

Stanford Language Center

Annual Report to the Committee on Undergraduate Standards and Policy February 2007

**Presented by
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Overview

With academic year 2005-2006 the Stanford Language Center embarked upon its second decade. The enhanced language requirement passed by the University Senate in 1995 celebrated its 10th year. This annual report consists of sections highlighting performance data of Stanford students completing the language requirement; information on teaching quality; and characteristics of the placement and assessment of incoming students for the past academic year (2005-2006). Further, this report presents an update on curriculum development, including the programs in Academic Theme Houses; provides data on the English for Foreign Students program that has been a part of the Language Center since 2003; and contains information on technology directions and program enhancements focused on language majors and minors.

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, these goals 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).

Self-study

In Spring Quarter of each year, the Language Center initiates a self-study of language programs to document whether third quarter students, i.e., students completing one year of language study, do indeed meet the articulated standards. Oral proficiency data in French, German, Spanish, Italian, Chinese, Japanese, Russian and Portuguese are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. **Appendix A** displays the oral proficiency ratings generated over the past eleven academic years. The majority of students were indeed in or beyond expected ranges during the Spring 2006 assessment. Each program analyzes its performance data annually and discusses ways in which to bring ever more students to target levels and beyond. As usual, the Asian languages programs as well as the Portuguese program far exceeded their targeted objectives. The Italian program has steadily improved over the past years although like Spanish, French, and German it continues to display variability across years.

Teaching Effectiveness

Each quarter for the past decade, the Language Center processed all language teaching evaluations. The evaluations were scanned, the data loaded into spreadsheets and consolidated, and then forwarded to the Registrar's Office. Further, the Director read all student comments on the evaluations (approximately 2000 each quarter). All instructors received copies of their evaluations also by the first day of the following quarter. This enabled them to modify and enhance their instruction from the first day of the following quarter.

The Language Center participated in the piloting of the new online evaluation system initiated by the Registrar's Office in Winter quarter 2005. While the system functions well in a technical sense, it brings with it a significant loss of data. The Language Center had 26% **fewer** students participate in course evaluation.

Appendix B illustrates student responses to first-, second-, and third-year language teaching during academic year 2005-2006. 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=64) are evaluated on the contents of their teaching portfolio and receive a letter evaluating their performance with suggestions for the coming academic year.

Twenty-two full-time instructors (30%) have completed all oral proficiency interview training and have been certified; an additional fourteen 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 Language Center also boasts two instructors who are on the Middlebury Summer Language School staff.

The American Council on the Teaching of Foreign Languages (ACTFL) has begun the development of a certification process in writing. The Language Center has already sponsored two workshops on this certification and has five staff members partially through the certification process. 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 enrolled in language courses historically even though they had already fulfilled the requirement. This pattern does not seem to have changed much. Table 1 lists first-, second-, and third-year enrollment per language throughout the academic year 05-06. Average data from the previous five years are included for comparison. These data now also include enrollments generated by the English for Foreign Students program.

TABLE 1 - 1st-2nd & 3rd year Enrollments - Average Autumn 1996 through Autumn 1999 - Fall 01 - Spr 05*

	Av. Fall 95-99	Av. Win 96-99	Av. Spr 96-99	Fall 00	Win 00	Spr 00	Fall 01	Win 01	Spr 01	Fall 02	Win 02	Spr 02	Fall 03	Win 03	Spr 03	Fall 04	Win 04	Spr 04	Fall 05	Win 05	Spr 05
Chinese	265.2	227.6	186.8	242	196	197	313	254	243	326	279	237	325	287	239	393	330	292	404	360	312
EFS													208	183	185	224	181	166	188	200	173
French	230.4	196.2	172.8	226	202	171	268	244	218	230	245	228	248	227	223	230	216	182	279	265	207
German	101.8	108.2	77.8	79	93	67	106	99	95	107	113	88	82	87	52	87	96	68	76	84	70
Italian	178.8	164	162.5	232	208	206	238	217	185	228	227	198	237	218	170	247	207	203	239	204	172
Japanese	166.8	138	96.2	179	145	122	212	178	137	192	174	126	201	171	136	204	183	148	224	199	138
Korean	36.6	28.2	26	21	19	10	28	18	25	40	40	30	28	30	24	34	27	23	42	39	37
Portuguese	21.2	26.8	31.4	47	46	50	47	34	58	40	57	53	49	55	54	35	51	52	39	50	51
Slavic	43.8	42.6	32.2	26	31	30	56	46	51	65	52	37	69	65	49	53	61	60	46	47	35
Spanish	592.2	550.6	440	624	539	457	670	603	486	612	601	470	598	595	478	659	561	476	648	557	483
SPL	167.8	146.2	121.2	174	138	108	204	152	132	196	141	131	192	156	118	185	149	167	221	161	137
AME				59	65	45	101	107	131	124	123	109	160	133	108	146	165	134	158	140	134
TOTAL	1804.6	1628.4	1346.9	1909	1682	1463	2243	1952	1761	2160	2052	1707	2397	2207	1836	2497	2227	1971	2564	2306	1949

* Averages (1996-1999) do not include third year courses - ** EFS included starting Fall 2003

Examining the data from 05-06 and comparing it with average data from the first five years of the Language Center (excluding EFS enrollment) indicates that enrollment has risen 15%--this in spite of increasing numbers of admitted students already having met the requirement and a stable number of admitted students. Since 2003 (with the inclusion of EFS enrollment), the Language Center has experienced an additional 7% enrollment increase.

Table 2 illustrates academic year 2005-2006 demographic data collected from language teaching evaluations. Students continue to report “interest” considerably more frequently than “requirement” as the reason for being in their class. Table 2 also provides some evidence as to which languages are used most often to fulfill the language requirement.

Table 2 - Student Self-Reports - Academic Year 2005-2006												
ACADEMIC YEAR 2005-2006 - FIRST YEAR												
	Chinese	EFS	French	German	Italian	Japanese	Korean	Port.	Slavic	AME	SPL	Spanish
Majors	6%	5%	7%	10%	10%	6%	6%	38%	14%	27%	3%	9%
DR/GRE	14%	2%	36%	23%	30%	23%	6%	2%	11%	11%	38%	54%
Reputation	1%	2%	0%	1%	2%	5%	0%	2%	2%	2%	7%	0%
Interest	83%	59%	57%	67%	40%	78%	91%	58%	73%	73%	63%	38%
Other	1%	28%	5%	13%	12%	6%	0%	0%	5%	3%	0%	2%
*Total Enr	475	489	386	107	375	216	33	64	44	260	202	706
*Students answered in multiple categories												
ACADEMIC YEAR 2005-2006 - SECOND YEAR												
	Chinese	EFS	French	German	Italian	Japanese	Korean	Port.	Slavic	AME	SPL	Spanish
Majors	24%	0%	20%	19%	42%	33%	3%	59%	49%	62%	8%	52%
DR/GRE	0%	0%	2%	0%	0%	1%	3%	0%	3%	0%	17%	2%
Reputation	3%	0%	1%	5%	0%	1%	0%	0%	0%	2%	3%	1%
Interest	76%	0%	78%	67%	56%	72%	97%	65%	49%	48%	81%	51%
Other	2%	0%	3%	14%	6%	1%	0%	6%	3%	0%	0%	2%
*Total Enr	235	0	198	21	86	137	31	17	35	42	64	363
*Students answered in multiple categories												
ACADEMIC YEAR 2005-2006 - ADVANCED												
	Chinese	EFS	French	German	Italian	Japanese	Korean	Port.	Slavic	AME	SPL	Spanish
Majors	21%	0%	54%	40%	50%	41%	13%	0%	57%	32%	0%	50%
DR/GRE	0%	0%	0%	0%	0%	2%	0%	0%	5%	0%	0%	0%
Reputation	2%	0%	0%	0%	25%	2%	0%	0%	0%	0%	0%	3%
Interest	67%	0%	60%	60%	75%	63%	87%	0%	38%	64%	0%	51%
Other	1%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	2%
*Total Enr	144	0	63	25	4	97	39	0	21	25	0	101
*Students answered in multiple categories												

Table 3 illustrates the academic background of students in the language programs. First-year students are distributed fairly evenly across academic areas. The reports of second year reveal Asian languages as growing in the number of students in Social Science as well as in Science and Engineering. In general, the second-year language programs meet the needs of more Social Science students and the third-year programs meet the needs of more Humanities students. These data reflect the larger student population in programs with second-year language requirements such as International Relations as well as majors enrollment in the various languages. Comparing these data with the past decade's data must be done with caution because of the decline in response rates in course evaluations.

