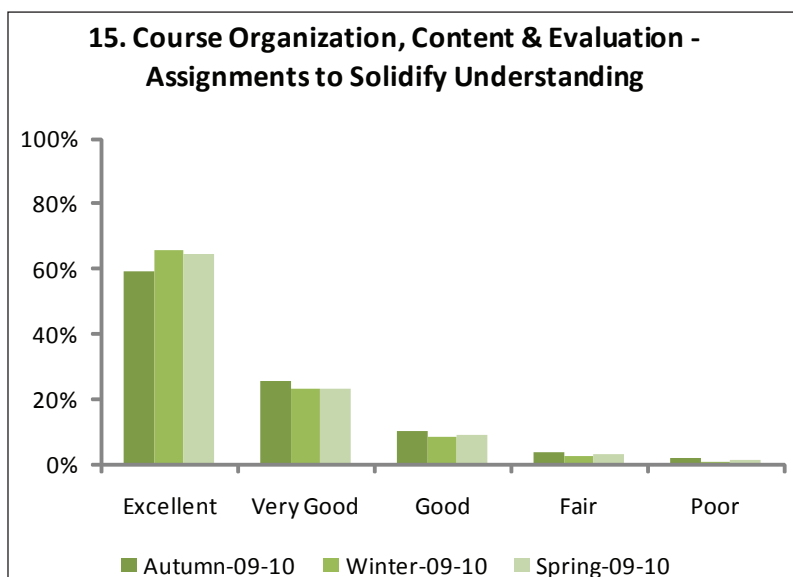
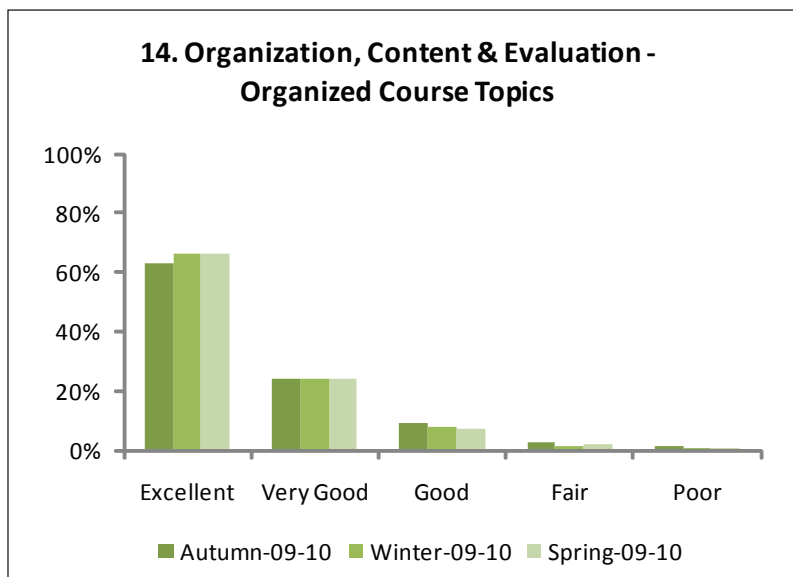
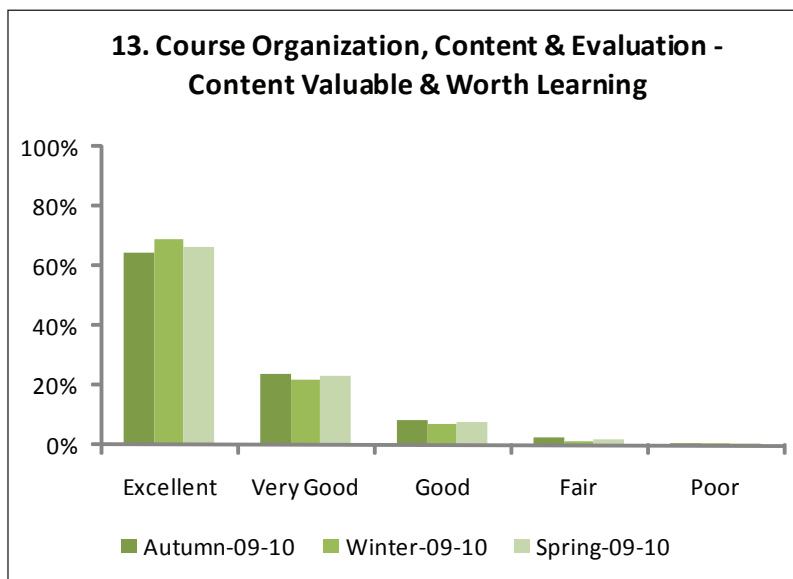
Appendix C - Teaching Evaluations

