



Stanford
Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

Academic Year 2012-13

Table of Contents

Language Center Staff Roster	4
Overview	5
Mission Statement and Program Structure	5
Quality of Stanford Language Programs	6
Stanford's Standards-Based Curriculum	14
The Language Requirement	14
Language Center Honors	20
Public Service and Community Outreach	22
Technology in the Language Center	25
Budget Update and Stewardship	26
Fulbright Foreign Language Teaching Assistant Orientation	26
Appendix A Oral Proficiency Assessments	27
Appendix B Writing Proficiency Assessments	35
Appendix C Teaching Evaluation Results	43
Appendix D Lecturer Roster	49
Appendix E SOPI Results from AP and SAT Scores	52

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Overview

The 2012-2013 academic year marked the beginning of the 18th 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 (2013-2014).

Mission Statement and Program Structure

Language programs at Stanford University prepare students to have a foreign language capability that enhances their academic programs 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 and 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 several 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 2012). 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 online course management tool. **Appendix A** displays the oral proficiency ratings generated over the past eighteen 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 Chinese language program as well as the Portuguese program 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.

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 2013, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish assessed first- and second-year students, while Hebrew 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 programmatic 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 2012-2013. The data are consistent across previous years' reports and point toward the genuine strengths in all language programs in the Language Center within the Division of Literatures, Cultures, and Languages (DLCL). 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=75) are evaluated on the content of their teaching portfolio and receive a letter from the Director of the Language Center evaluating their performance with suggestions for the coming academic year.

Appendix D contains the Language Center lecturer roster for academic year 2013-2014 ($\geq 50\%$ FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments and ACTFL certifications. Fifty-one benefits-eligible instructors (68%) 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 teaching assistants) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States for institutions to have even a handful of instructors with 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 do extensive online rating practice of speech samples and receive feedback; 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 five such workshops and has several staff members currently pursuing this rater certification; twenty-eight have completed the process and been certified as raters of writing proficiency. The writing certification is an add-on to the oral proficiency certification.

With the blessings of increased staffing come the complications of getting teachers acclimated and comfortable in their new instructional setting. In order to meet this challenge, we created an induction program led by an experienced mentor, Lecturer in French, Marie Lasnier. All new staff members attended an intensive one-day orientation program and then met regularly with Dr. Lasnier throughout the academic year. In 2013-2014, there were eight new inductee teachers. We anticipate another three new teachers in 2014-2015.

Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite high despite Stanford's ostensible technical orientation. 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. **Table 1** lists first-, second-, and third-year enrollments per language for academic year 2012-2013. Approximately 65% of language enrollment clusters in first-year programs. Second-year programs generate about 24% of the enrollment and third-year/advanced programs around 11%.

TABLE 1 - 1st-, 2nd- & 3rd-Year Enrollments - Academic Year 2012-2013									
	Autumn 2012-2013			Winter 2012-2013			Spring 2012-2013		
	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced
AME	43	13	0	50	19	0	44	14	0
Arabic*	42	25	18	36	25	17	27	21	19
Catalan	2	0	0	1	0	0	0	0	0
Chinese*	179	74	88	142	65	73	128	47	67
EFS	193	0	0	122	0	0	112	0	0
French	131	72	15	132	73	13	120	78	6
German	102	19	0	87	18	0	88	29	0
Italian	92	20	0	101	28	3	94	23	7
Japanese	98	55	44	81	54	35	73	37	28
Korean	31	6	10	24	6	5	22	2	5
Portuguese	31	12	3	46	11	7	24	22	6
Slavic*	23	15	19	19	21	25	24	13	19
SLP*	99	30	9	72	26	5	77	26	3
Spanish	280	151	25	322	117	42	250	117	23
Tibetan	4	1	0	3	0	0	2	0	0
Total	1350	493	231	1238	463	225	1085	429	183
	Autumn Total 2074			Winter Total 1926			Spring Total 1697		

* Enrollment data for Third-Year/Advanced Arabic, Chinese, Slavic and SLP, include student enrollment in Fourth- and Fifth-Year courses.

Table 2 includes average enrollment data from academic years 1995-1999, 2000-2004, 2005-2009, 2010, 2011, and 2012. We are beginning to detect a decline in enrollment over the past three academic years. In 2010-2011, we reported 5,961 enrollments and in 2012-2013, 5,697 students enrolled in language courses. This is a decline of 4%.

TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments Average Per Quarter, Academic Years 1995 - 1999, 2000 - 2004, 2005 - 2009, 2010 - 2011 and 2011 - 2012, 2012 - 2013

	Av. Aut 95-99	Av. Win 95-99	Av. Spr 95-99	Av. Aut 00-04	Av. Win 00-04	Av. Spr 00-04	Av. Aut 05-09	Av. Win 05-09	Av. Spr 05-09	Aut 10-11	Win 10-11	Spr 10-11	Aut 11-12	Win 11-12	Spr 11-12	Aut 12-13	Win 12-13	Spr 12-13
AME				118	119	105	137	127	112	76	52	61	56	59	54	56	69	58
Arabic*****							120	121	104	129	110	111	127	103	93	85	78	67
Basque*****													4	3	1			
Catalan****							3	3	3	5	2	2	2	2	1	2	1	0
Chinese	265	228	187	320	269	242	391	349	299	346	312	258	356	309	251	341	280	242
EFS**				216	182	176	216	178	159	190	141	134	169	138	122	193	122	112
French	230	196	173	240	227	204	251	232	189	218	206	178	227	207	200	218	218	204
German	102	108	78	92	98	74	97	107	83	83	78	76	115	97	91	121	105	117
Italian	179	164	163	236	215	192	209	170	166	177	144	147	146	151	103	112	132	124
Japanese	167	138	96	198	170	134	216	199	121	222	192	160	181	159	129	197	170	138
Korean	37	28	26	30	27	22	33	32	29	40	37	32	42	35	32	47	35	29
Portuguese	21	27	31	44	49	53	49	50	55	47	53	67	63	69	62	46	64	52
Slavic	44	43	32	54	51	45	54	56	48	56	59	57	40	51	50	57	65	56
SLP	168	146	121	191	147	131	184	138	135	168	152	131	162	141	143	138	103	106
Spanish	592	551	440	632	580	473	576	534	448	439	454	347	413	393	348	456	481	390
Tibetan***							4	3	3	5	4	3	5	3	3	5	3	2
TOTAL	1805	1628	1347	2253	2015	1746	2541	2296	1955	2201	1996	1764	2108	1920	1683	2074	1926	1697

*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. *****Basque offered in 2011-2012

Table 3 illustrates academic year 2012-2013 demographic data collected from language teaching evaluations. Students continue to report “interest” considerably more frequently than “requirement” as the reason for being in their classes. **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 2012-2013													
ACADEMIC YEAR 2012-2013 - ALL FIRST-YEAR													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish
Major/Minor	8%	7%	11%	15%	12%	12%	10%	16%	5%	11%	16%	11%	13%
GER	12%	12%	14%	4%	31%	26%	20%	12%	14%	9%	26%	23%	40%
Reputation	4%	4%	6%	2%	14%	9%	8%	5%	11%	5%	5%	8%	24%
Interest	43%	57%	51%	32%	30%	35%	40%	53%	52%	32%	45%	49%	17%
Other	37%	23%	23%	41%	17%	22%	22%	20%	20%	52%	5%	17%	13%
*Total Enr	75	69	351	357	266	171	216	177	56	56	38	155	560
ACADEMIC YEAR 2012-2013 - ALL SECOND-YEAR													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish
Major/Minor	19%	25%	16%	0%	20%	35%	30%	16%	0%	33%	24%	19%	27%
GER	13%	19%	7%	0%	8%	11%	33%	6%	0%	13%	7%	32%	11%
Reputation	0%	0%	1%	0%	1%	0%	0%	2%	0%	0%	0%	5%	0%
Interest	44%	40%	58%	0%	47%	38%	33%	54%	43%	25%	34%	27%	38%
Other	25%	19%	19%	0%	26%	19%	11%	24%	43%	29%	31%	19%	26%
*Total Enr	16	53	144	0	158	37	27	89	7	24	29	37	278
ACADEMIC YEAR 2012-2013 - ALL ADVANCED													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish
Major/Minor	0%	40%	26%	0%	19%	10%	14%	30%	6%	17%	40%	0%	17%
GER	0%	17%	5%	0%	19%	40%	29%	7%	6%	0%	21%	0%	10%
Reputation	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Interest	50%	30%	48%	0%	37%	0%	43%	41%	63%	67%	19%	100%	35%
Other	50%	13%	24%	0%	22%	60%	14%	18%	19%	33%	13%	0%	42%
*Total Enr	4	30	124	0	27	10	7	56	16	6	47	4	52

**Students responded in multiple categories*

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 African and Middle Eastern languages as growing in the number of students in Social Science; Slavic, in Humanities; and German and Special Languages, in 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 ensure that the language programs are aligned with the needs and interests of students enrolled.

Table 4 - Areas of Study - ACADEMIC YEAR 2012-2013													
ACADEMIC YEAR 2012-2013 - ALL FIRST-YEAR													
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish
Science	28%	32%	30%	19%	31%	18%	19%	28%	30%	18%	16%	22%	35%
Social Science	25%	20%	16%	6%	17%	15%	24%	14%	13%	16%	32%	20%	17%
Humanities	15%	28%	14%	6%	17%	24%	18%	15%	7%	30%	32%	19%	13%
Engineering	17%	12%	24%	45%	16%	31%	22%	33%	29%	16%	5%	26%	17%
Education	0%	0%	0%	1%	0%	1%	0%	0%	0%	4%	0%	1%	0%
Undecided	8%	9%	15%	12%	16%	5%	14%	8%	18%	11%	13%	8%	15%
ACADEMIC YEAR 2012-2013 - ALL SECOND-YEAR													
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish
Science	0%	6%	9%	0%	26%	11%	15%	16%	29%	13%	7%	19%	22%
Social Science	44%	42%	26%	0%	23%	27%	37%	21%	43%	29%	24%	22%	33%
Humanities	31%	28%	13%	0%	23%	16%	19%	27%	14%	33%	45%	19%	17%
Engineering	13%	13%	20%	0%	12%	30%	19%	21%	0%	21%	14%	35%	13%
Education	0%	2%	0%	0%	1%	0%	0%	2%	0%	0%	0%	0%	0%
Undecided	13%	6%	12%	0%	13%	16%	11%	8%	0%	0%	0%	0%	14%
ACADEMIC YEAR 2012-2013 - ALL ADVANCED													
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish
Science	0%	0%	14%	0%	11%	40%	0%	7%	0%	17%	4%	0%	17%
Social Science	0%	53%	27%	0%	30%	30%	0%	13%	25%	17%	28%	75%	31%
Humanities	100%	23%	21%	0%	26%	20%	43%	38%	44%	50%	40%	25%	25%
Engineering	0%	20%	20%	0%	15%	10%	43%	21%	13%	17%	9%	0%	15%
Education	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%
Undecided	0%	0%	13%	0%	7%	0%	0%	9%	6%	0%	9%	0%	8%

Stanford's Standards- Based Curriculum

We reported last year on a student survey on the focus area of the Language Center curriculum. We noted that the primary curricular emphasis of speaking and writing skills in their interpersonal dimensions and listening and reading as interpretive language skills was met with enthusiasm on the part of the students. We were particularly pleased to see that students seem to be integratively motivated in their language learning and perceive it as a key area of global citizenship.

As reported, each language program received its own specific data along with the consolidated report. In September 2013, at our biennial retreat, each language program reflected on and discussed the results of the survey. We isolated a staff development need for more training in the teaching of culture. This decision will form the organizing principle of the next Language Center retreat.

The Language Requirement

Placement and assessment, Academic Year 2013-2014

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 2013-2014 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 - Incoming Students' Responses to Fall 2013 Approaching Stanford "Which language do you plan to use to fulfill the Language Requirement?"		
Language	Student Responses	Percentage of Total
SPANISH	800	48%
FRENCH	272	16%
CHINESE	212	13%
LATIN	63	4%
GERMAN	54	3%
JAPANESE	51	3%
ITALIAN	39	2%
NO RESPONSE	27	2%
ARABIC	25	1%
KOREAN	21	1%
HINDI	15	1%
PORTUGUESE	15	1%
RUSSIAN	15	1%
HEBREW	9	1%
GREEK (CLASSICAL)	7	0%
SWAHILI	6	0%
AMERICAN SIGN LANGUAGE (ASL)	5	0%
VIETNAMESE	5	0%
NORWEGIAN	3	0%
TAGALOG	3	0%
TURKISH	3	0%
AFRIKAANS	2	0%
BULGARIAN	2	0%
DUTCH	2	0%
GREEK (MODERN)	2	0%
PERSIAN	2	0%
SERBO-CROATIAN	2	0%
AMHARIC	1	0%
CANTONESE	1	0%
HAWAIIAN	1	0%
HMONG	1	0%
MONGOLIAN	1	0%
NAVAJO	1	0%
THAI	1	0%
UKRAINIAN	1	0%
URDU	1	0%
TOTAL	1671	100%

Table 6 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2013. All students in need of placement in Spanish, French, Chinese, Japanese, German, Korean, Russian, and Italian were required to complete the written portion of the placement test on-line, leaving the oral examination for the usual placement testing period. Arabic, Chinese, Japanese and Russian also included a writing test in its on-campus placement process. One thousand one hundred sixty-seven (1,167) students completed the on-campus/oral portion of the examination; 1,159 were placed officially or exited from the requirement before classes began in Fall 2013.

TABLE 6 - Placement testing, Fall 2013			
Language	Online Written	On Campus/ Oral	Full Placements
SPANISH+SHBS	565	627	619
FRENCH	244	214	214
CHINESE	170	145	145
JAPANESE	45	38	38
LATIN	n/a	35	35
GERMAN	42	29	29
ARABIC	n/a	15	15
PORTUGUESE	n/a	14	14
KOREAN	17	13	13
RUSSIAN	12	11	11
ITALIAN	12	9	9
HINDI	n/a	7	7
HEBREW	n/a	4	4
VIETNAMESE	n/a	3	3
CLASSICAL GREEK	n/a	2	2
TAGALOG	n/a	1	1
	1107	1167	1159

Table 7 recaps data concerning students who completed the language requirement through some form of testing. Forty-eight (48%) percent of incoming students exited from the language requirement in Fall 2013. These data include international students entering Stanford as native speakers of a language other than English.

TABLE 7 - Incoming students completing the language requirement through testing, Fall 2013			
Language	SATII/AP scores	Native Speaker Exemption	Placement Test - Place Out
SPANISH+SHBS	310	15	97
FRENCH	135	7	33
CHINESE	68	30	58
LATIN	57		5
JAPANESE	13	1	6
SLP		18	1
GERMAN	13	3	2
KOREAN	3	10	4
HINDI		4	6
AME		9	
PORTUGUESE		3	5
ITALIAN	2	1	4
HEBREW	1	2	3
ARABIC		1	2
GREEK (Classical)			1
RUSSIAN			1
VIETNAMESE			1
Total	602	104	229

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, most AP/SATII students who took a Simulated Oral Proficiency Interview achieved an acceptable oral proficiency rating. Most AP/SATII students are well beyond expected oral proficiency levels. These data are listed in **Appendix E**. The Language Center continues to be supportive of the use of AP/SATII scores for meeting the language requirement.

Petitions and credit transfers

The 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 2012-2013.