Table 3 - Areas of Study - Academic Year 2005-2006												
ACADEMIC YEAR 2005-2006 - 1ST YEAR												
Area of Study	Chinese	EFS	French	German	Italian	Japan	Korean	Port.	Slavic	AME	SLP	Spanish
Science	23%	19%	11%	15%	13%	19%	12%	11%	18%	16%	19%	20%
Social Science	20%	9%	26%	13%	24%	14%	21%	33%	18%	45%	26%	27%
Humanities	11%	4%	24%	23%	23%	8%	18%	20%	25%	15%	9%	14%
Engineering	24%	63%	14%	29%	11%	37%	33%	11%	25%	9%	28%	13%
Education	1%	1%	1%	0%	0%	1%	0%	0%	23%	0%	1%	0%
Other	14%	0%	17%	12%	26%	16%	12%	13%	2%	8%	9%	23%
Total Responses	475	489	366	107	375	216	33	64	44	260	202	706
*Students answered in multiple categories												
ACADEMIC YEAR 2005-2006 - 2ND YEAR												
Area of Study	Chinese	EFS	French	German	Italian	Japan	Korean	Port.	Slavic	AME	SLP	Spanish
Science	17%	0%	14%	14%	12%	11%	32%	0%	3%	12%	20%	12%
Social Science	30%	0%	30%	52%	36%	19%	35%	41%	31%	52%	38%	38%
Humanities	14%	0%	22%	24%	24%	18%	3%	35%	34%	29%	19%	23%
Engineering	20%	0%	9%	0%	12%	45%	13%	18%	11%	0%	23%	7%
Education	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	12%	0%	17%	5%	8%	7%	16%	0%	11%	0%	0%	19%
Total Responses	235	0	198	21	86	137	31	17	35	42	64	363
*Students answered in multiple categories												
ACADEMIC YEAR 2005-2006 - ADVANCED												
Area of Study	Chinese	EFS	French	German	Italian	Japan	Korean	Port.	Slavic	AME	SLP	Spanish
Science	19%	0%	10%	0%	0%	6%	31%	0%	5%	8%	0%	34%
Social Science	33%	0%	32%	28%	0%	18%	41%	0%	14%	36%	0%	31%
Humanities	20%	0%	32%	28%	25%	47%	18%	0%	71%	24%	0%	14%
Engineering	22%	0%	8%	32%	25%	22%	3%	0%	10%	8%	0%	16%
Education	0%	0%	0%	0%	25%	0%	0%	0%	0%	0%	0%	0%
Other	3%	0%	17%	0%	0%	4%	3%	0%	0%	8%	0%	6%
Total Responses	144	0	63	25	4	97	39	0	21	25	0	101
*Students answered in multiple categories												

These data help the Language Center insure that the language programs are aligned with the needs and interests of students enrolled.

The Language Requirement

Placement and assessment, academic years 2005-2006; 2006-2007

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.

Tables 4A and 4B provide information received from 2005-2006 and 2006-2007 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.

* Note: Because of the change in report date to C-USP, from Spring to Fall, the Language Center is taking this opportunity to provide the most current data. Hence, the present report contains data from the entering class, 2006 – 2007 as well as data from 2005 – 2006.

LANGUAGE	RAW NUMBER	PERCENTAGE
SPANISH	816	50%
PORTUGUESE	5	0%
FRENCH	321	20%
ITALIAN	66	4%
GERMAN	54	3%
RUSSIAN	13	1%
CHINESE	134	8%
JAPANESE	66	4%
KOREAN	20	1%
LATIN	50	3%
GREEK	3	0%
MODERN GREEK	5	0%
HEBREW	13	1%
SWAHILI	8	0%
ASL	8	0%
ARABIC	13	1%
MARATHI	1	0%
URDU	1	0%
NONE	26	2%
TOTAL RESPONSES	1623	100%

LANGUAGE	RAW NUMBER	PERCENTAGE
SPANISH	825	49%
PORTUGUESE	4	0%
FRENCH	292	17%
ITALIAN	86	5%
GERMAN	56	3%
RUSSIAN	18	1%
CHINESE	149	9%
JAPANESE	60	4%
KOREAN	11	1%
LATIN	66	4%
ANCIENT GREEK	2	0%
MODERN GREEK	1	0%
HEBREW	16	1%
SWAHILI	7	0%
ASL	1	0%
ARABIC	23	1%
OTHER	33	2%
NONE	25	1%
TOTAL RESPONSES	1675	100%

Tables 5A and 5B illustrate the distribution of on-line placement versus on-campus placement testing for Fall 2005 and 2006. 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 fifty-six (1056) students (up from 945) tested online in the summer of 2005. Nine hundred thirteen students tested online in 2006. One thousand seventy seven (1077) (up from 913) completed the oral portion of the examination and were placed officially or exited from the requirement in 2005. Nine hundred one students completed it in 2006.

LANGUAGE	Expected	ACTUAL written #	On Campus Oral
CHINESE	52	128	109
FRENCH	162	236	203
GERMAN	36	48	42
GREEK (Ancient)	1	4	4
HEBREW	0	4	5
ITALIAN	11	19	16
JAPANESE	40	37	43
KOREAN	3	13	12
LATIN	20	28	28
RUSSIAN	0	12	11
SHBS	0	34	51
SPANISH	443	493	553
	768	1056	1077

LANGUAGE	Expected	ACTUAL written #	On Campus Oral
CHINESE	76	106	84
FRENCH	125	225	167
GERMAN	24	27	21
GREEK (Ancient)	0	0	1
HEBREW	6	0	0
ITALIAN	8	15	14
JAPANESE	0	37	27
KOREAN	0	14	14
LATIN	3	0	24
PORTUGUESE	1	0	1
RUSSIAN	9	11	11
SHBS	0	49	15
SPANISH	412	429	522
	664	913	901

Tables 6A and 6B recap data concerning students who completed the language requirement through some form of testing. Fifty-six (56%) percent of incoming students exited from the language requirement in Fall 2005. Fifty-eight (58%) percent exited from the language requirement in Fall 2006. This year's data include students entering Stanford as native speakers of a language other than English.

Language	Lang. Req. SATII/AP-Native	Placement Test - Place Out	Total	% Getting LR
ANCIENT GREEK	0	4	4	133%
ARABIC	4	1	5	38%
CHINESE	53	75	128	96%
FRENCH	110	111	221	69%
GERMAN	9	13	22	41%
HEBREW	3	6	9	69%
ITALIAN	5	6	11	17%
JAPANESE	3	26	29	44%
KOREAN	10	0	10	50%
LATIN	52	12	64	128%
RUSSIAN	9	10	19	146%
SHBS	12	22	34	64%
SPANISH	329	93	422	52%
	599	379	978	56%

Language	Lang. Req. SATII/AP-Native	Placement Test - Place Out	Total	% Getting LR
ANCIENT GREEK	0	1	1	50%
CHINESE	20	57	77	52%
FRENCH	192	58	250	86%
GERMAN	14	6	20	36%
ITALIAN	7	6	13	15%
JAPANESE	47	10	57	95%
KOREAN	16	10	26	236%
LATIN	46	6	52	79%
RUSSIAN	4	7	11	61%
SHBS	0	9	9	18%
SPANISH	351	101	452	55%
	697	271	968	58%

At the request of C-US the Language Center began to probe in 1998-1999 the relationship between placing out of the language requirement and the oral proficiency standards set by the first-year requirement. In past academic years, using both random and non-random samples, all AP/SATII students who took a Simulated Oral Proficiency Interview achieved an acceptable oral proficiency rating. 2005-2006 was consistent with previous years. Most

AP/SATII students are well beyond expected oral proficiency levels. Some students were below expectations. These data are listed in **Appendix C**. The Language Center continues to be enormously supportive of the use of AP/SATII scores for placement.