Academic
Year
2009-2010



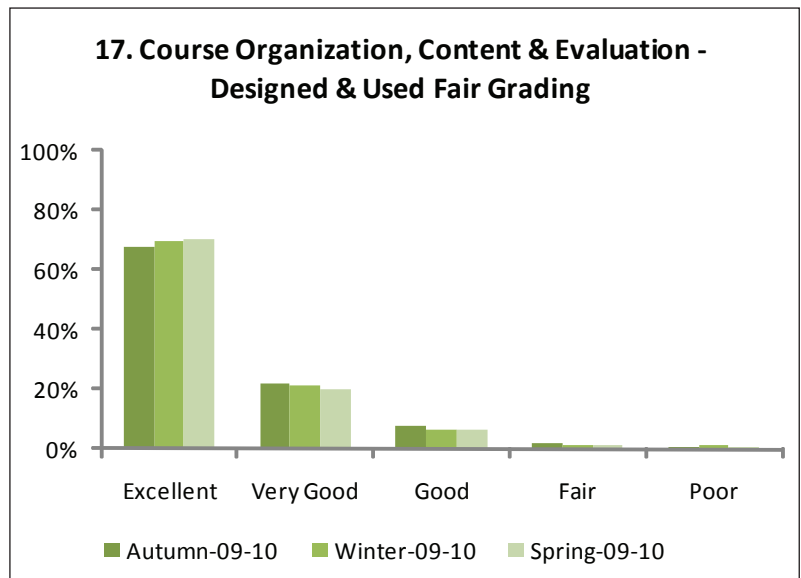
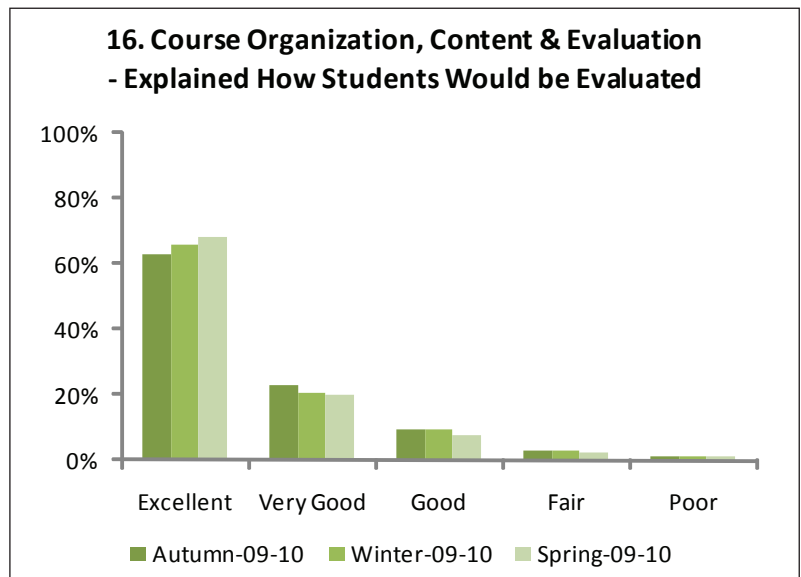
Appendix C - Teaching Evaluations