The Language Center also approves credit transfers from other domestic and international institutions. **Table 8** illustrates the number of students requesting credit transfers. 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 2010-2012

	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	2010-2011	2010-2011 Preapprovals	2011-2012	2011-2012 Preapprovals	2012-2013	2012-2013 Preapprovals
AME					8	3	3	7	4	3	2	2	1	1						1	1	0
Greek										1		5	1			3	3	1	1		0	0
Arabic											5	8	9	7		1	4	1	2	1	2	0
Catalan																		1			0	0
Chinese	1	3	3		6	3	7	9	8	4	5	5	17	3	6	3	9	2	8	2	2	0
French	10	8	16	1	8	4	12	17	6	12	11	10	5		2	4	1	2	1	1	4	2
German	6	5	1	1	5	4	4	8	4	5	3		1		1	1		1	2	2	0	1
Hebrew											3	3	2	1	2	1	5	1			0	0
Italian		2	10		3	7	7	14	9	6	7	4	7	3	1	4	1	6	5		1	0
Japanese	2	1	6			4	4	6	1	2	6	1	1							1	1	0
Korean	1				3	2	2	1					1	1	2			1	1	1	0	0
Latin	3	4			1			1	3	2		1	1	1	1	4	3		2		3	0
Portuguese		1			3	4		4	2	1	1	1	1	1	1			2	2		0	0
Russian	1	2	1		3	1	3	1	3	1	2	4	2		2				3	2	1	0
Spanish	13	32	31		47	70	60	84	42	53	49	54	25	19	22	18	19	13	24	13	16	4
SLP	6	3	20		15	4	8	6	4	3	6	5	6	2	2	1	2	1			2	1
Swahili													1		1		1				0	0
Tibetan										1				1				1			0	0
TOTAL	43	61	88	2	102	106	110	157	84	95	102	102	81	40	43	40	48	33	51	24	33	8

Undergraduates

The Japanese American Association of Northern California and the Consulate General of Japan, as part of their activities to encourage the learning and use of the Japanese language, co-sponsored the 40th Annual Japanese Speech Contest in November 2013. Two students, Toki Migimatsu and Emily Franklin, who were enrolled in the Japanese language program during the 2013 Fall quarter, participated and received special awards at the contest.

Graduates

Graduate teaching assistants, Renren Yang in Chinese, Caroline Egan, Cynthia Malik, and Anna Marshall in Spanish, Keara Harman in German and Gregory Haake in French, have received OPI tester certification, with others in process. This is a remarkable number of graduate students committed to their professional development. It bodes well for their success in the job market in both language and literature.

Lecturers

Ali Miano, Lecturer and Coordinator of Spanish, and Hee-Sun Kim, Lecturer and Coordinator of Korean, have both become Oral Proficiency Interview (OPI) trainers. This designation puts them in a select national-level category. It enables them to conduct OPI Assessment workshops and to mentor those pursuing tester certification. Dr. Kim is one of only two certified trainers of Korean in the United States.

Salem Aweiss, Lecturer in Arabic, and Hee-Sun Kim have taken on a leadership role in the Language Center's programs for heritage language learners. They regularly participate in discussion of heritage learner curriculum at the national level.

Ebru Ergul, Lecturer in Turkish, and Eva Prionas, Lecturer in Modern Greek and Coordinator of Special Languages, have each taken leadership in their respective languages for developing language-specific national standards.

Language Center Director

Professor Elizabeth Bernhardt was awarded the 2014 ADFL Award for Distinguished Service to the Profession during the 129th annual convention of the Modern Language Association of America (MLA) in Chicago, Illinois. The citation reads:

The Association of Departments of Foreign Languages presents the ADFL Award for Distinguished Service to the Profession to Elizabeth Bernhardt. Professor of German Studies, professor of Education, and John Roberts Hale Director of the Language Center at Stanford University, Elizabeth Bernhardt is widely admired as a scholar, teacher, mentor, and leader. She has created a nationally emulated language center devoted to second-language teaching and learning and is a preeminent scholar of second-language reading. Her extensive and accessible research, publications, and presentations offer data-driven analysis of how students at every level learn, are tested, and can be taught. In the words of a colleague, "Her informed, goal-oriented, and decisive engagement has provided a model for effective administrative arrangements based on research rather than enthusiasm." All her work reveals deep respect for both the teacher and the learner. She has over many years influenced both theory and practice in second language acquisition and been critical in shifting language teaching in the United States toward a student-centered focus on literacy and learning. The ADFL honors Elizabeth Bernhardt for her outspoken and generous leadership in national discussions of language education and language program governance.

Administrative Staff Update

In August 2013, Allison Kopp joined the Language Center administrative staff. As Student Services Officer, she is directly responsible for all undergraduate and graduate foreign language advising activities in the Language Center. In addition, she also serves as primary liaison with various University offices such as the Office of Graduate and Undergraduate Studies in the School of Humanities and Sciences, the Office of Accessible Education and the Schwab Learning Center, Judicial Affairs and Undergraduate Advising and Research.

Proficiency Notation for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased 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. Students in cognate languages must achieve minimally a rating of Advanced-Low in their oral and written proficiency; students in non-cognate languages, a rating of Intermediate-High. In Spring 2013, 23 students applied for the proficiency notation with 21 students receiving such notation in the following languages: Chinese (1), French (7), German (1), Italian (1), Portuguese (1) and Spanish (10). A number of these notations were granted to DLCL majors as part of their exit assessment. Our goal over the next years is to have 5% of graduating seniors receive the proficiency notation.

Public Service and Community Outreach

The Language Center has developed and maintains strong relationships with a number of entities at the university, regional, and national levels, offering language-related opportunities and services to the greater community.

Assessment

Chief among these partnerships is foreign language testing and evaluation, notably, for Bing Overseas Studies Program (BOSP) and, more recently, for the Stanford School of Medicine's Office of Community Health. Testing for BOSP entails ongoing coordination with the home office during the application process to ensure that students have met the language prerequisite according to schedule; additional test dates each quarter to accommodate those who need testing; proactive advising and monitoring of students regarding their course preparation for the overseas experience; and close communication with BOSP directors and staff regarding projected, then confirmed, quarterly enrollment distribution and placements for each center's language courses. Since 2005 we have worked with the Office of Community Health to provide language assessments for students enrolling in what was formerly a patient advocacy course. As the nature of the course has evolved, we have advised on suitable proficiency profiles, ideas for orienting course design toward medical interpreting, and outreach to qualified student populations, e.g. heritage speakers. We are delighted that there are increasing numbers of student applicants with advanced-level proficiency in languages needed in the clinic, specifically Spanish, Vietnamese, and Mandarin Chinese.

The Language Center also arranges for proctoring of proficiency testing required for DLCL majors. An additional service performed each fall by our instructors is the completion of foreign language evaluations for Fulbright fellowship applicants. These requests for oral interviews and writing/reading assessments by and large come from Stanford seniors and recent graduates, although we occasionally field requests from students at other universities who are area residents.

Teacher Training

As part of professional development programming at the Language Center, the annual ACTFL MOPI Assessment workshop is held every spring for new lecturers and graduate TAs. The two-day workshop trains instructors in how to rate oral proficiency and perform interviews according to a national framework and is a first step in tester certification. We have regularly invited instructors from other programs to attend whenever possible, not only from the Stanford community—e.g. STEP-degree students, language instructors from Stanford’s online high school and BOSP centers—but also from local universities such as San Jose State, Santa Clara, UC Berkeley and UC Santa Cruz. During the May 2013 workshop, in fact, we were happy to assist the Center for Latin American Studies in sponsoring a dedicated language section for Portuguese instructors from around the state.

Our long partnership with the Center for Teaching and Learning (CTL) has continued to grow, specifically with regard to Language Conversation Partners (LCP) (formerly known as peer tutoring in foreign languages). In addition to providing language assessments for LCP applicants, language coordinators and instructors work closely with CTL in the recruitment and training of student conversation partners. In 2012, we designed and implemented with Tim Randazzo, Assistant Director of Teaching and Tutoring Programs at CTL, an orientation workshop for new and returning LCPs, aligned with the language curriculum in order to support undergraduates taking foreign language courses. Each September, on the first Friday evening of fall quarter, language instructors join CTL’s 20-25 conversation partners to give short demonstrations and lead group discussion and practice of learner-centered instruction, so that LCPs are better able to help their “students” develop oral proficiency skills. Participating instructors to date include: Michelle Dibello, Le Tang, Huazhi Wang, Xiaofang Zhou (Chinese); Heather Howard, Marie Lasnier (French); Paul Nissler (German/Spanish); Momoyo Kubo Lowdermilk, Yoshiko Tomiyama (Japanese); Lyris Wiedemann (Portuguese); Ali Miano, Joan Molitoris (Spanish).

Community Involvement

The Language Center's teaching staff participates in a wide range of organizations, both inside and outside Stanford. Instructors and coordinators are affiliates of the Stanford area studies programs connected to their respective languages, e.g. African Studies, Iranian Studies, and Latin American Studies, in particular, as well as the Center for South Asia, Mediterranean Studies, the Center for East Asian Studies, and the Center for Russian, East European & Eurasian Studies. We are currently working with the Haas Center for Public Service to integrate service learning into second-year language courses; an initiative undertaken by Vivian Brates, who teaches the international relations sequence of Spanish, for example, will partner students with a respected non-profit that assists the local immigrant population with citizenship and legal immigration services.

Regionally and nationally, we take an active role in professional associations such as the Chinese Language Teachers Association of California (CLTA), the American Association of Teachers of German (AATG), etc. The Language Center regularly sponsors the opening breakfast of the CLTA research conference, a meeting held each spring on campus that draws, on average, 80-100 attendees nationwide and internationally. Paul Nissler, German coordinator, serves as the German Language Testing Chair of Northern California and is a candidate for vice-president of the AATG. As noted in previous reports, for several years we have hosted the Fulbright orientation for international language teaching assistants, prior to their year-long appointments at American universities. At the local level as well, our instructors are active in community outreach, whether through membership and service at language immersion schools and cultural centers; informative talks given to parent associations on heritage language learning; radio program hosting on KZSU radio; or teaching and tutoring in the California prison system.

Technology in the Language Center

In the spring quarter of 2013, online writing tests expanded to all second year Asian language courses bringing the total number of tests to 543, or about 70% of all writing tests. The system has proven to be robust, but the key to its success is the safety net of paper tests, which give administrators confidence that students will be able to complete their tests in the allotted time period. The current set of tests represents the full range of students who are at a level where they can type in the language they are studying, and next steps include bringing typing instruction and then testing to Second-Year Russian and Arabic.

During the SOPI testing period, of the 802 students who took tests, 39 students ran into technical difficulties, which were likely due to security-related Java upgrades. No student data was lost, but the Libraries have committed to re-writing the current SOPI application for 2014. On a broader level, the episode raised awareness of the importance of continued development in online assessment for all Stanford students and instructional staff. The Language Center's long experience delivering content and formative and summative assessments have been valuable contributions to many discussions, especially within the current focus on online learning. Specifically, the Director and the Academic Technology Specialist have been consulted extensively by Library staff for a proposed comprehensive high-stakes testing plan that would include not only Language Center exit assessments, but also other testing around campus, such as mid-terms and finals.

In a related area, trials have started on an online reading assessment system using Coursework and iRubric, an outside vendor. The system will allow trained raters to quickly score recall and comprehension items submitted by students using Language Center laptops. With encouragement and support from the Director, there have been a number of upgrades to the web presence of the Language Center. The Spanish program, which serves the largest number of students, had its website completely re-designed to reflect changes resulting from the adoption of a new textbook, and to make it more accessible to mobile devices. For other programs that did not have websites, the Language Center is working with the Stanford Web Services Jumpstart service to provide basic, easy-to-edit sites for program coordinators to fill in their information. This effort will be completed by February of 2014, and information from all major areas of the Language Center will be available online.

Several individual programs have also completed interesting projects using technology. Ebru Ergul, Lecturer in Turkish, participated in the Library's iPads for Learning program and gained some experience with ways that the devices can and cannot be used to support language teaching and learning. Other programs will hopefully benefit from this experience once the iPads for Learning program resumes. Over the summer the English for Foreign Students program piloted the use of Qualtrics, Stanford's online survey tool, to administer course evaluations in intensive programs that do not quite fit within the Registrar's system. The templates and procedures that they used can be applied to several other cases where paper evaluations have previously been the only option.

The previous Language Lab Head left Stanford in the spring, so the Language Center participated in a re-evaluation of that position. The new position, Digital Language Lab Service Manager, more accurately reflects the space management, collaboration, and assessment responsibilities of the job. Takeshi Sengiku was hired and started in October and has already begun contributing with a complete renewal of the Lab website, student orientation materials and new hardware ideas in the Lab.

Budget Update and Stewardship

The Language Center filled seven full time positions (English for Foreign Students, French, German, Italian, Japanese, Spanish, and Xhosa/Zulu) as well as 1 part-time position (Korean) in academic year 2012-2013. In 2013-2014, it is searching for new lecturers in Japanese (two positions) and French. These positions in Japanese and French are replacements for staff who have moved on.

The payout from the Hale Chair continues to buttress the Portuguese program and has enabled Vietnamese to continue to be a full time position. It also partially supports the new addition of the Xhosa/Zulu instructor. The payout continues to enable the replacement of computers in the Digital Language Lab in Meyer Library and the continuation of the writing assessment program, and the purchase of updated servers.