The Language Center has a significant amount of interaction with incoming Frosh beyond their online placement testing. **Appendix D** catalogues email exchanges throughout the summers of 2005 and 2006, 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 2005-2006.

The Language Center also approves credit transfers from other domestic and international institutions. Table 7 illustrates that the number of students requesting transfers has doubled since the inaugural year of the Language Center. The number of students requesting credit transfers for Spanish has been substantially reduced. This number will become presumably even smaller when Stanford offers an OSP program in Spain.

	1997-1998	1998-1999	1999-2000	IB Transfer 1999-2000	2000-2001 4/27/2001	2001-2002 4/28/02	2002-2003 4/17/02	2003-2004 4/18/03	2004-2005 9/15/04	2005-2006 9/15/05
Chinese	1	3	3		6	3	7	9	8	4
French	10	8	16	1	8	4	12	17	6	12
German	6	5	1	1	5	4	4	8	4	5
Italian		2	10		3	7	7	14	9	6
Japanese	2	1	6			4	4	6	1	2
Korean	1				3	2	2	1		
Latin	3	4			1				1	3
Ancient Greek										1
Portuguese		1			3	4		4	2	1
Russian	1	2	1		3	1	3	1	3	1
Spanish	13	32	31		47	70	60	84	42	53
AME					8	3	3	7	4	3
Tibetan										1
Special Lang.	6	3	20		15	4	8	6	4	3
	43	61	88	2	102	106	110	157	84	95

Cultural Activities /Academic Theme Houses

For several years, the Language Center has received generous funding from Vice Provost for Undergraduate Education (VPUE) to support vibrant cultural programs in the foreign languages. The ability to bring students in contact with interesting and authentic cultural events such as special art exhibits, festivals or ceremonies, film screenings, concerts, or live theater has become a mainstay of the language programs, one that encourages students to continue the study of language and culture as it relates to their majors.

VPUE funding supports cultural activities for more than 50 sections across languages (enrolling approximately 2000 students per quarter). Funds are distributed throughout the year, when intermediate and advanced classes can take advantage of unique cultural events held during fall and winter; or in spring when beginning students will have completed the first-year sequence and can participate in an activity in the target language. Programs that encompass a broad range of languages, such as AME and SLP, typically hold a large year-end gathering for all their students and instructors, with regional food and live entertainment. As enrollments in and demand for different languages continue to increase, we anticipate an even greater need for funding in order to maintain these cultural offerings.

As in previous years, Academic Theme Houses continued to offer theme programming that included activity courses emphasizing aspects of culture and language; weekly language tables; student theme projects; and special events, both on-site and off-campus. A number of factors still play a crucial role in the success of any given house: location and the “desirability” factor; the need for publicity and outreach to language classes and faculty in order to attract qualified potential residents; and the initiative, or “ownership” of theme staff in conceptualizing and establishing clear objectives in their own programming. The Language Center continued to work with Residential Education to maintain a strategic calendar for information access, application availability, and outreach during the 2005-2006 academic year, and contributed to the pre-assignment/priority recruitment effort by issuing direct emailings to targeted student sectors (language, literature, IHUM, area studies, BOSP) as well as announcements in language classes.

Curriculum Development and Outreach

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

The Language Center's collaboration with the Bing Overseas Studies Program (BOSP) involves both outreach and program coordination. BOSP representatives continue to be invited to visit language classes in order to publicize study abroad opportunities. During 2005-2006, Joan Molitoris continued working extensively with BOSP staff from the Beijing, Moscow, and Santiago programs to ensure language curricula coordination and accurate placement of students bound for those campuses. Particularly important were discussions with Norman Naimark, Director of BOSP, and Iván Jaksic, the new Santiago director, regarding the feasibility and implementation of a third-year Spanish language course to address the needs of advanced students studying in Santiago. With enrollments there increasing, more students go better prepared to Santiago and place out of second-year language courses, with only the tutorial available for advanced language study. Beginning Fall 2006-07, SPANLANG 102S-Composition and Writing Workshop, approved by Elizabeth Bernhardt (LC), Guadalupe Valdés (S&P), and José Cartagena-Calderón (S&P Majors/Minors Coordinator, 2005-06), will be offered quarterly in Santiago for students who place into and wish to take an advanced language course. The objective of this ongoing collaboration with BOSP continues to be facilitating a smooth transition for students going to and returning from their academic program abroad vis-à-vis their foreign language experience.

The Graduate School of Business continues to support the business language program in Mandarin Chinese, Portuguese, French, and Spanish. These evening classes, taught by Language Center lecturers specializing in language for specific purposes, are offered exclusively to Business students "across the street." The Language Center and GSB work jointly to monitor quarterly enrollments; to open, close or pilot new sections according to demand; and to project future programming needs accordingly.

Also underway in the field of languages for special purposes is an exciting new course, Accelerated Beginning Chinese for Engineers, slated for Spring 2007 and supported by the School of Engineering. Targeted to graduate students who will be doing internships through Tsinghua University, this course will provide functional Chinese language training in diverse engineering contexts, as initial preparation for their stays in Beijing.

The Language Center has also liaised with the Medical School since spring 2005 by providing oral proficiency testing as part of the screening process for MED 257—Patient Advocacy in Community Clinics. Lecturers who are certified OPI testers in Spanish conduct an average of ten interviews per year of undergraduates interested in taking the course and issue proficiency evaluations to the MED 257 coordinator. Language Center lecturers across languages also provide evaluation services on a case-by-case basis to Fulbright applicants.

The Language Center continues its partnership with the Center for Teaching and Learning. As the peer tutoring program has expanded—from Chinese, French and Spanish, to

include German, Italian and Japanese, as well—the Language Center continues to participate with CTL in refining the tutor recruitment, interview and training process: lecturers assessed candidates' oral proficiency, which in turn qualified those candidates to tutor select levels of language courses; and as part of their training, new tutors were invited to observe sample – LANG classes in order to help them align their tutoring with the proficiency objectives of the respective language program. Peer tutors and instructors also met to exchange ideas on the teaching/tutoring experience and to share practical suggestions for fulfilling the main objective of tutoring in foreign languages, i.e. how to provide students with additional help and practice in increasing their oral proficiency. This joint effort continues to grow, as evidenced in this year's expansion into six languages and no doubt has resulted in enhanced tutoring for foreign language students.

In 2005-2006, CTL was also instrumental in helping to support the LC professional development program for graduate TAs and lecturers, by funding an ACTFL workshop on the National Standards for Foreign Language Learning. Held during winter quarter, this workshop provided both a seasonal and thematic complement to other technique-based workshops by emphasizing the national arena and current policy and discussing the development of the standards since their publication in 1999.

New Enhancements for Undergraduates

Two key efforts mark important new benefits to undergraduates. First, the Language Center has regularized and marketed the privilege that students have of having a proficiency notation included on their transcripts. This privilege has existed for many years, was buried in Courses and Degrees, and languished. The Language Center has codified the guidelines for such a notation and supports undergraduates who pursue the notation by financing the required proficiency interview. Ten undergraduates have pursued this option in the past academic year.

The Language Center also took the leadership role in structuring the Division of Literatures, Cultures, and Languages Minor in Modern Languages. This minor encourages the students who pursue more than one language to study each language to a higher level of proficiency. Currently, four students are pursuing this Minor.

Enhancements for Graduate Students

All graduate TAs who teach a foreign language as part of their degree program requirements are invited and encouraged to participate in the Language Center's professional development program. The Language Center, with generous support from CTL, has regularly sponsored on-site ACTFL workshops that focus on current issues in foreign language pedagogy, e.g. "Developing Oral Proficiency from Novice to Intermediate"; "Prochievement Assessment"; National Standards for Foreign Language Learning; as well as Modified Oral Proficiency Interview (MOPI) training. In addition, the Language Center provides extra support by covering all certification fees of those graduate students who pursue national certification as MOPI testers.