Academic
Year
2009-2010



Appendix C - Teaching Evaluations

Academic
Year
2009-2010



Appendix D - Language Center Lecturer Roster

Academic
Year
2010-2011

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
AME	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
AME	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
AME	Obeid, Khalid	2007	PhD	1998	University of San Francisco	in process		
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Rutechura, Method	2009	MA	2009	University of Wisconsin - Madison	in process		
AME	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
AME	Sibanda, Galen	2005	PhD	2004	University of California, Berkeley	in process		
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	limited		
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	in process		
Chinese	Lin, Nina Yuhsun	2004	PhD (ABD)	expected 2010	Stanford University	full	full	
Chinese	Rozelle, Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	limited		
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	limited	full	
Chinese	Zhang, Youping	2006	Ed.D	2009	Rutgers University	full	full	
Chinese	Zhou, Xiaofang	2010	MA	2008	Beijing Language & Culture University			
Chinese	Zhu, Qi	1999	PhD	1990	Beijing University			
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	in process	
EFS	Lockwood, Robyn	2007	MA	1993	Northwest Missouri State University	in process		
EFS	Mawson, Carole	1979	MAT	1965	New York University	full		
EFS	Rylance, Constance R	1989	MA	1981	San Francisco State University	in process		
EFS	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor	in process		

Appendix D - Language Center Lecturer Roster

Academic
Year
2010-2011

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
French	Dozer, Jane Blythe	1995	PhD	1980	University of California, Los Angeles	full	full	
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Kershaw, Miranda	2010	PhD	2008	University of California, Berkeley	in process		
French	Lasnier, Marie	2010	PhD	2010	Stanford University	limited		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	in process		
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	full	full	
Italian	Cellinese, Anna	2005	PhD	2005	Stanford University	full	full	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	limited		
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Busbin, Kazuko Morooka	1983	MA	1980	University of San Francisco			
Japanese	Lipton, Hisayo Okano	1997	MA	1993	San Francisco State University	full		
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis	limited		
Japanese	Nakamura, Kiyomi	2002	MA	1991	Lesley College	full		
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full	full	
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	OPI Trainer training - in process
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Portuguese	Sotelino, Karen	2001	MA	2004	University of California, Santa Cruz			

Appendix D - Language Center Lecturer Roster

Academic
Year
2010-2011

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full	in process	
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	full		
SLP	Desai, Sneha	2008	MA	2008	University of California, Berkeley			
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Nguyen, Dzuong	2008	MA	1982	University of San Francisco			
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Catoira, Loreto	2006	MA	2002	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	limited	full	
Spanish	Miano, Alice A	1991	PhD	2010	University of California, Berkeley	full	full	OPI Trainer training - in process
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	limited		
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	Dual OPI certification (German)
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	limited	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria- Cristina	1988	PhD	1989	University of Texas, Austin	full	full	
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain	full	full	
Tibetan	Clark, Robert W.	2006	PhD	1994	University of Virginia			

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2009-2010

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
630	IL+	4	AL
630	IM	4	IL+
630	IM	4	IL+
630	IM	4	IL+
630	IM+	4	IL+
640	IH	4	IL+
640	IM	4	IM
640	IM+	4	IM
650	IH	4	IM
660	IL+	4	IM
660	IM	4	IM
670	IM+	4	IM
680	IM	4	IM
680	IM	4	IM
680	IM+	4	IM
690	IH	4	IM
690	IM+	4	IM
690	IM+	4	IM
690	IM+	4	IM
700	IH	4	IM+
700	IM	4	IM+
700	IM	4	IM+
700	IM+	4	IM+
700	IM+	4	IM+
710	AL	4	IM+
710	AL	4	IM+
710	IH	4	IM+
710	IM	4	IM+
710	IM	4	IM+
710	IM+	4	IM+
720	IH	5	AL
720	IH	5	AL
720	IL+	5	AL
720	IM+	5	AL
720	IM+	5	AL
730	IM	5	AL
730	IM+	5	AL
730	IM+	5	AL+
730	IM+	5	IH
740	IH	5	IH
740	IH	5	IH
740	IH	5	IH
740	IH+	5	IH
740	IM	5	IH
740	IM+	5	IH
750	AL	5	IH
750	IM+	5	IH
760	AL	5	IH
760	IH	5	IH
760	IH	5	IH
760	IH	5	IH
760	IM	5	IH
760	IM	5	IH
760	IM+	5	IH