Fulbright Foreign Language Teaching Assistant Orientation

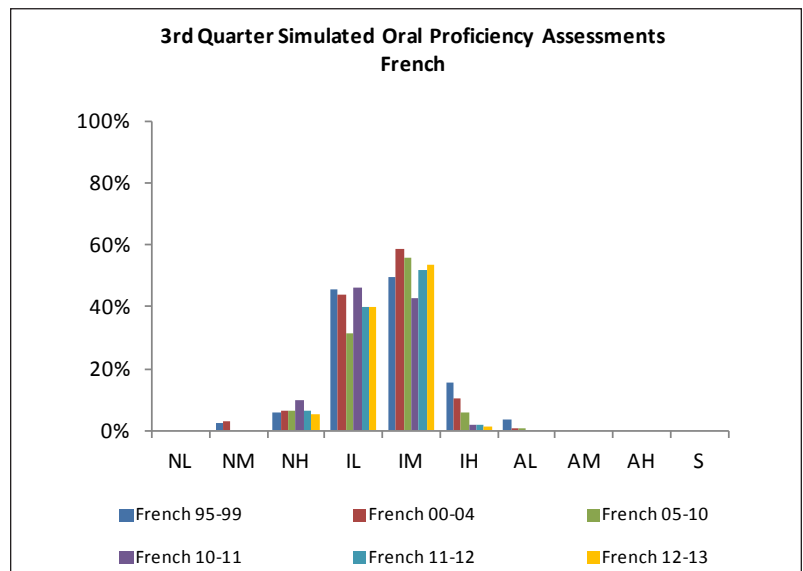
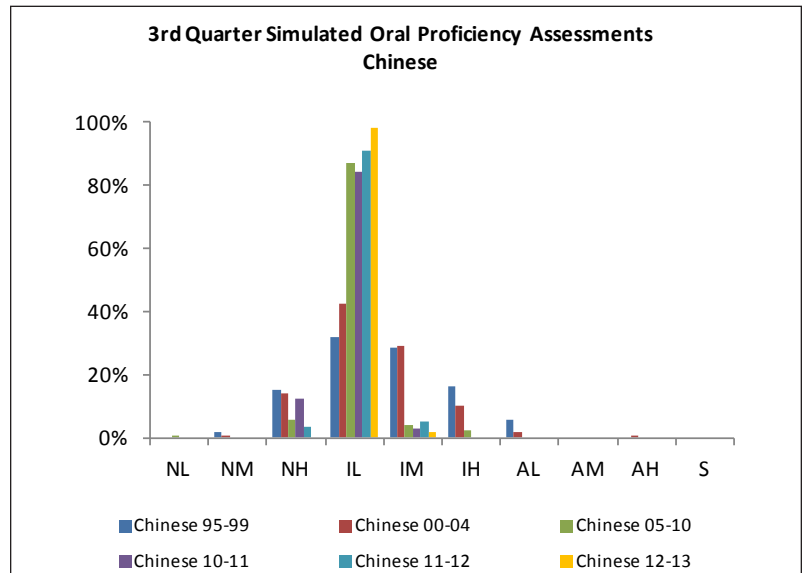
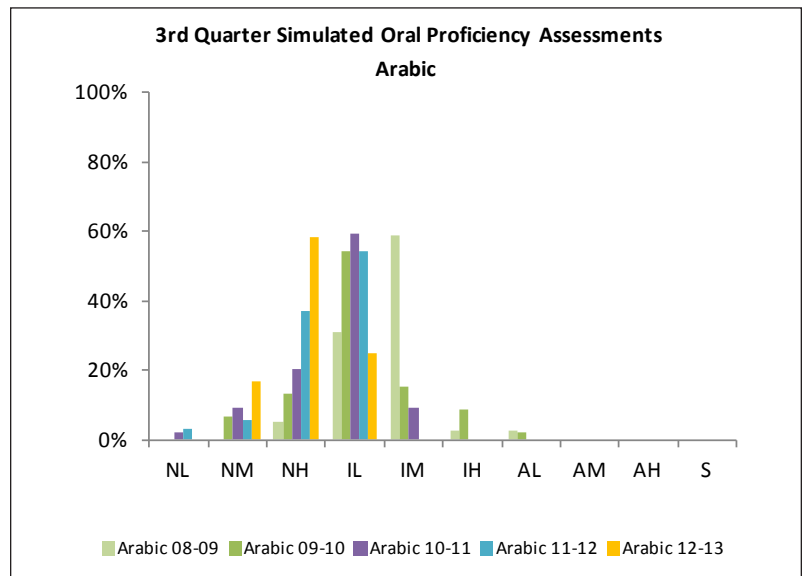
The Language Center hosted another extremely successful orientation for international language teaching assistants on August 18-22, 2013. Fifty-seven students from twenty-nine countries participated in the five day orientation. Sessions for the FLTAs were offered by the following Language Center teaching staff members: Elizabeth Bernhardt, Connie Rylance, Andrea Kevech, Ken Romeo, Eva Prionas, Salem Aweiss, Ali Miano, Eugenia Khassina, Heather Howard, Nina Lin, Lyris Wiedemann and Hee-Sun Kim and ably assisted by the Language Center staff, Tracey Riesen, Amy Keohane, and Monica Brillantes.

Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2013

Key:

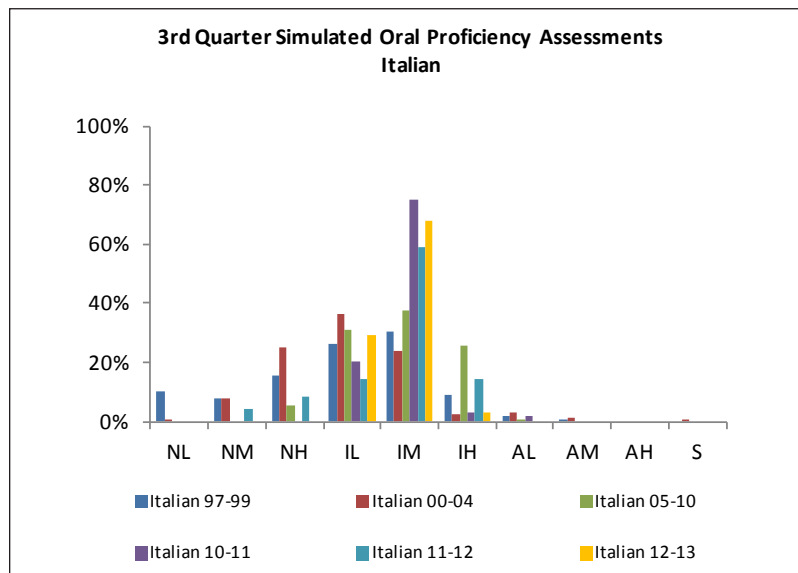
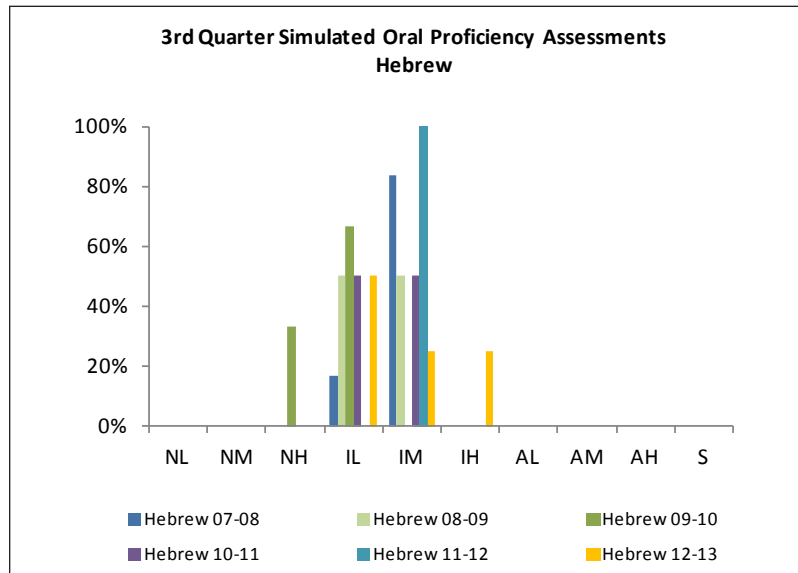
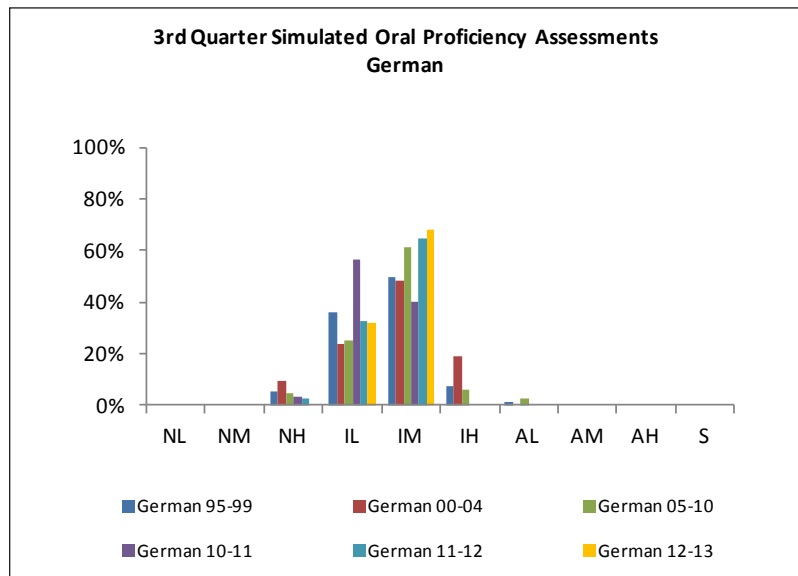
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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
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IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2013

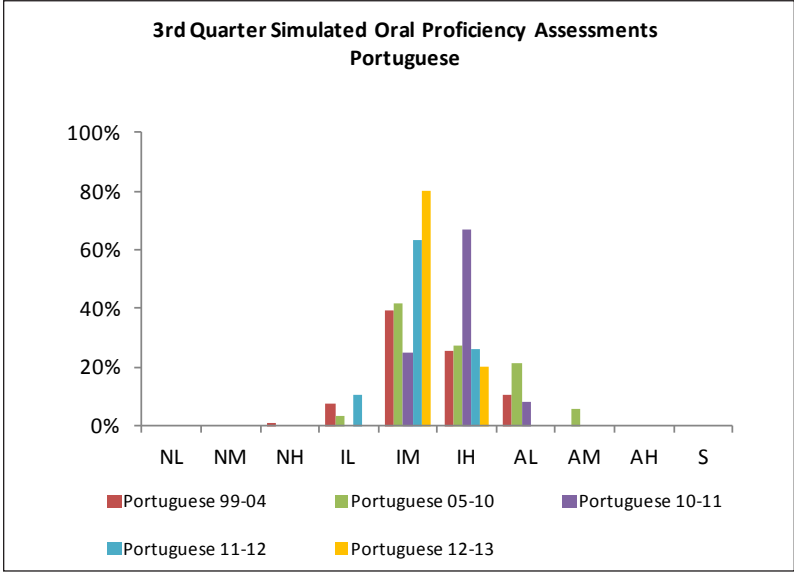
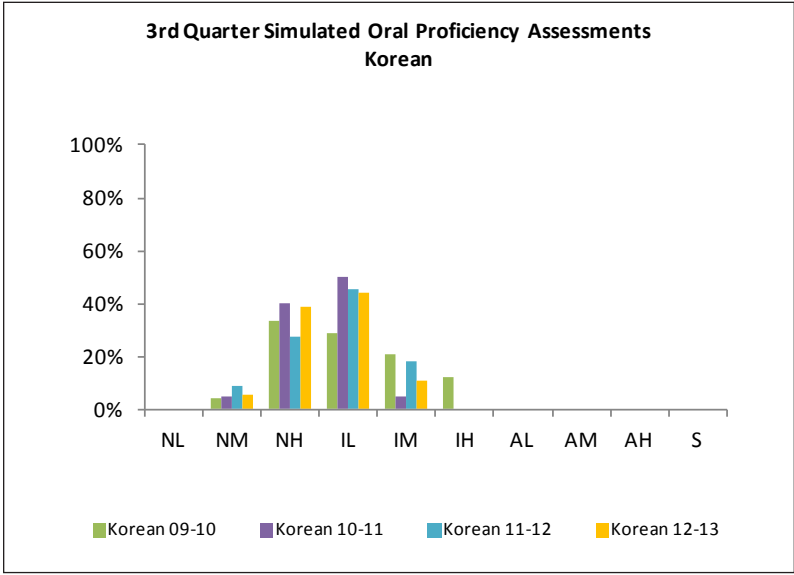
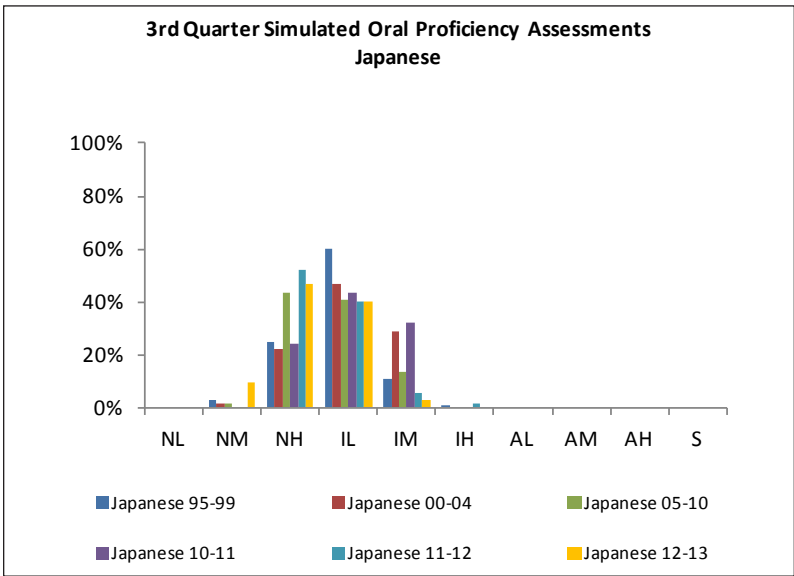
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Appendix A - First-Year Oral Proficiency Assessments

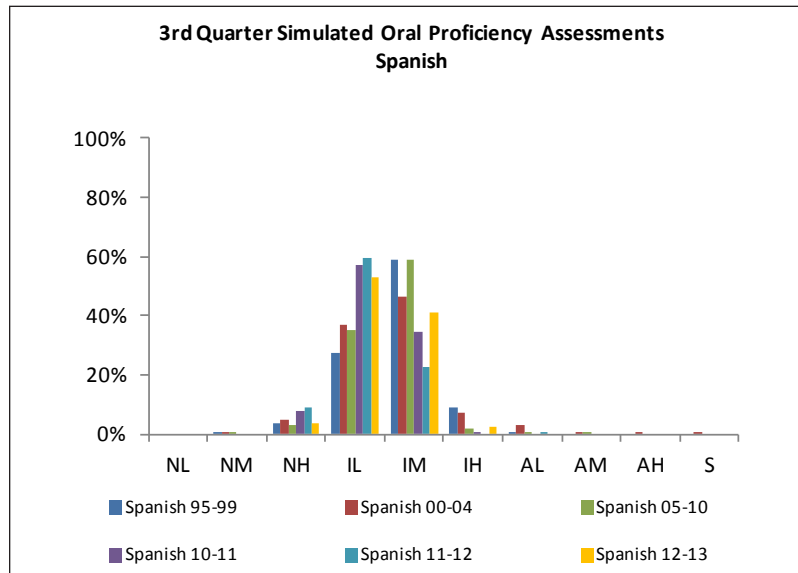
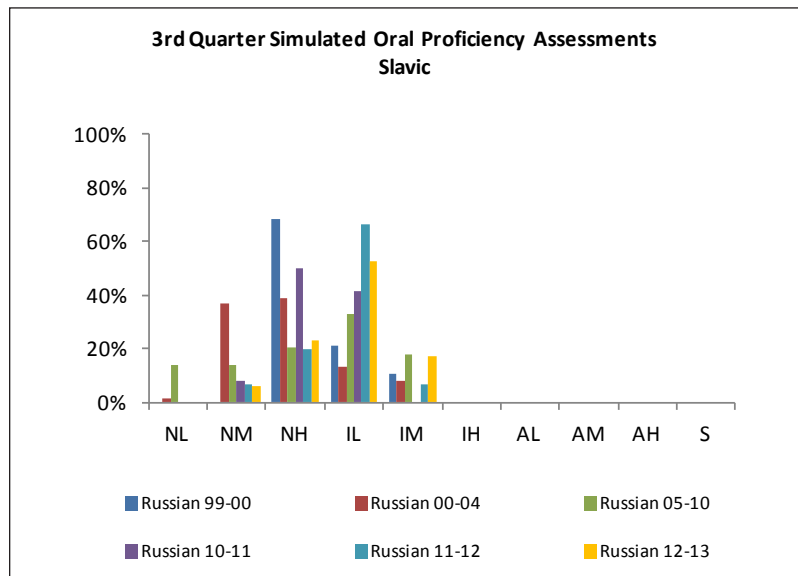
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1995-2013

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Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2013