Consistent mentoring of graduate TAs throughout their teaching appointment is a fundamental part of the program. Paired with teaching mentors who themselves demonstrate exemplary language teaching, graduate students are encouraged to begin observing first-year classes one year prior to their beginning to teach, in order to become familiar with the design and objectives of the respective language program. During that year, mentors work individually with mentees on lesson planning and student assessment, and help them to prepare the teaching practicum component of Applied Linguistics 201—The Learning and Teaching of Second Languages. All graduate TAs are observed and given feedback on their teaching, during this course and beyond, and encouraged to observe more experienced teachers within and across languages. They are also invited to join in-house professional development lunch gatherings to discuss foreign language pedagogy. The mentoring program thus enables a team approach among older and newer instructors and facilitates real-time practice in a supportive environment.

Curricular Expansion

During 2005-2006, the Language Center sponsored four Fulbright-funded Foreign Language Teaching Assistants. This enabled us to enhance Arabic and Swahili and to add Indonesian and Hausa to the curriculum. For the current year 2006-2007, we are delighted to be offering new regular classes in Tibetan and in Yiddish, in addition to an expansion of Fulbright-offered classes in Chinese, Dari, Farsi, Pashto, and Urdu. We anticipate that this broadening of African & Middle Eastern (AME) and Special Language (SLP) programs, in particular the critical languages, will attract students who are increasingly interested in geopolitics and the world regions represented by these languages.

Technology Efforts and Research

The Testing Program

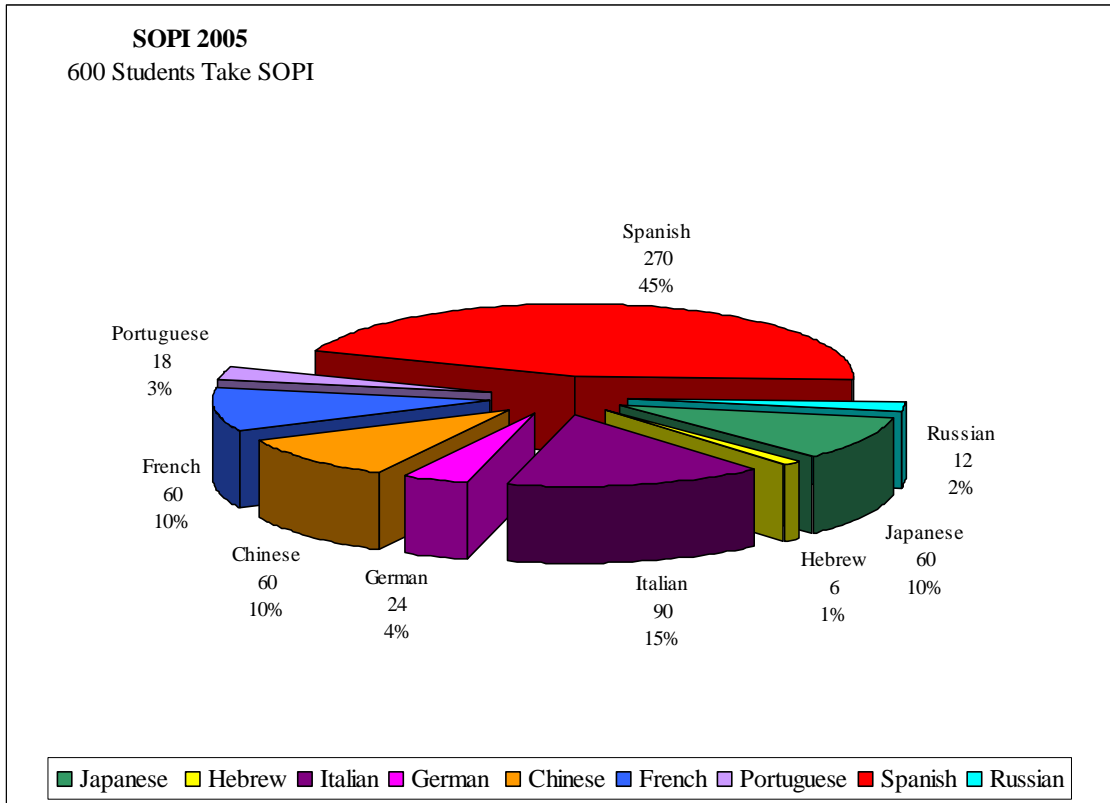
Web-based placement testing continues to thrive. The Language Center successfully hosts web-based placement testing for the University of Illinois Springfield and for the United States Air Force Academy. The Language Center remains in discussion with a set of additional clients, primarily smaller institutions without the resources to develop their own web-based testing procedures. The Language Center modifies and enhances the summer testing program and will field-test the addition of the SOPI to summer testing.

The Digital Language Laboratory

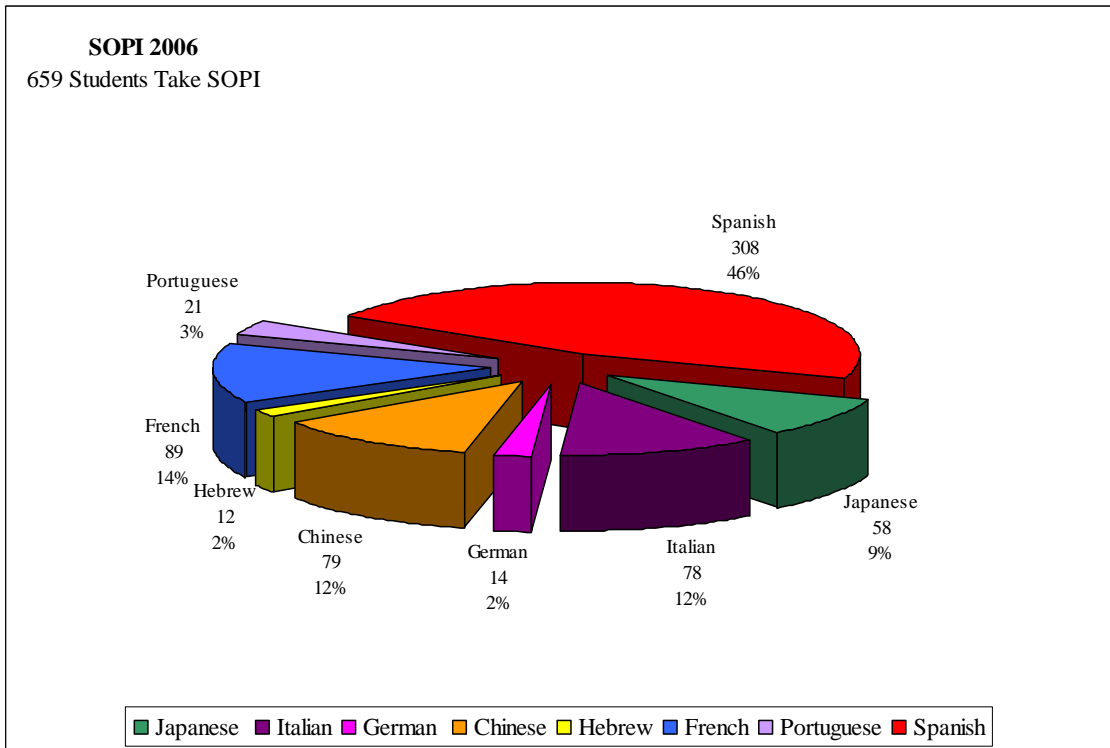
The Digital Language Lab is the lively hub of online language testing and multilingual computing at Stanford. Built to be a reliable, flexible, and innovative testing and teaching space, the Lab has served as the epicenter for the Language Center's online testing program for more than eight years. Each quarter the Lab bustles with students engaged in Oral Diagnostic Assessments in CourseWork, voice over IP conversations with Japan and Russia, instant messaging in Chinese, salsa dancing in one of the Lab's classrooms, and more. The Digital Language Lab is both a destination and a crossroads, where a unique community of students and teachers experience cross-cultural encounters both planned and accidental.

Since 2001 the academic year culminates with waves of language classes taking Simulated Oral Proficiency Interviews (SOPIs) on Language Lab PCs. The Language Center's online SOPIs have become a Stanford tradition for students completing their language requirement. Each Spring 600+ students across nine foreign languages take computerized SOPIs. Graphs 1 and 2 illustrate language distribution of SOPIs taken in 2005 and 2006.