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2009-2010

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
760	IM+	5	IH
760	IM+	5	IH
770	IH	5	IH
770	IM	5	IH
770	IM+	5	IH
780	AL	5	IH
780	IH	5	IH
780	IH	5	IH
790	IM+	5	IH+
800	AL	5	IH+
800	AL	5	IL+
800	IH	5	IM
800	IH	5	IM
800	IL+	5	IM
800	IM	5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+

Italian			
SAT Score	SOPI Score	AP Score	SOPI Score
780	IM		
800	AH		

Korean			
SAT Score	SOPI Score	AP Score	SOPI Score
770	AM		

Japanese			
SAT Score	SOPI Score	AP Score	SOPI Score
670	IM	5	IM
		5	IM

German			
SAT Score	SOPI Score	AP Score	SOPI Score
800	AH/Native	4	IM
		4	IM-
		5	AM
		5	AL
		5	IL

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2009-2010

French			
SAT Score	SOPI Score	AP Score	SOPI Score
650	IM	4	AL
650	IM	4	AL
670	IH	4	AM
670	IM	4	IH
690	IL	4	IH
700	IM	4	IL
710	IM	4	IL
710	IM	4	IM
720	AL	4	IM
720	IL	4	IM
720	IL	4	IM
720	IL	5	AL
720	IM	5	IH
730	IH	5	IH
730	IM	5	IM
750	AL	5	IM
750	AL	5	IM
750	AM	5	S
750	IH		
760	AL		
760	AM		
770	AH		
770	IH		
770	IM		
780	AM		
780	AM		
780	IM		
790	AL		
800	AM		
800	IH		
800	IM		
800	S		

Chinese			
SAT Score	SOPI Score	AP Score	SOPI Score
740	AL	4	IL
750	IM	5	AL
770	IL	5	IH
780	IH	5	IL
780	A	5	AL
780	IM	5	IH
780	AL	5	IH
790	IH		
790	IM		
800	AL		
800	AL		

Appendix F -
Based on
Approaching
Stanford
Form Requests
for Information-

Emails
sent/received
from Frosh -
6/8/10-9/25/10

Language	Initial Emailings	Subsequent Emailings	TOTAL
Amharic	3	3	6
Arabic	60	13	73
ASL	1	2	3
Bemba	4	5	9
Burmese	6	5	11
Chinese	332	150	482
Danish	1	1	2
Dari	1	2	3
French	550	250	800
German	75	16	91
Hawaiian	3	3	6
Hebrew	12	3	15
Hindi	27	2	29
Indonesian	1	1	2
Italian	116	36	152
Japanese	122	42	164
Korean	64	33	97
Latin	93	16	109
Malay	1	1	2
Nepali	1	1	2
Norwegian	1	1	2
Persian	8	7	15
Polish	2	2	4
Portuguese	14	5	19
Russian	28	14	42
Sanskrit	1	1	2
Shona	1	1	2
Slovenian	1	1	2
Spanish	562	460	1022
Swahili	5	5	10
Swedish	5	5	10
Tagalog	10	12	22
Thai	6	7	13
Turkish	3	3	6
Urdu	3	5	8
Vietnamese	12	8	20
GENERAL	3689	150	3839
TOTAL	5824	1272	7096

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