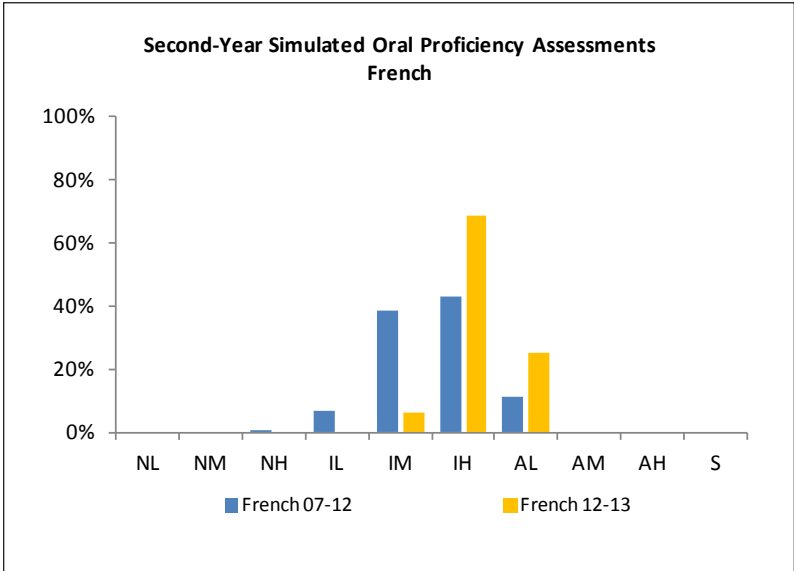
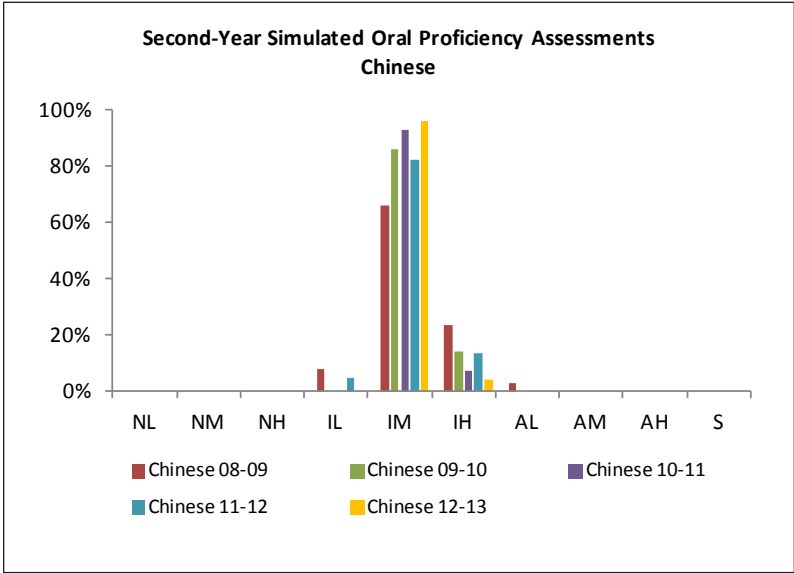
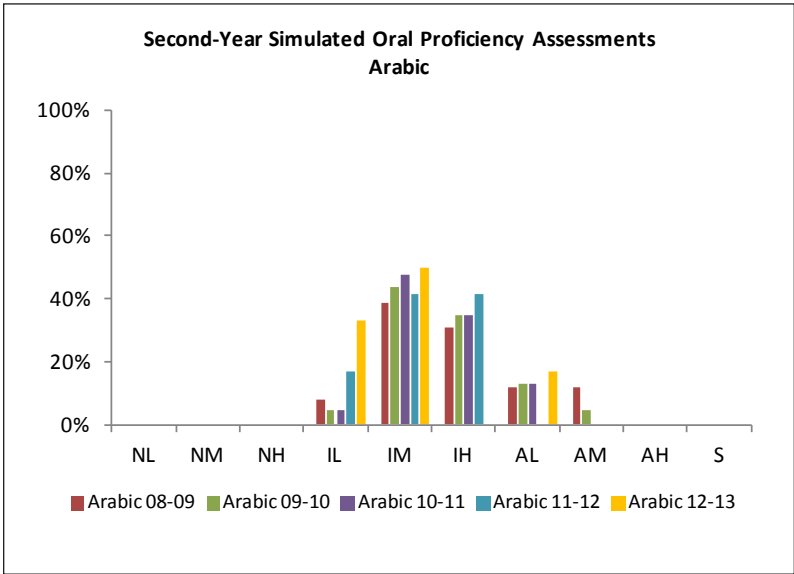
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Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2013

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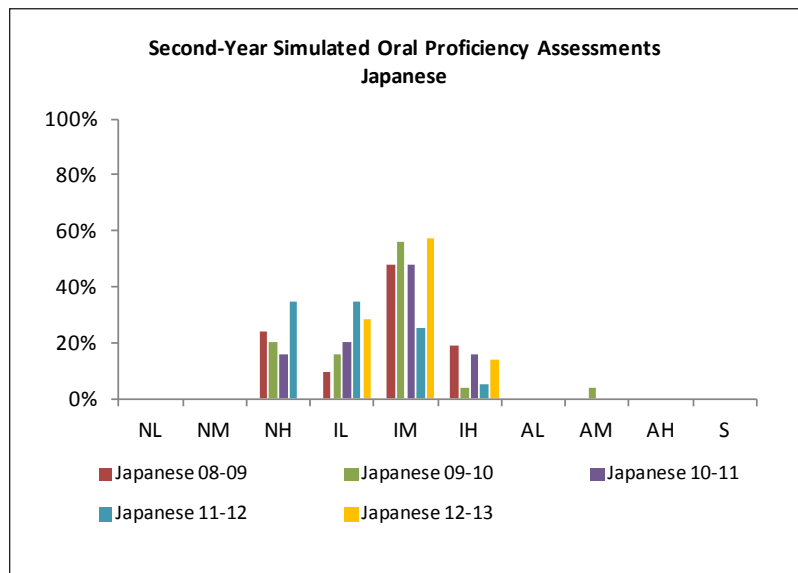
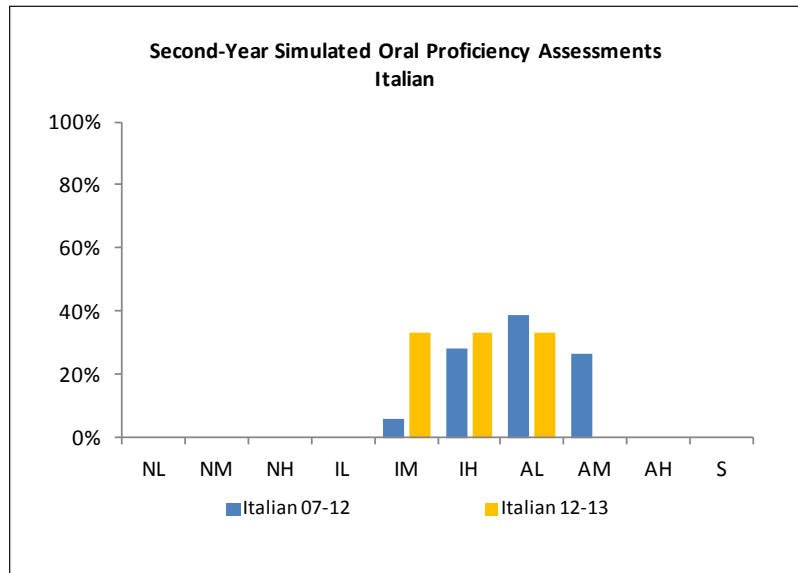
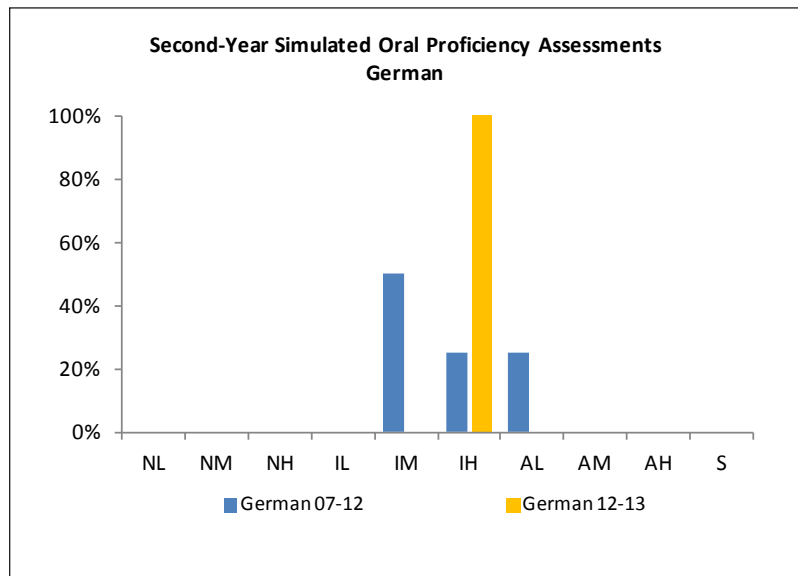


Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2013

Key:

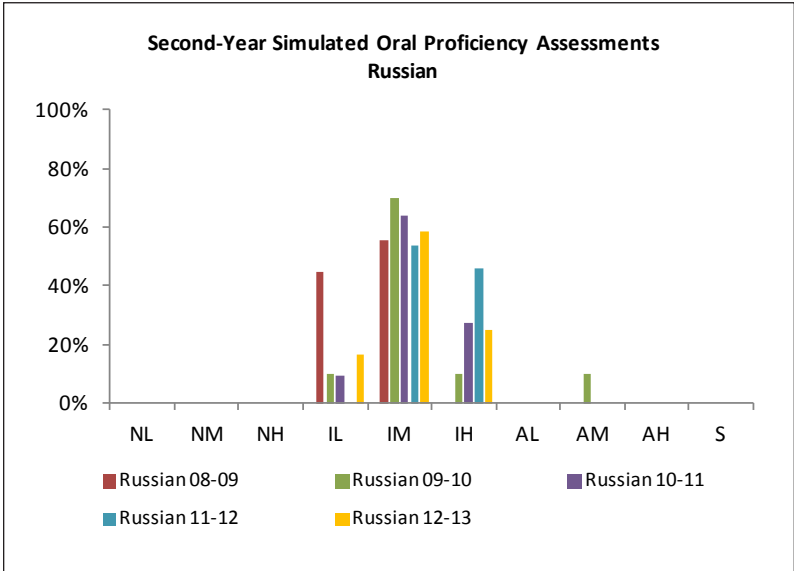
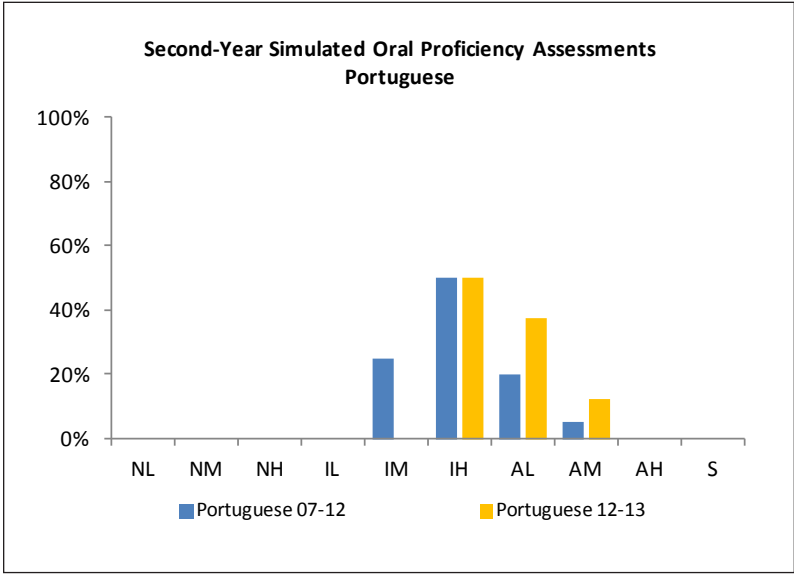
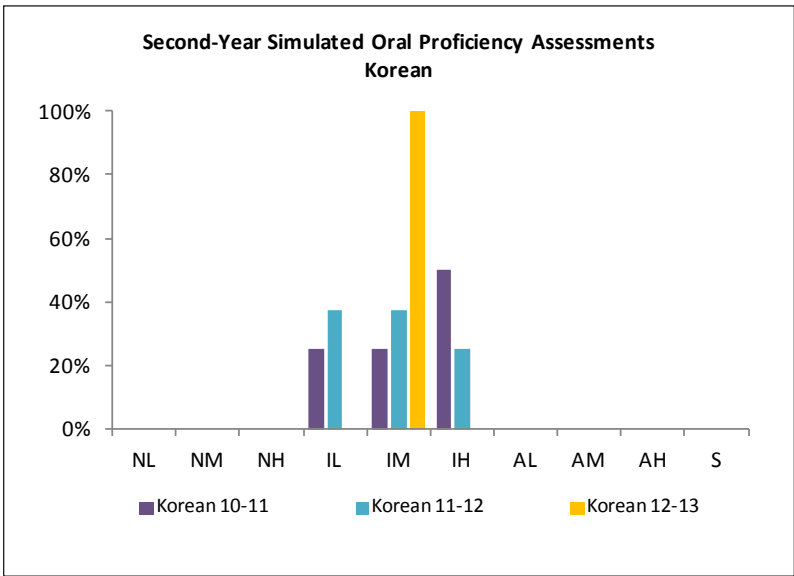
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Appendix A - Second-Year Oral Proficiency Assessments

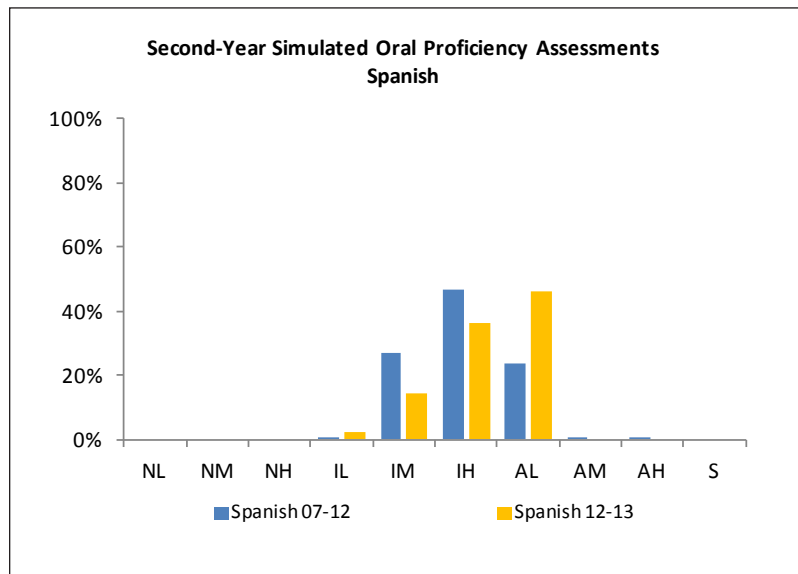
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2007-2013

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Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2013



Key:

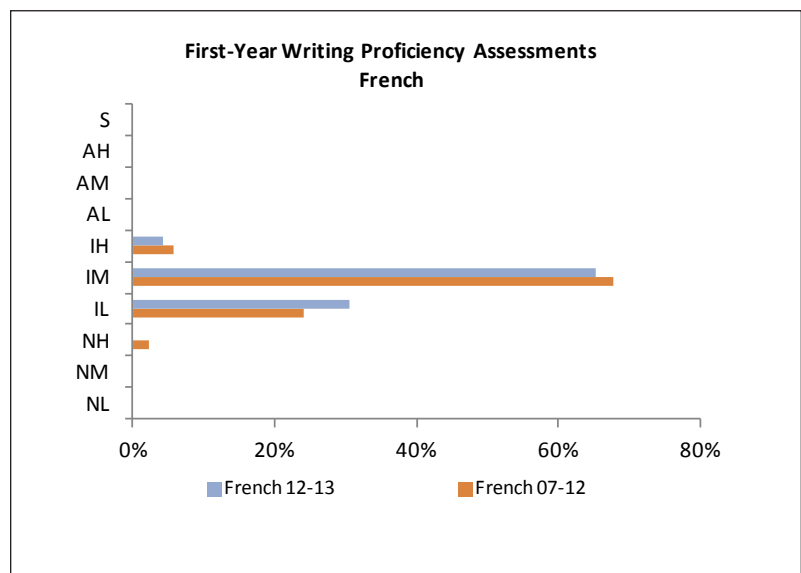
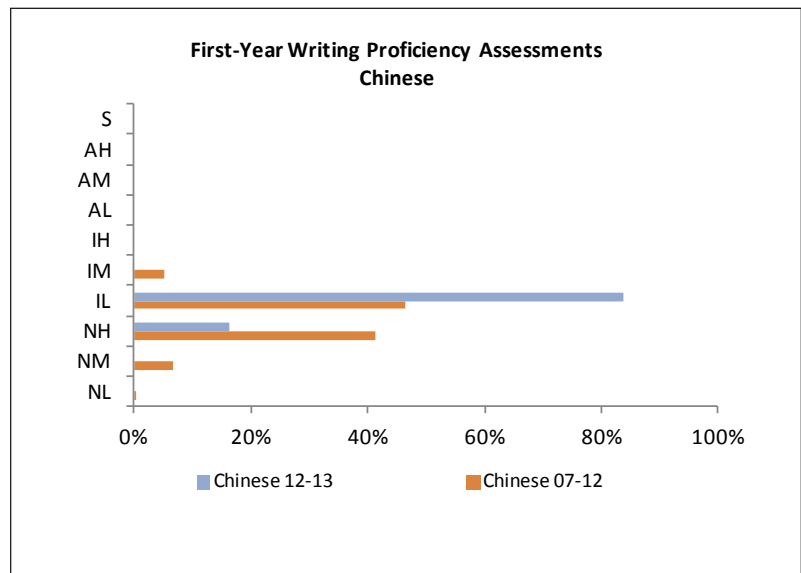
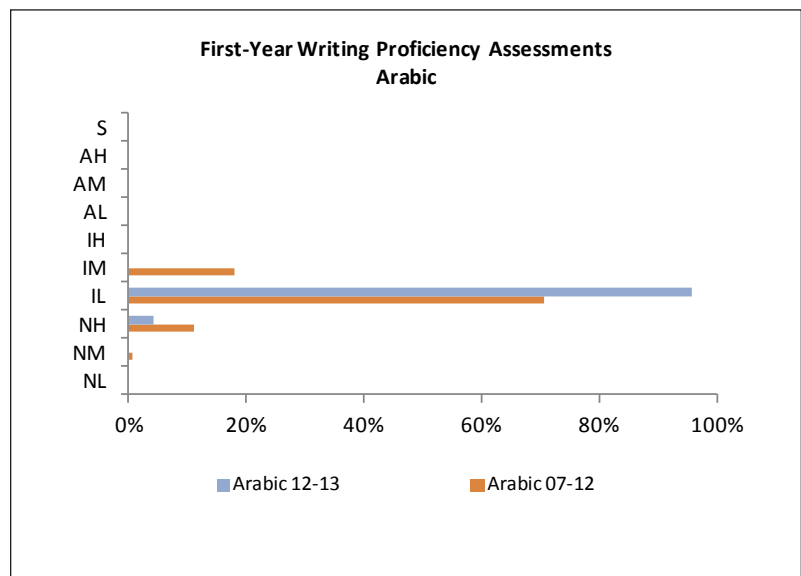
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Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2013

Key:

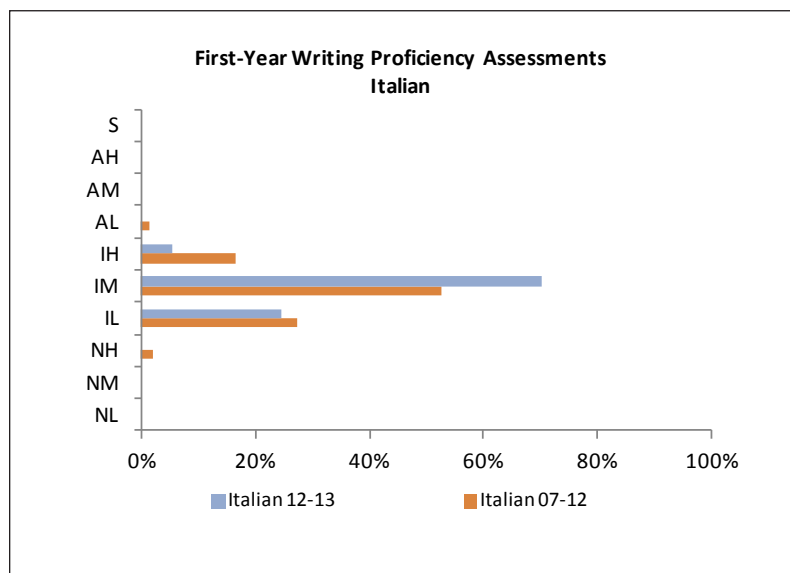
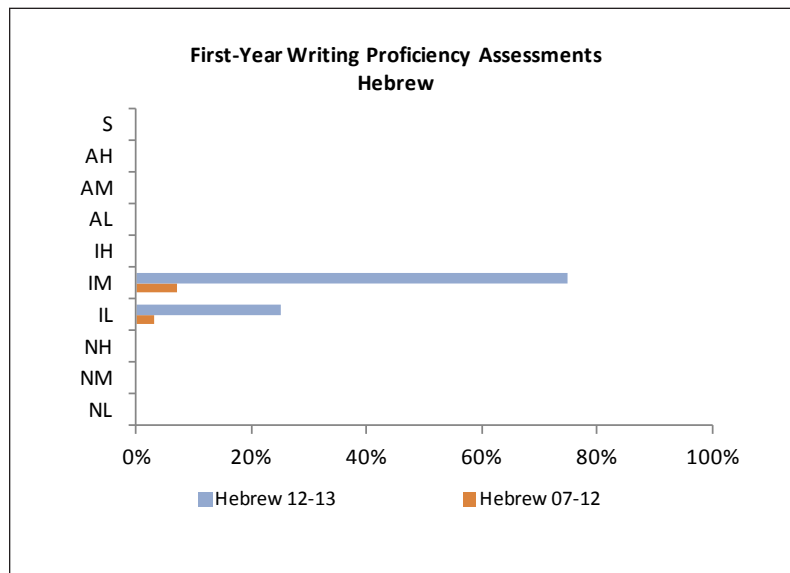
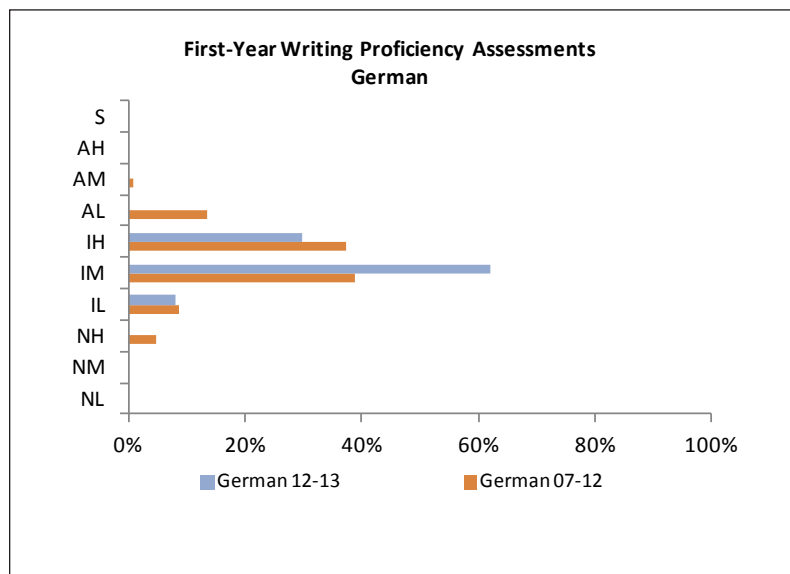
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Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2013

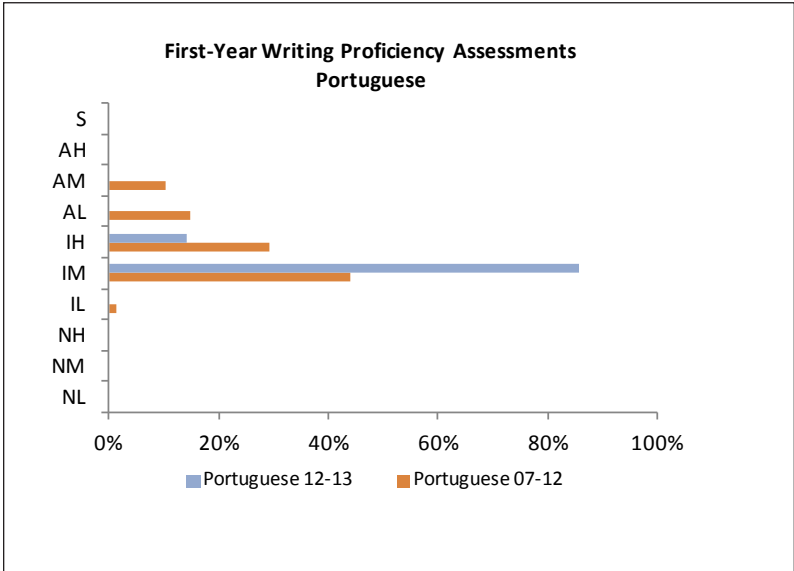
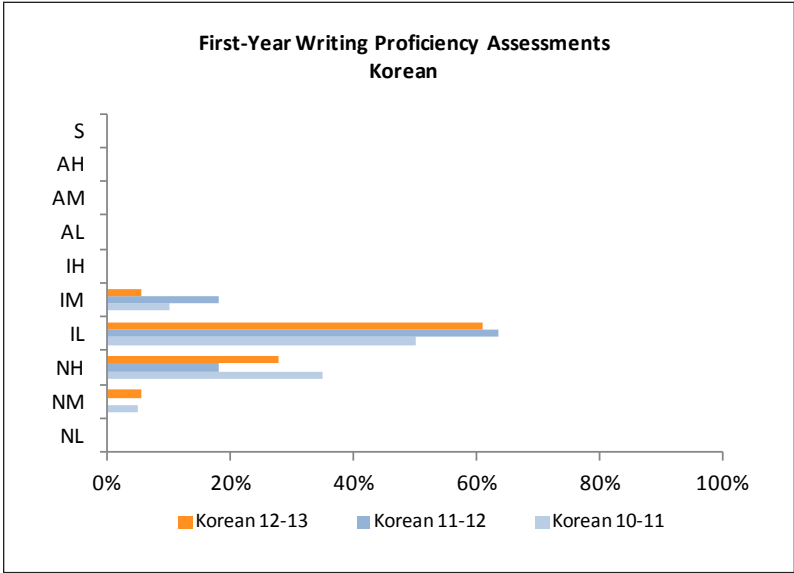
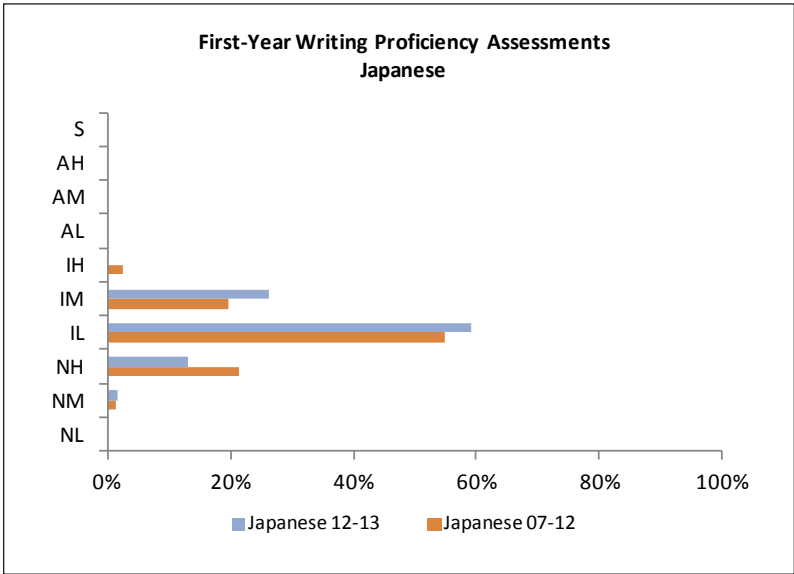
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Appendix B - First-Year Writing Proficiency Assessments

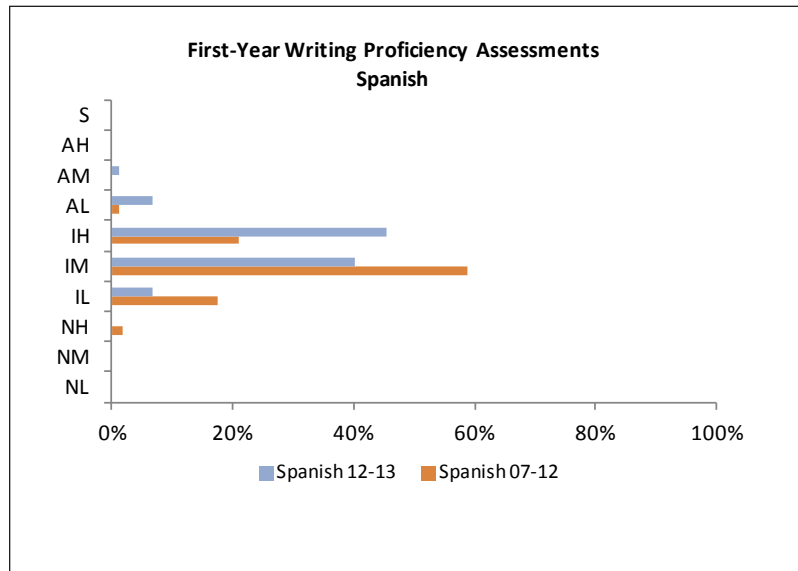
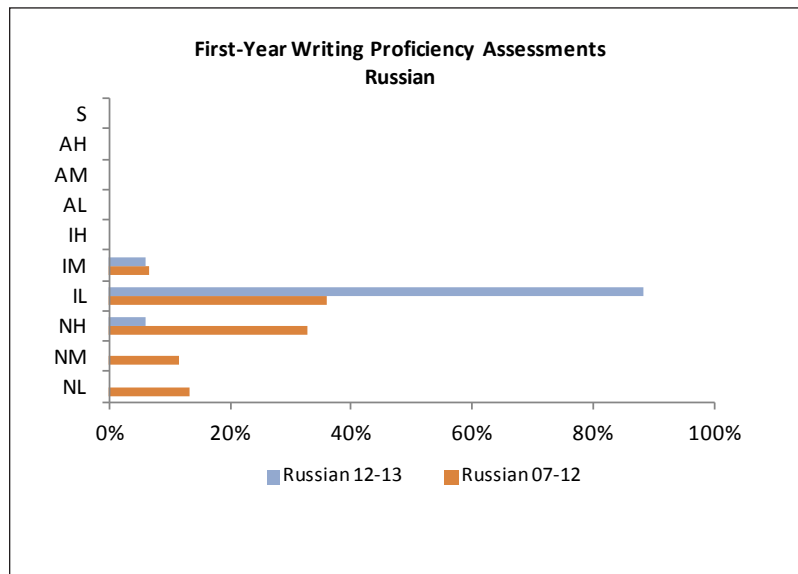
Academic Years
2007-2013

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Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2013



Key:

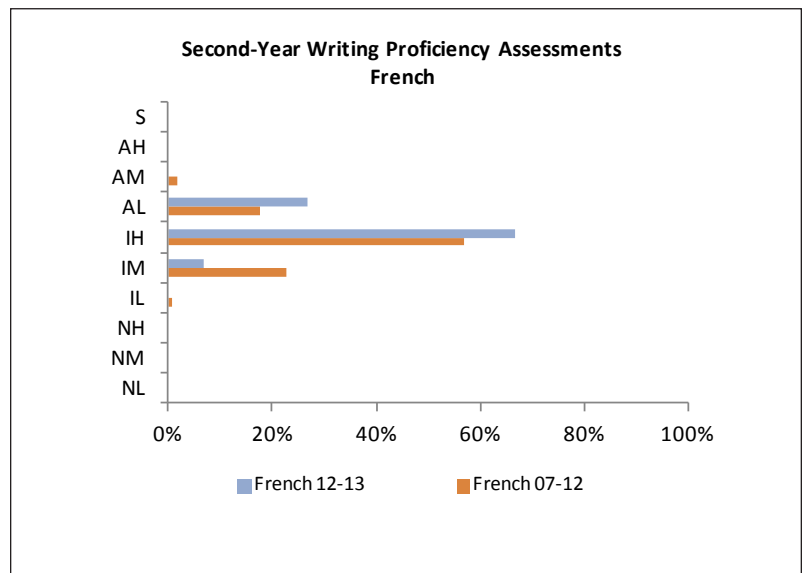
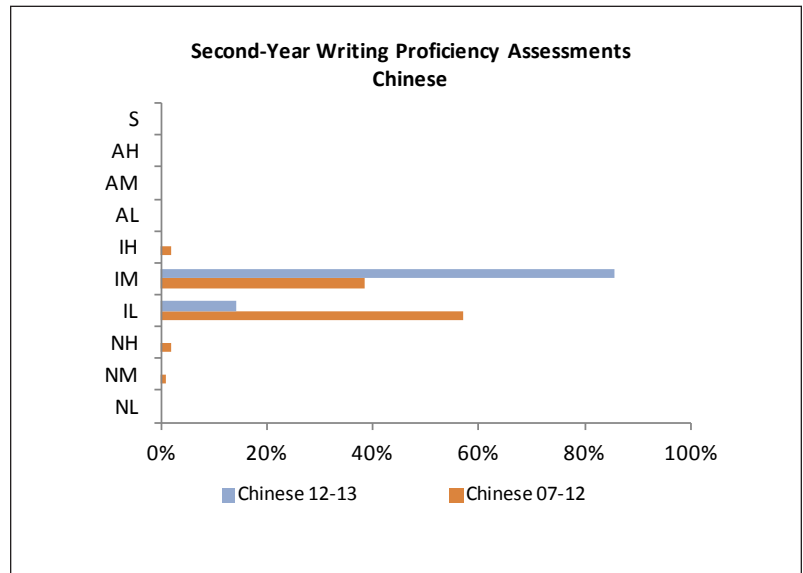
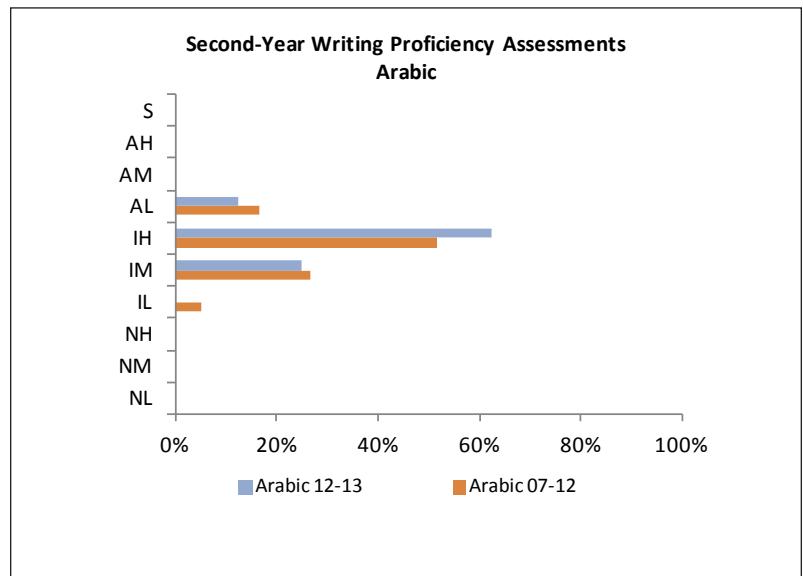
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2013

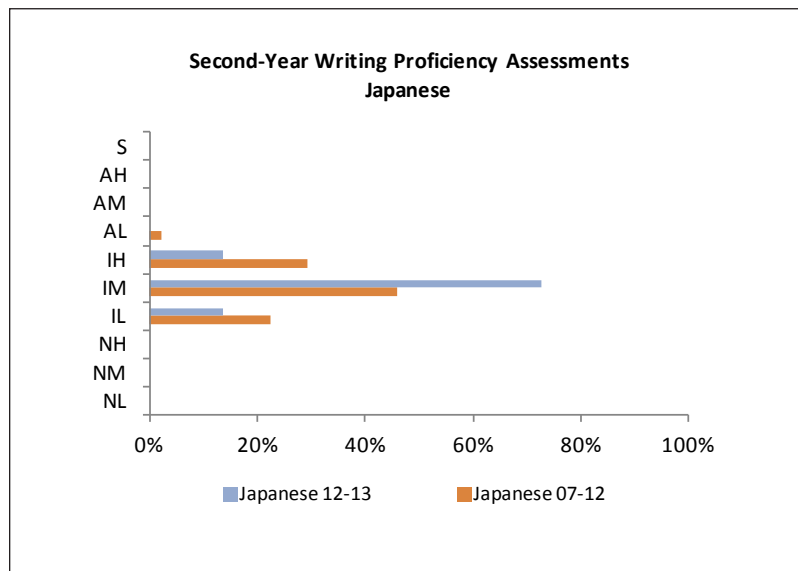
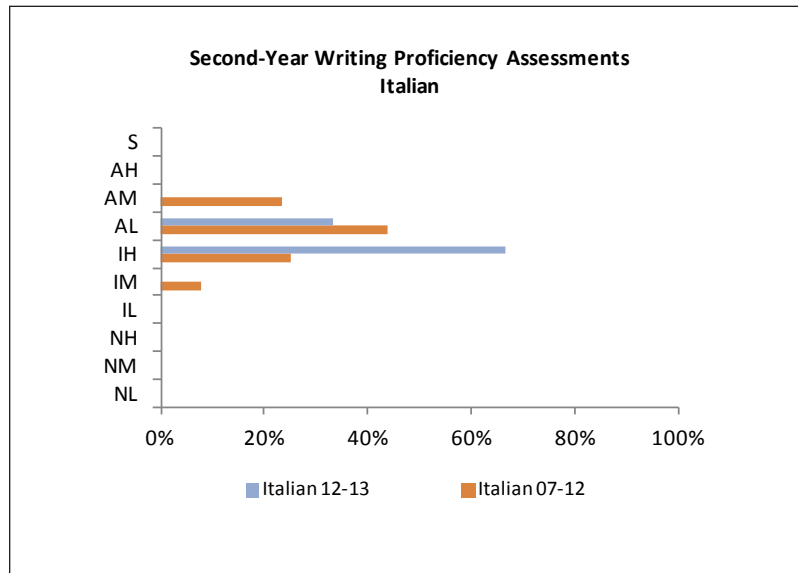
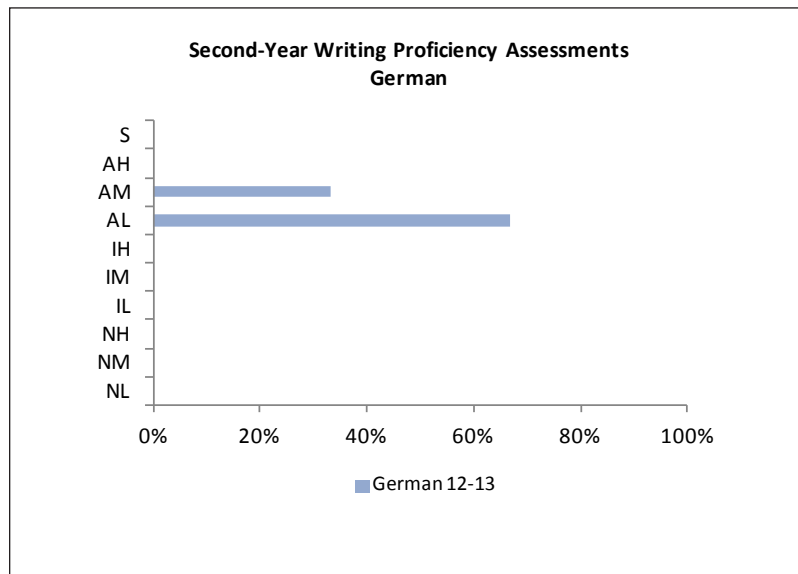
Key:

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 B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2013

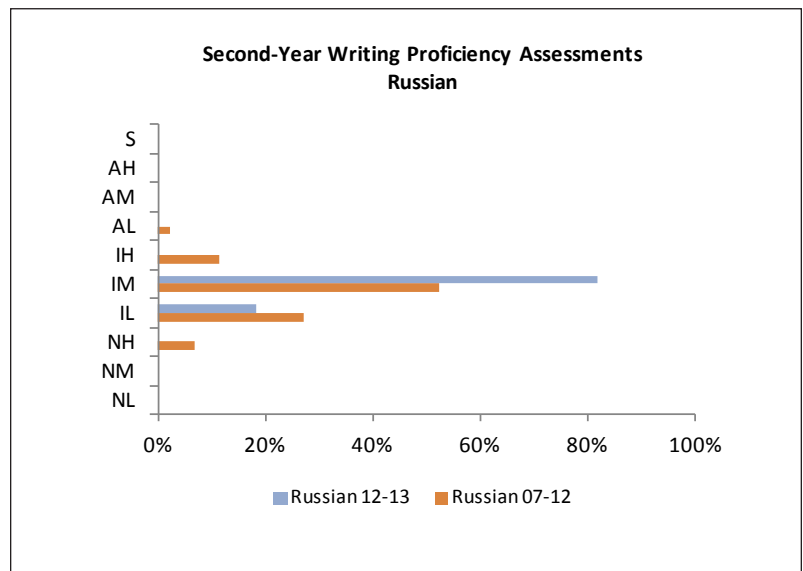
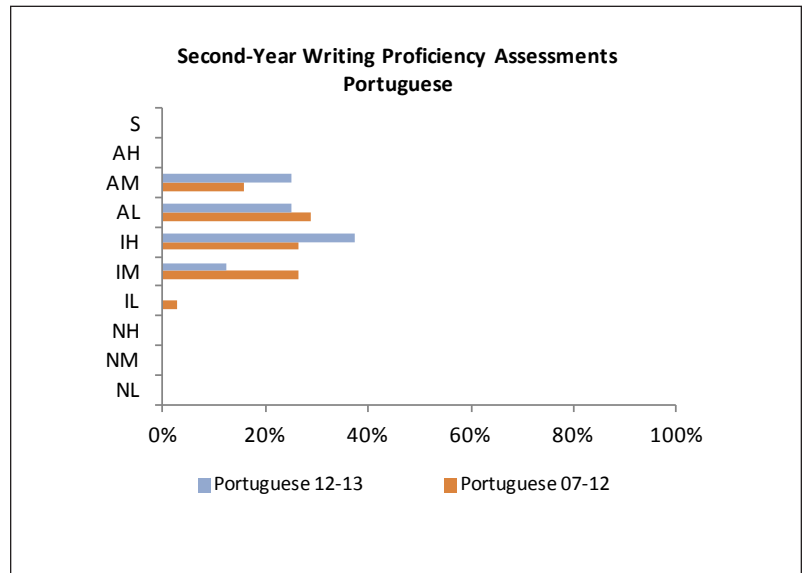
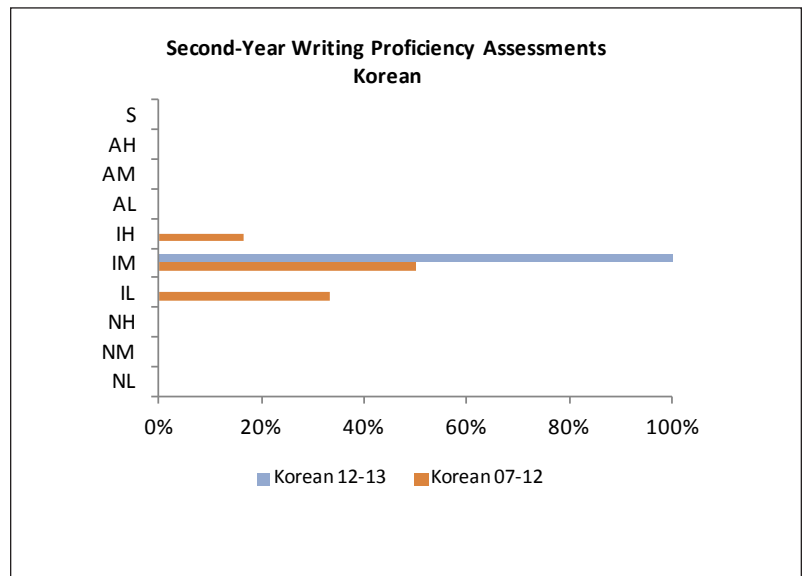


Key:

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 B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2013

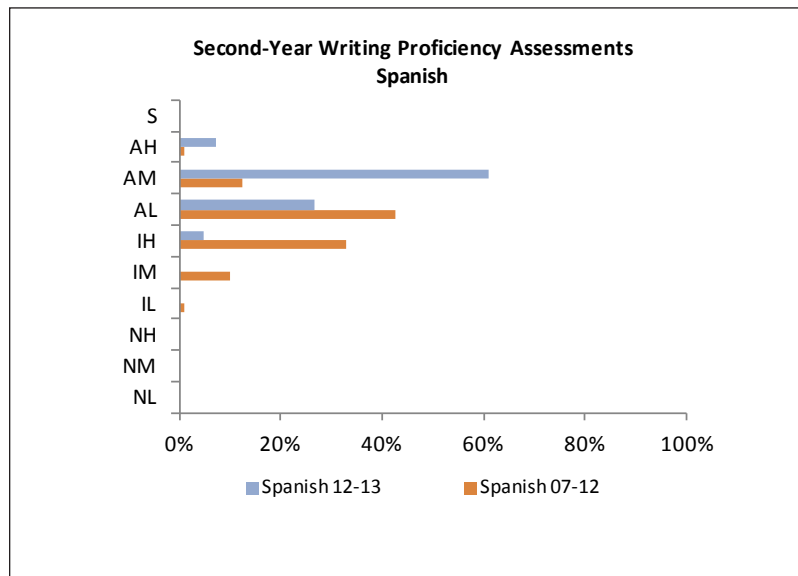


Key:

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 B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2013