Graph 1



Graph 2



The SOPIs give students a chance to show what they can do in their language of study and provide the Language Center quantifiable data for research and instructional strategizing. Since 2001 more than 3,000 students have taken SOPIs in the Lab. They have generated some 27,000 digital audio files in all (see Table 8).

Year of Exit Exam	Number of Audio Files Uploaded
2002	>7,000
2003	>6,000
2004	>6,000
2005	>6,000
2006	>6,500

The Language Center renovated and enhanced the Digital Language Laboratory in 2006. The technical intervention that we began some five years ago was aimed at supporting and measuring new standards of oral communication. That project succeeded at leveling the playing field for all instructors in integrating compelling digital content and tools into Stanford's foreign language programs. The challenge with the renovation is to buttress our second-year programs by focusing on advanced reading and writing skills and advanced presentational skills. The Language Center added a state-of-the-art teaching studio into the Language Lab in the summer of 2006 and outfitted it with powerful interactive projection units, ultra-fast networking capability, and ergonomic furniture. This language learning studio supports collaborative writing, advanced multilingual textual analysis, real time digital video capture, and video conferencing over IP. Everything in the space is on wheels allowing the user to reconfigure the space with ease.

CourseWork

CourseWork is Stanford's web-based Learning Management System. It is important to understand the role that CourseWork plays in Language Center instructional initiatives. Under the direction of Academic Technology Specialist Joseph Kautz, the Language Lab and CourseWork operate in concert to promote innovation in teaching with technology, provide teacher training, and realize instructional objectives across language programs.

Eighty-six percent of all undergraduate language courses now use CourseWork as their primary vehicle for delivering instructional content. Vast numbers of students regularly use CourseWork while enrolled in language courses. Language instructors rely more heavily on CourseWork than do many other departments, through their use of various tools: Course Materials, to deliver terabytes of audio and video data; Announcements, to create announcements in many languages and stay in constant contact with their students; and Assignments, to administer homework and testing—in particular the SOPIs, which are delivered elegantly every spring via CourseWork. In Spring 2005-2006, for example, the Language Center maintained 127 active CourseWork sites comprising more than 150 language courses. The distribution and percentage of language courses using CourseWork sites in Fall 2006-2007 is illustrated in Table 9:

Table 9 - Language Courses Using CourseWork - Fall 2006		
Language	% of Courses Using CourseWork, Fall 2006	Significant Testing in Coursework
Spanish	96%	X
Chinese	89%	X
Japanese	75%	X
French	90%	X
Italian	89%	X
EFS	73%	
German	62%	X
Korean	100%	
Portuguese	86%	X

Because language programs continue to be the heaviest users of CourseWork and one of the most consistent users of technology in the Stanford undergraduate curriculum, the Language Center views changes in the course management system with guarded optimism.

Challenges

Three significant challenges face the Language Center in the near future.

Financing non-mainstream languages

The first challenge is the financing of the African and Middle Eastern Languages program as well as the Special Languages Program. The Language Center has experienced a significant shift in student interest in languages housed in these programs over the past years. African and Middle Eastern languages have experienced a significant increase in Arabic, for example. Not only have numbers in the standard Arabic sequence increased dramatically (in first, second, and third year), but with the implementation of the Islamic Studies program, an additional need -- a special sequence in the reading of religious texts in Arabic -- was also met. There is enough student interest in Arabic at this time to consider seriously the addition of an Arabic language and literature major. Less visible, but no less significant, has been the growth in Hindi. Even before the implementation of the Buddhist Studies program, Hindi had grown significantly. The growth is now even more significant. A full time person in Hindi is needed, yet funding is not available.

The remainder of African and Middle Eastern languages as well as Special Languages is underfunded. We continue to pay stipends to qualified instructors; we are generally unable to pay even a per course rate.

CourseWork support

Managing between 150 and 175 individual sections across 20+ languages per quarter is a daunting task. All languages use the CourseWork system to post all course materials (audio, video, and print) and most crucially to conduct oral assessment. Having the system under constant threat causes excessive stress and consternation. If the course management system disappeared, a huge portion of the progress the language programs have accomplished over the past years would be undone.

Space

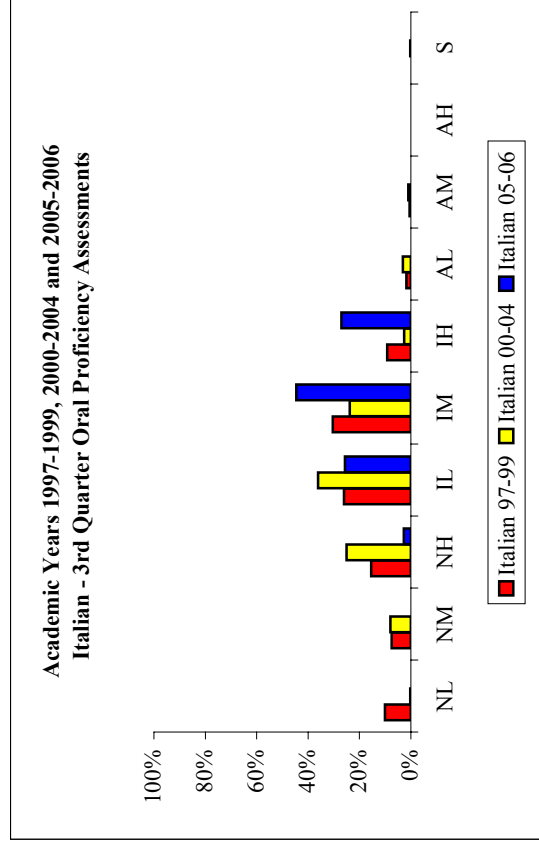
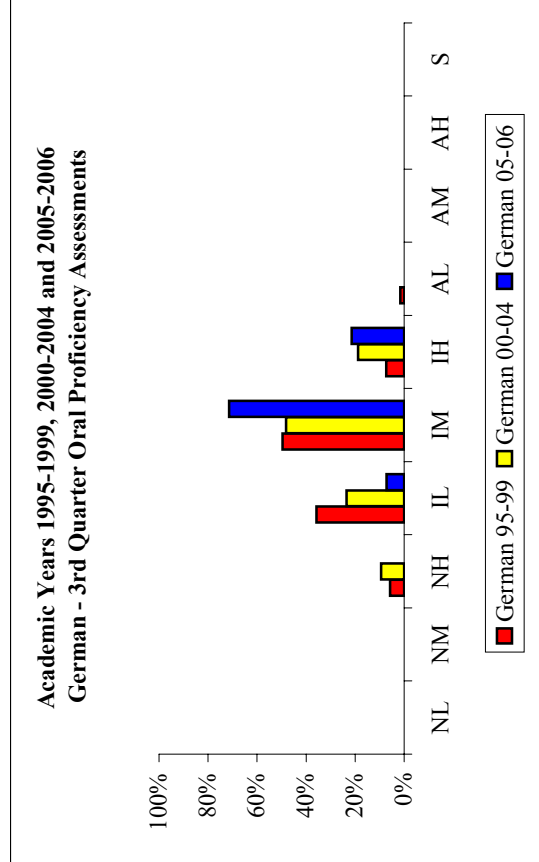
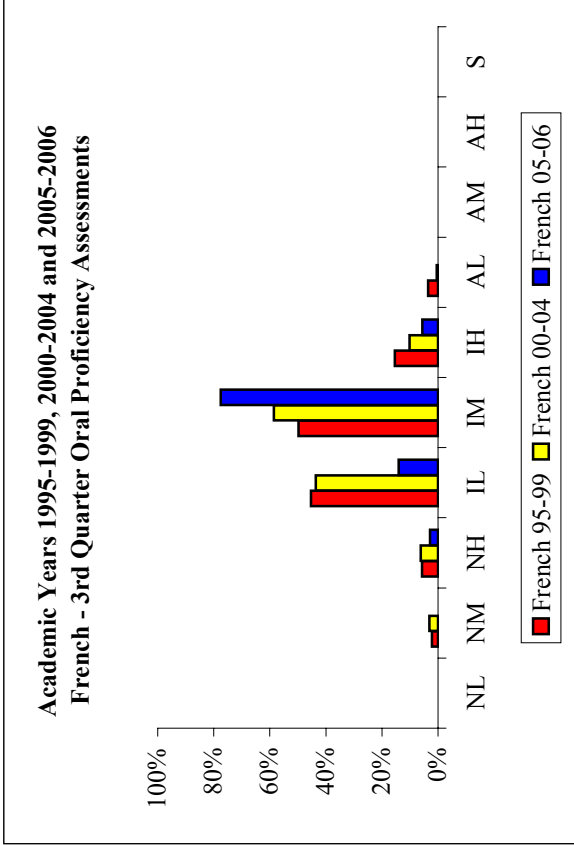
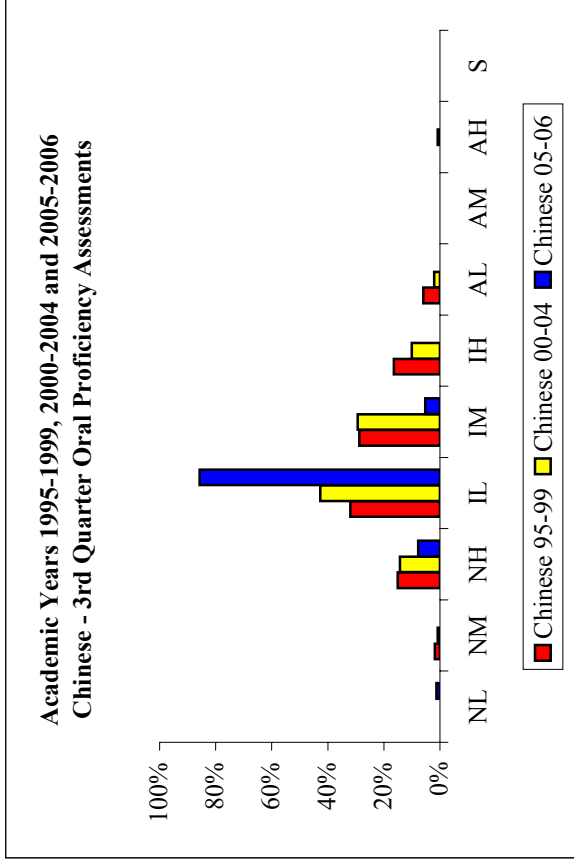
On average, each language lecturer is carrying 35 students per quarter. For these students, they hold office hours, conduct tutoring and counseling, and administer oral examinations in their offices. All language lecturers with the exception of 6 coordinators and 3 Senior Lecturers share office space and at best are doubled up; at worst some have only a file drawer to call their own. This workspace dilemma is extremely problematic and seems to be exacerbated each year.