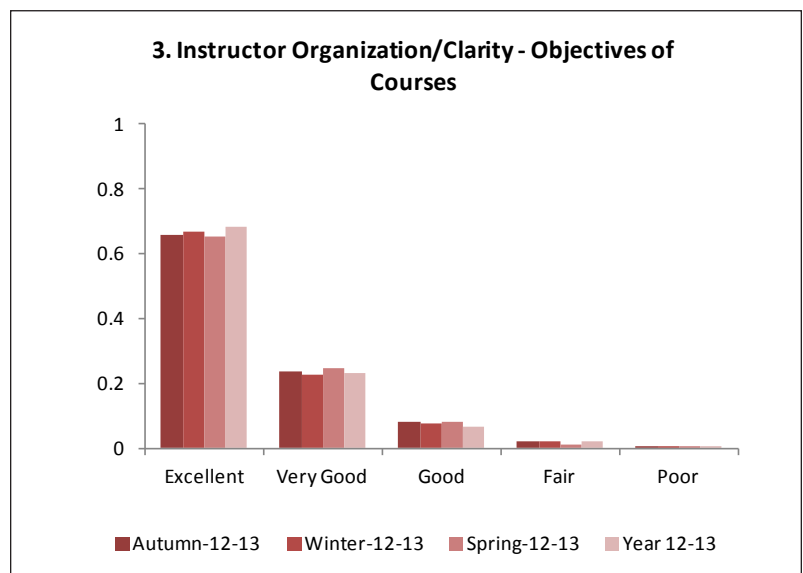
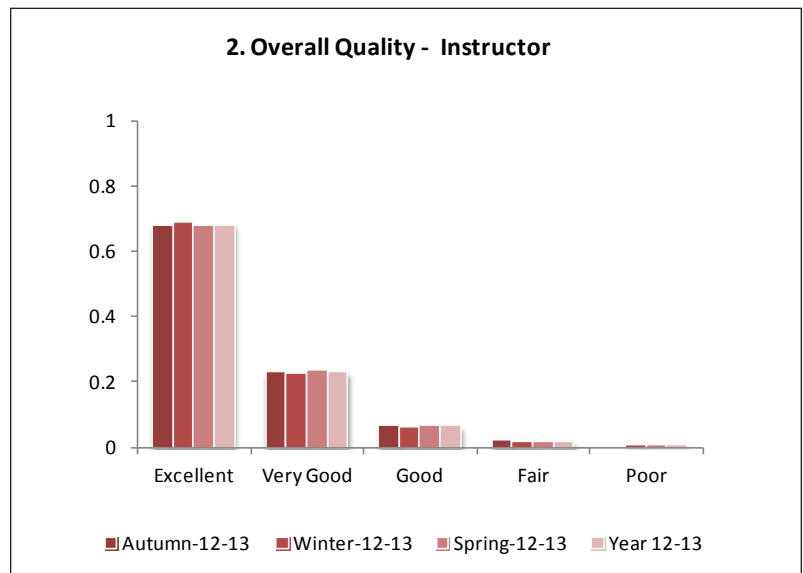
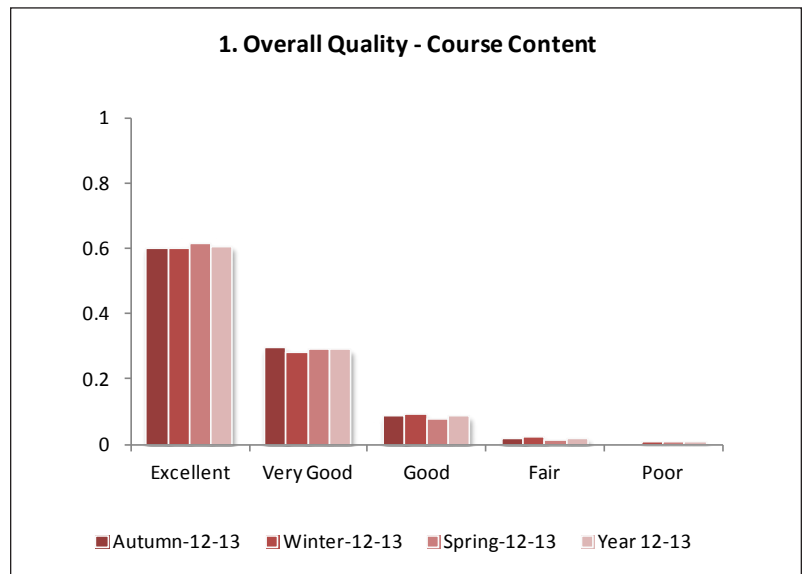


Key:

- 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

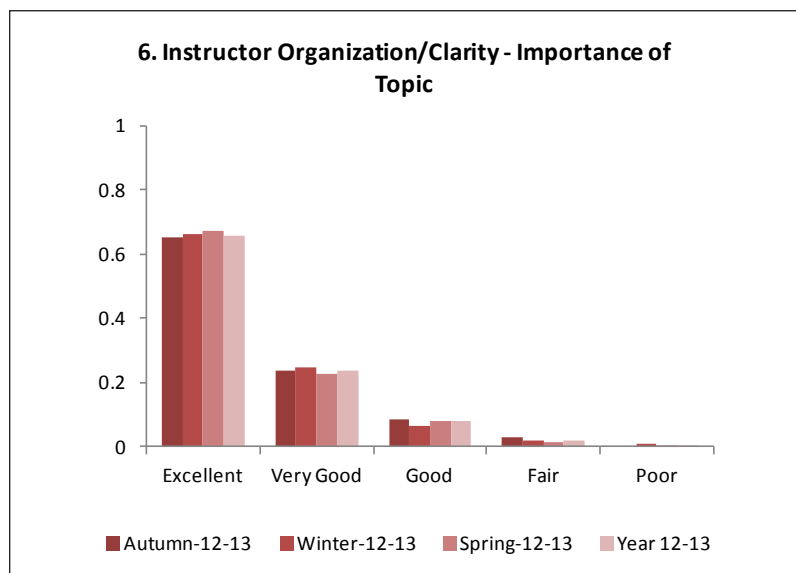
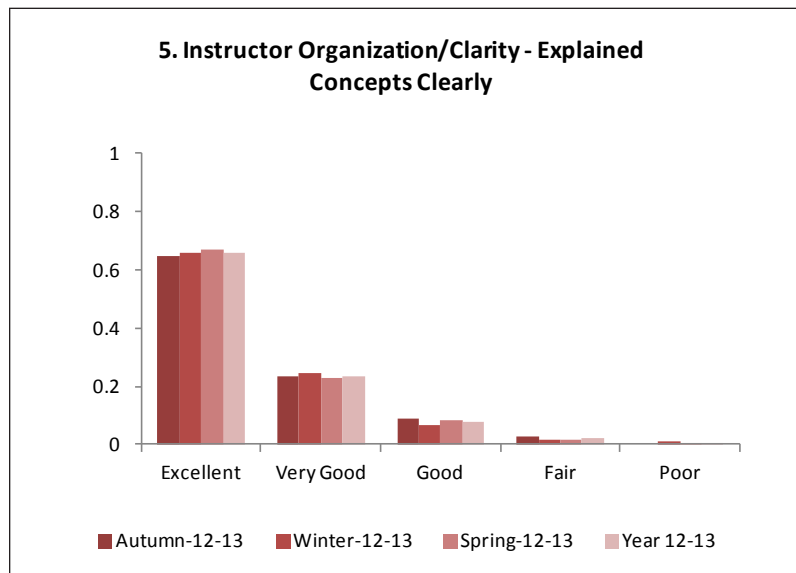
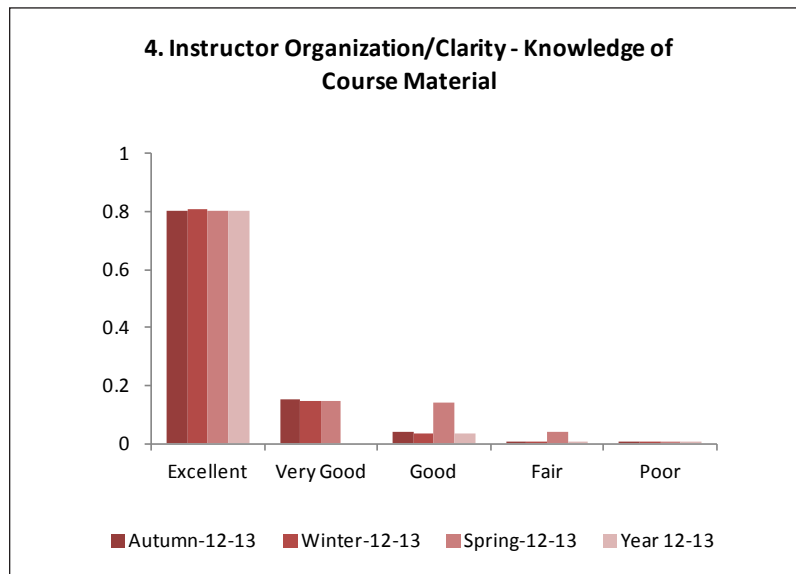
Appendix C - Teaching Evaluations

Academic Year
2012-2013



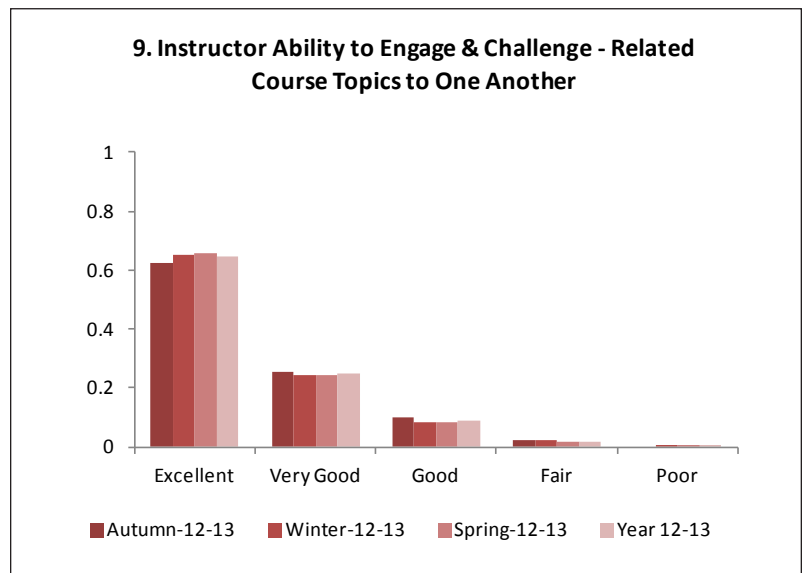
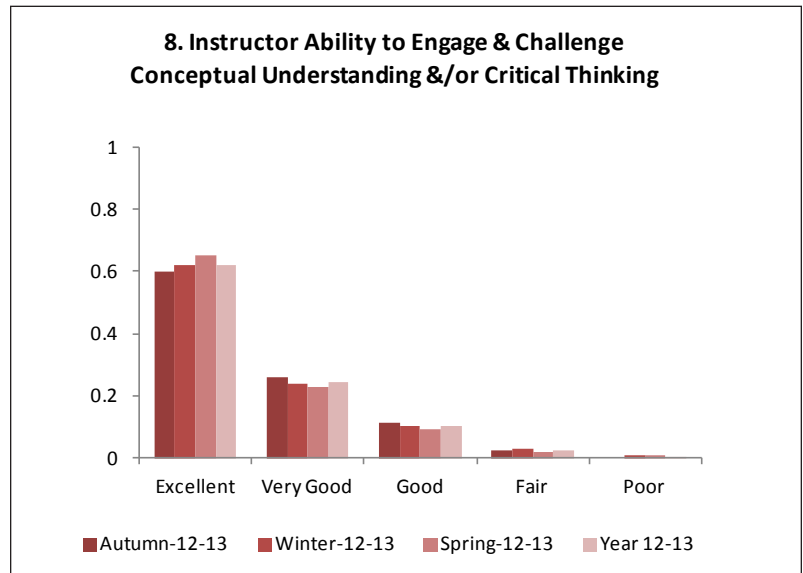
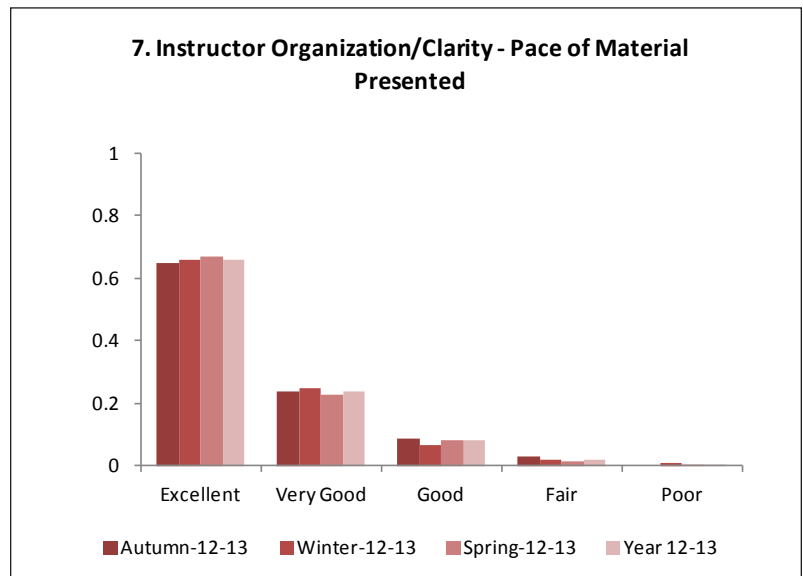
Appendix C - Teaching Evaluations

Academic Year
2012-2013



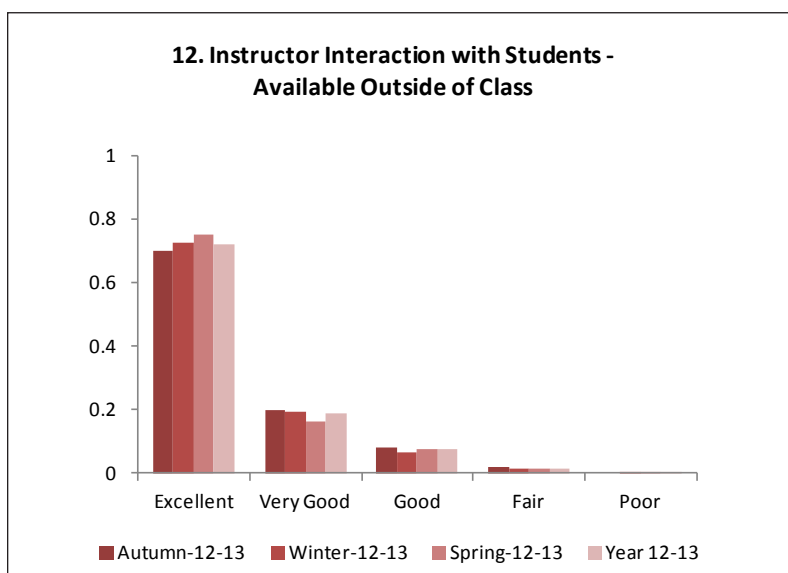
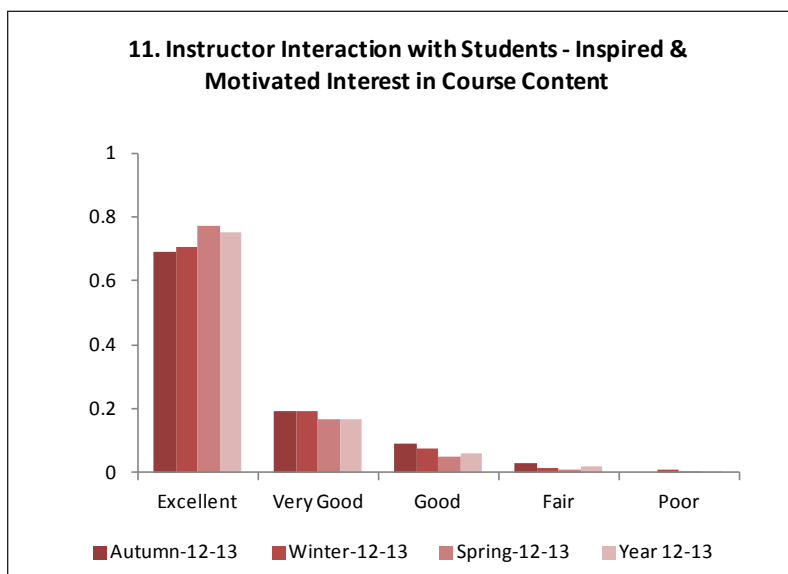
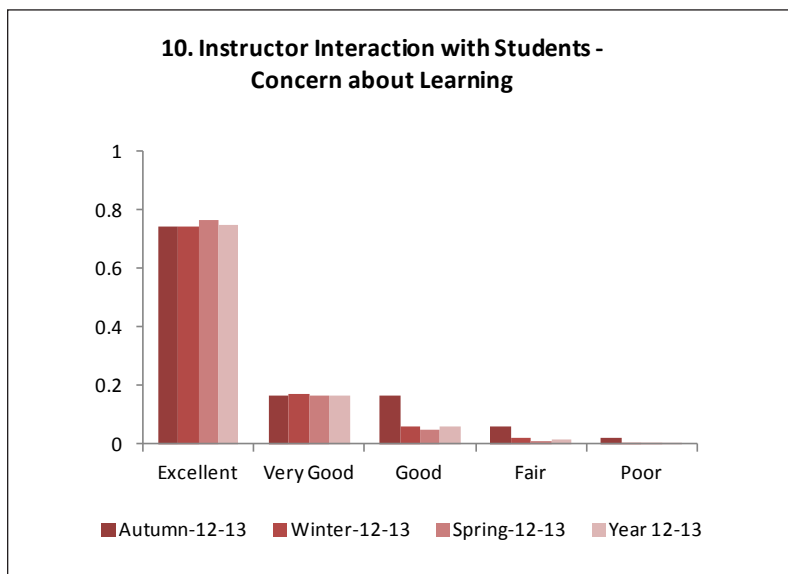
Appendix C - Teaching Evaluations