Concluding Remarks

The Stanford Language Center is the pride and envy of many language programs across the United States. Every dimension of the Language Center can be traced to the research base in applied linguistics. We receive almost weekly inquiries from colleges and universities about the Language Center—ranging anywhere from online placement testing, to our use of technology, salary schedules for lecturers, programmatic infrastructure for less commonly taught languages, and so forth. The most recent issue of the *Modern Language Journal* features an overview of the language assessment program (by and large the present C-USP Report) realized by the Language Center.

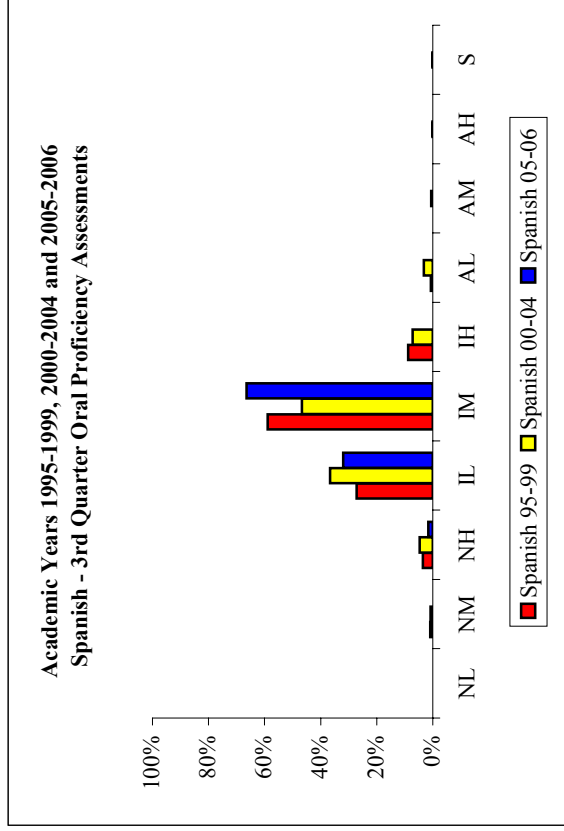
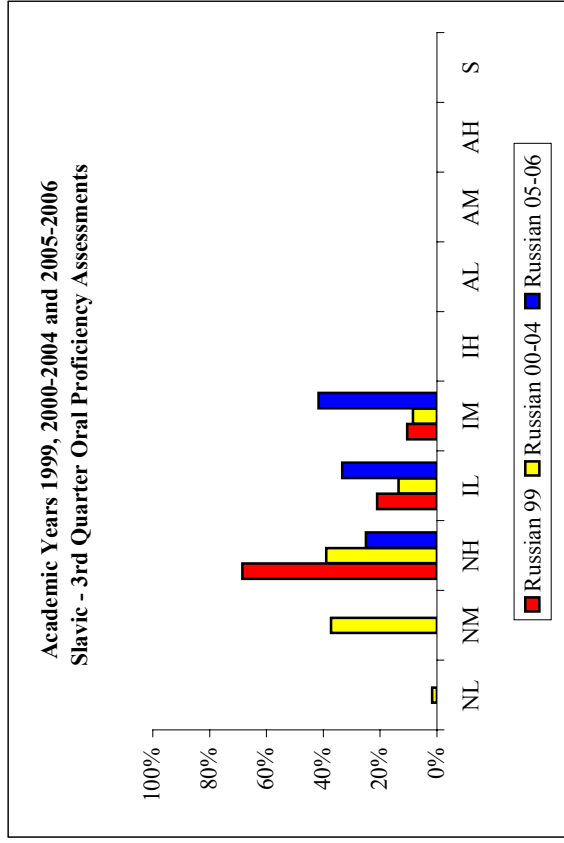
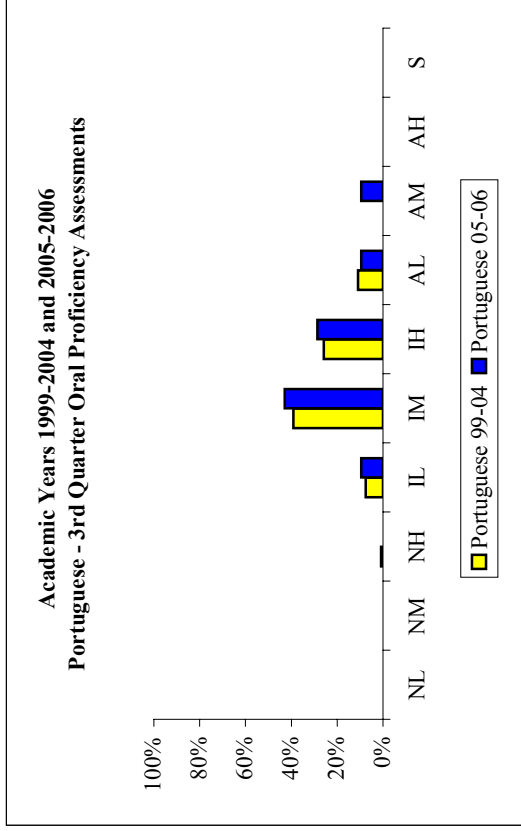
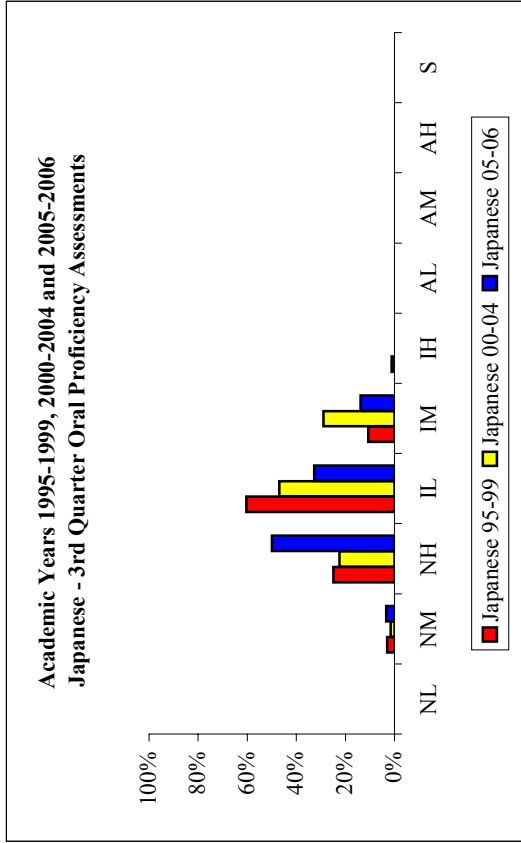
The Language Center has also received two prestigious invitations. First, it has been asked to host the 2008 Western Summer Seminar of the *Association of Departments of Foreign Languages (ADFL)*. ADFL has a broad membership base in a variety of languages and its summer seminars “provide a forum for collegial exchange about important issues.” Because of the reputation of the Language Center, it has been asked to host the 2008 seminar so that the profession can be given a detailed update on Stanford’s language programs. The Language Center hosted the *ADFL* in 1999 and is delighted to host the conference again in 2008. Second, the Institute of International Education through the Department of State, Bureau of Educational and Cultural Affairs (ECA), has requested that the Language Center sponsor a five-day Fulbright Foreign Language Teaching Assistant Orientation Program in Summer 2007. Orientation programs are a benefit that ECA makes available to incoming Fulbright FLTAs during the summer prior to the beginning of their assistantships in the fall. FLTAs are from over 45 different countries, teach over 27 languages and are placed at more than 300 colleges and universities in the U.S. We take this invitation as a tribute to the excellent preparation we do and are able to provide foreign language teachers. The visibility that such invitations bring is a tribute to the hard work of the instructors who teach and the students who learn languages at Stanford.

Appendix A - Oral Proficiency Assessments - Academic Years 1995-1999, 2000-2004 and 2005-2006



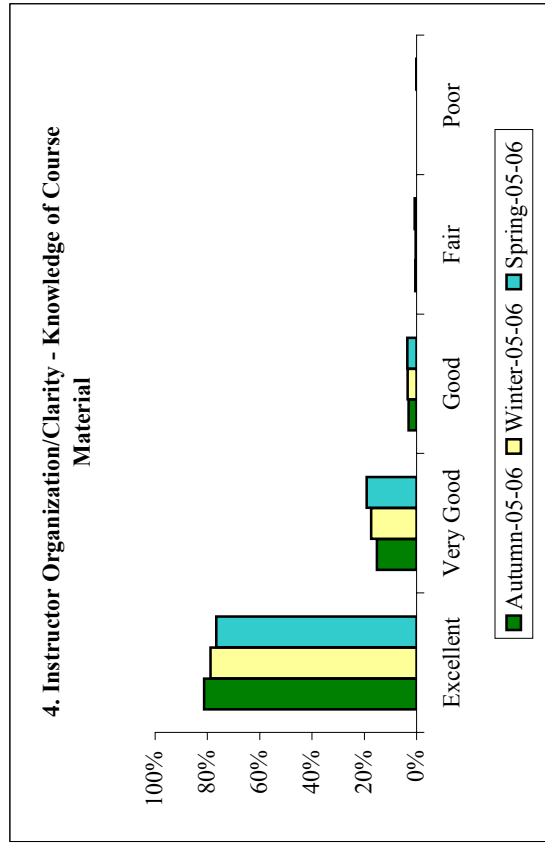
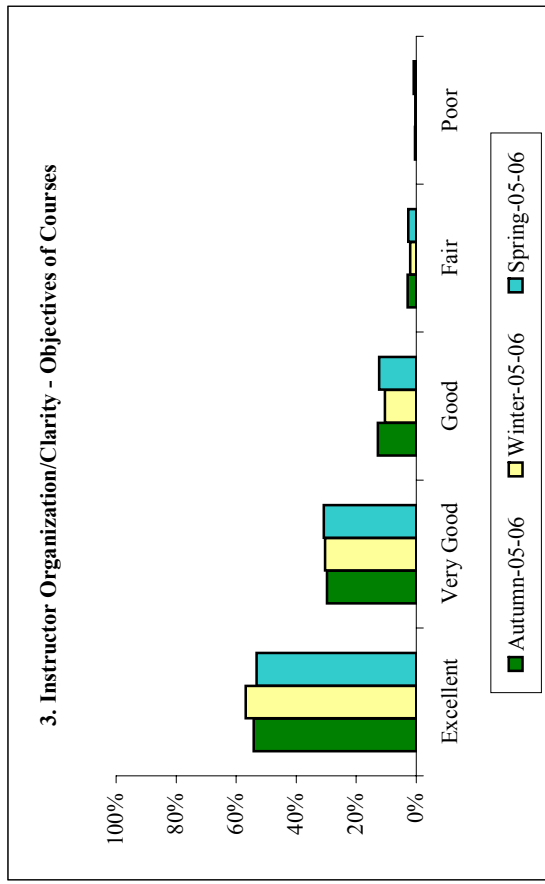
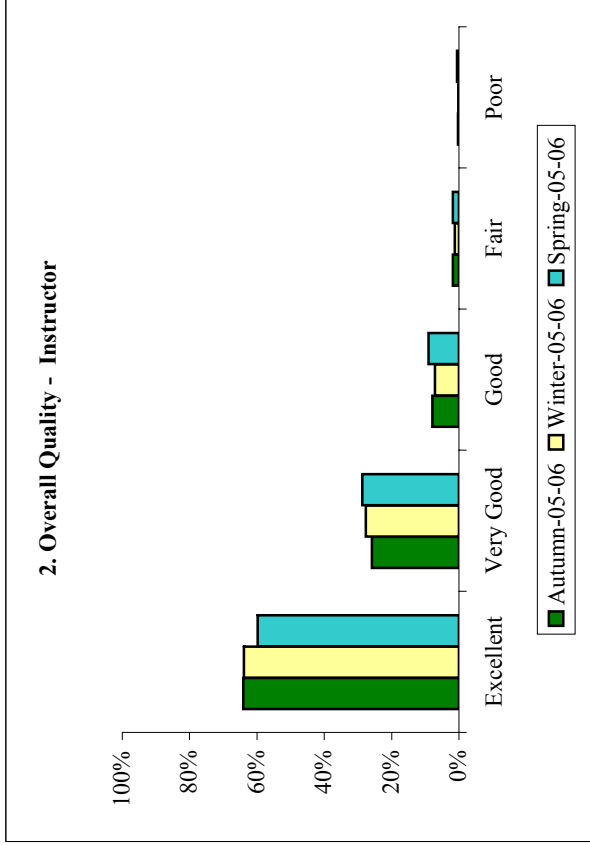
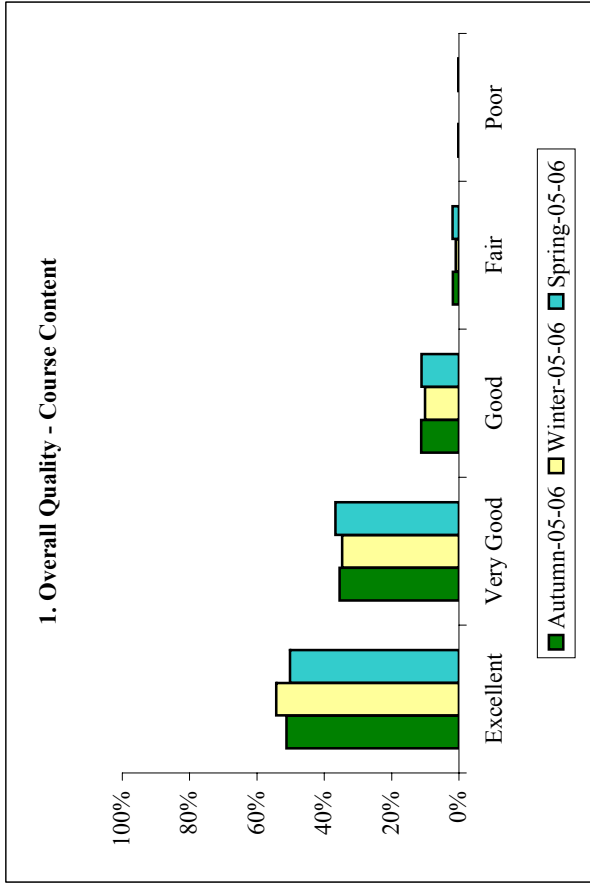
KEY: NL - Novice Low; NM - Novice Mid; NH - Novice High; IL - Intermediate Low; IM - Intermediate Mid; IH - Intermediate High; AL - Advanced Low; AM - Advanced Mid; AH - Advanced High; S - Superior