Academic Year
2012-2013



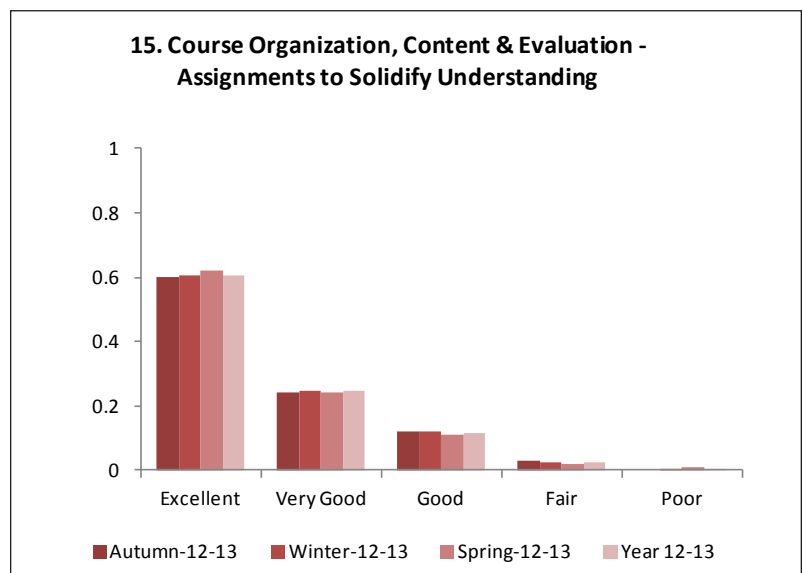
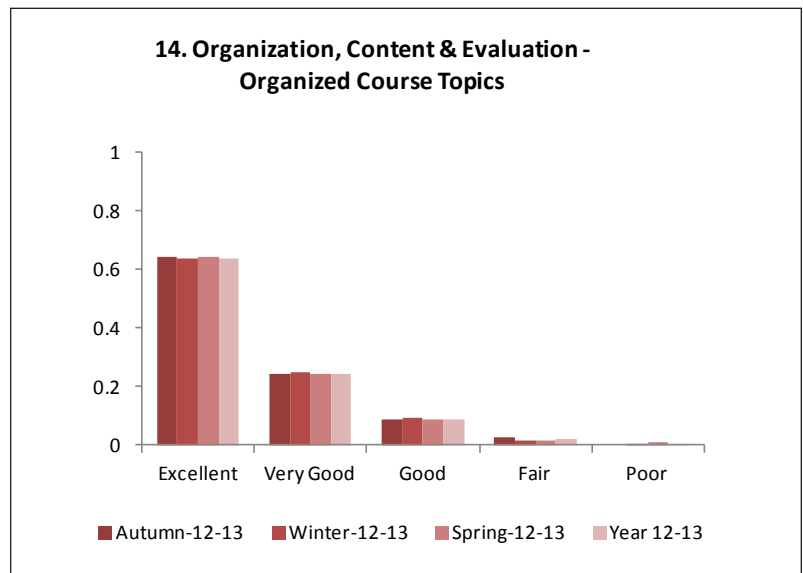
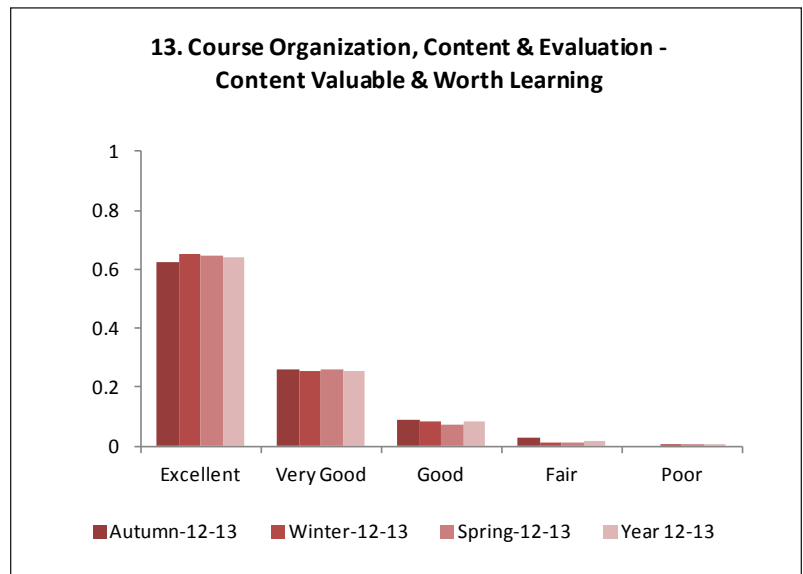
Appendix C - Teaching Evaluations

Academic Year
2012-2013



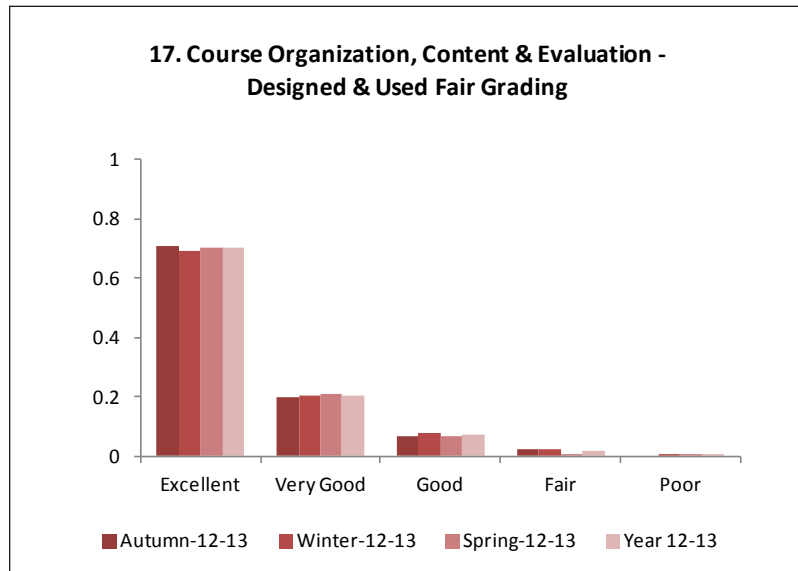
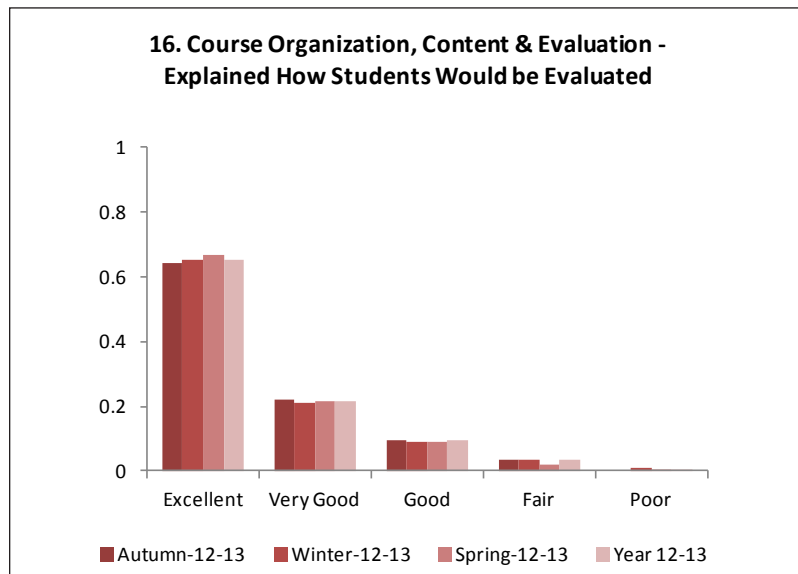
Appendix C - Teaching Evaluations

Academic Year
2012-2013



Appendix C - Teaching Evaluations

Academic Year
2012-2013



Appendix D - Language Center Lecturer Roster

Academic
Year
2012-2013

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
AME	Emami, Ameneh Shervin	2012	PhD	expected 2013	University of California, Los Angeles	in process		
AME	Ergul, Ebru	2010	MA	2005	Texas Tech University	limited		
AME	Mkhonza, Sarah	2013	PhD	1996	Michigan State University			
AME	Mukoma, Samuel	2011	MA	2002	University of Nairobi, Kenya	full		
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
Arabic	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
Arabic	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
Arabic	Boumeihdi, Thoraya	2012	PhD	2010	Universite de Toulouse, France	full	full	
Arabic	Hashem-Aramouni, Eva	2011	PhD	2011	Sacramento State University	in process		
Arabic	Obeid, Khalid	2007	PhD	1998	University of San Francisco	full	full	
Arabic	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	full		
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	full	full	English WPT - full
Chinese	Lin, Nina Yuhsun	2004	PhD (ABD)	expected 2014	Stanford University	full	full	
Chinese	Rozelle, Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Tang, Le	2011	MA	2004	People's University, Beijing	full		
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	full	in process	
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	limited		

Appendix D - Language Center Lecturer Roster

Academic
Year
2012-2013

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
EFS	Geda, Kristopher	2013	PhD	2013	University of Pittsburgh	in process		
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	full	
EFS	Lockwood, Robyn	2007	MA	1993	Northwest Missouri State University	limited		
EFS	Mawson, Carole	1979	MAT	1965	Harvard 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	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor	in process		
EFS	Wang, Dominic	2012	MA	1997	San Francisco State University	in process		
French	Dozer, Jane Blythe	1995	PhD	1980	University of California, Los Angeles	full	full	
French	Gardner, Darci	2013	PhD	2013	Stanford University	in process		
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Kershaw, Miranda	2010	PhD	2008	University of California, Berkeley	full		
French	Lasnier, Marie	2010	PhD	2010	Stanford University	full		
French	Shapirshteyn, Vera	2011	MA	2005	University of California, Berkeley	full	full	English WPT - full
German	Kooiker, Jason	2013	PhD	2008	University of California, Berkeley	in process		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	limited	limited	
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
Italian	Alberti, Giorgio	2013	PhD	2012	Stanford University	in process		
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	full		
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
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	Mukai, Emi	2013	PhD	2012	University of Southern California	full	in process	
Japanese	Nakamura, Kiyomi	2002	MA	1991	Lesley College	full		
Japanese	Rogoyiski, Michelle	2012	MA	2010	Stanford University	in process		
Japanese	Tomiyama, Yoshiko	2004	PhD	2009	University of California, Los Angeles	full	full	
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full	full	

Appendix D - Language Center Lecturer Roster

Academic
Year
2012-2013

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	OPI Trainer
Korean	Yoon, Hannah	2013	MA	2013	Columbia University			
Portuguese	Consoni, Fernanda	2012	PhD	2011	University of Sao Paulo, Brazil	in process		
Portuguese	Silveira, Agripino	2011	PhD	2011	University of New Mexico - Albuquerque	full	full	
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
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	Brajesh, Samarth	2012	PhD	2012	University of Wisconsin - Madison	in process		
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Nguyen, Dzuong	2008	MA	1982	University of San Francisco	in process		
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	full	full	
Spanish	Miano, Alice A	1991	PhD	2010	University of California, Berkeley	full	full	OPI Trainer
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	full		
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	full OPI certification - German
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	full	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	limited OPI certification - French
Spanish	Vivancos, Ana	2012	PhD	2010	University of Illinois, Urbana Champaign	in process		
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 Scores of AP and SATII Entering Students

Academic
Year
2012-2013

Spanish		
AP Score	SATII Score	SOPI Score
	630	IL
	680	IL
4	640	IL
4		IL
4		IL
4		IL
4		IL
4		IL
4		IL
4		IL
5		IL
	580	IL
	600	IL
	610	IL
	640	IL
	660	IL
	680	IL
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
5	710	IM
5	730	IM
5	730	IM
5	770	IM
5	790	IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
	720	IM
	730	IM
	730	IM
	740	IM

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2012-2013

French		
AP Score	SATII Score	SOPI Score
4		NH
	710	NH
4		IL
4		IL
5		IL
5		IL
5		IL
	720	IL
	730	IL
4	690	IL
4	700	IM
4		IM
4		IM
4		IM
4		IM
4		IM
4		IM
5	730	IM
5	770	IM
5		IM
5		IM
5		IM
5		IM
	670	IM
	680	IM
	720	IM
	740	IM
	750	IM
	760	IM
	740	IM
4		IM
4		IM
5		IM
	650	IH
4	630	IH
4		IH
5	690	IH
5	690	IH
5	750	IH
5	790	IH
5	790	IH
5		IH

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2012-2013

French		
AP Score	SATII Score	SOPI Score
5		IH
5		IH
	650	IH
	730	IH
	770	IH
4		IH
5	770	IH
5	790	IH
	720	IH
5		AL
	670	AL
	780	AL
	800	AL
5		AM
	750	AM
	770	AM
	800	AM
Chinese		
4		IL
5		IL
	720	IL
5	720	IM
5	800	IM
5		IM
5		IM
5		IM
5		IM
	790	IM
	800	IM
5	780	IH
5		IH
5		IH
	790	IH
5	800	AL
5		AL
	800	AL
5		AM

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2012-2013

Japanese		
AP Score	SATII Score	SOPI Score
4		IL
5		IL
4	780	IM
5		IM
5		IM
5		IM
5		IH
5	790	AL
German		
4		IL
5	750	IM
	700	IH

Latin		
AP Score	SATII Score	Placement
4	720	CLASSLAT 101
4	750	CLASSLAT 101
4		CLASSLAT 101
4		CLASSLAT 101
5	710	CLASSLAT 101
5	750	CLASSLAT 101
5		CLASSLAT 101
5		CLASSLAT 101
5		CLASSLAT 101
	720	CLASSLAT 101
5	730	CLASSLAT 101 or 102
4		CLASSLAT 102 or 103
5	730	CLASSLAT 102 or 103
5		CLASSLAT 102 or 103
5		CLASSLAT 102 or 103
5		CLASSLAT 102 or 103
5		CLASSLAT 102 or 103
	750	CLASSLAT 102 or 103
5	750	CLASSLAT 111
5	770	CLASSLAT 111
5		CLASSLAT 111

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