Appendix A - Oral Proficiency Assessments - Academic Years 1995-1999, 2000-2004 and 2005-2006

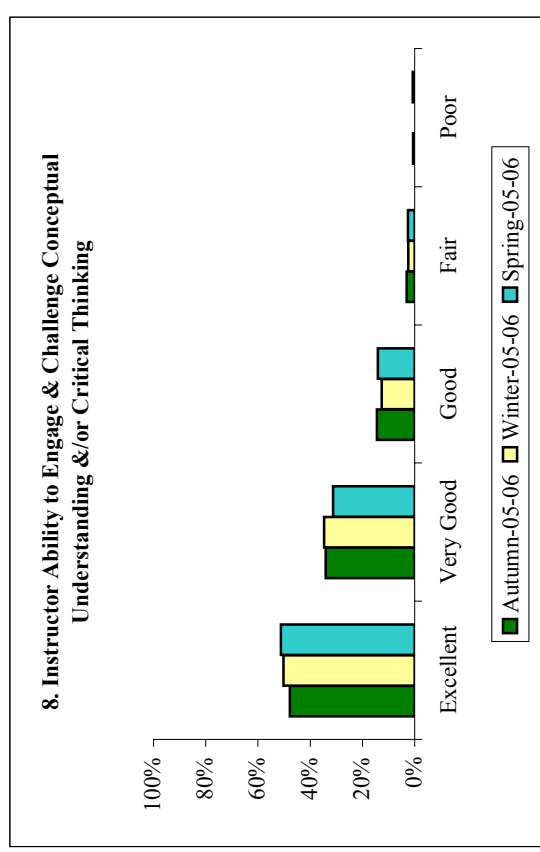
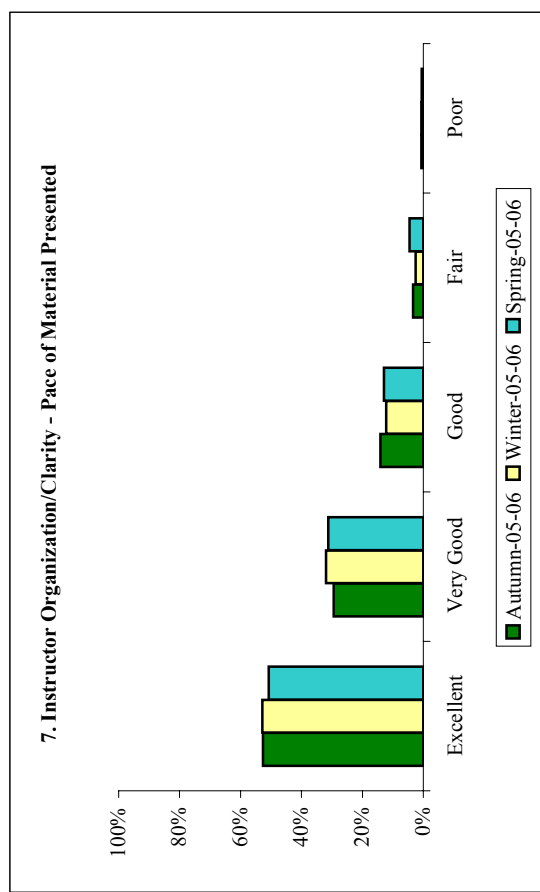
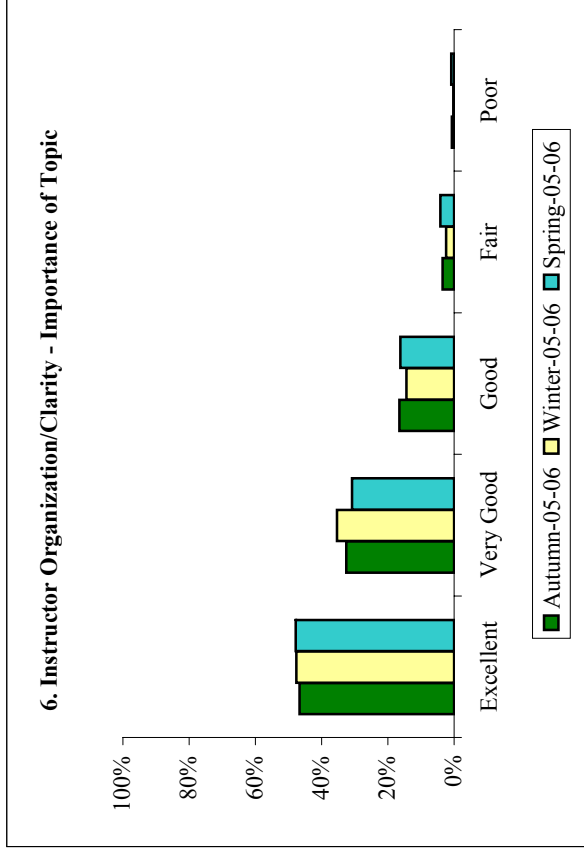
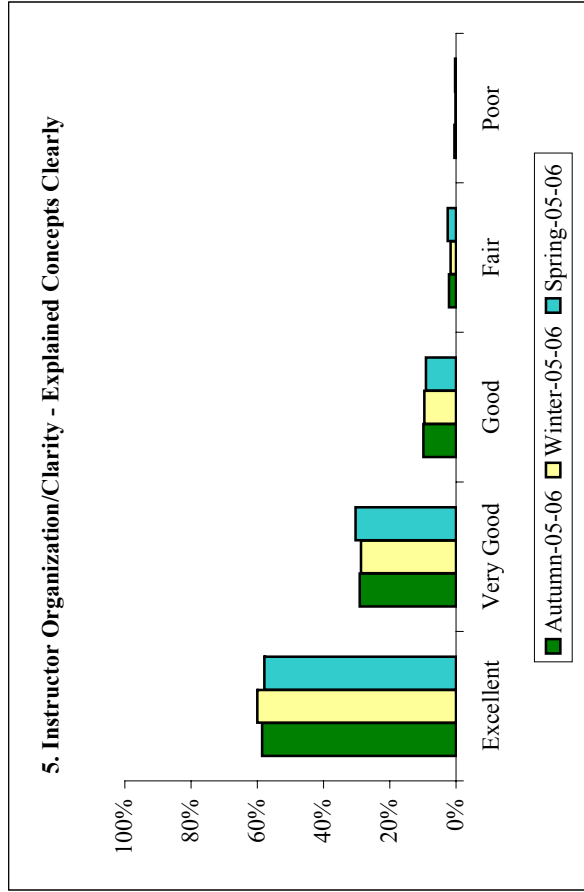


KEY: NL - Novice Low; NM - Novice Mid; NH - Novice High; IL - Intermediate Low; IM - Intermediate Mid; IH - Intermediate High; AL - Advanced Low; AM - Advanced Mid; AH - Advanced High; S - Superior

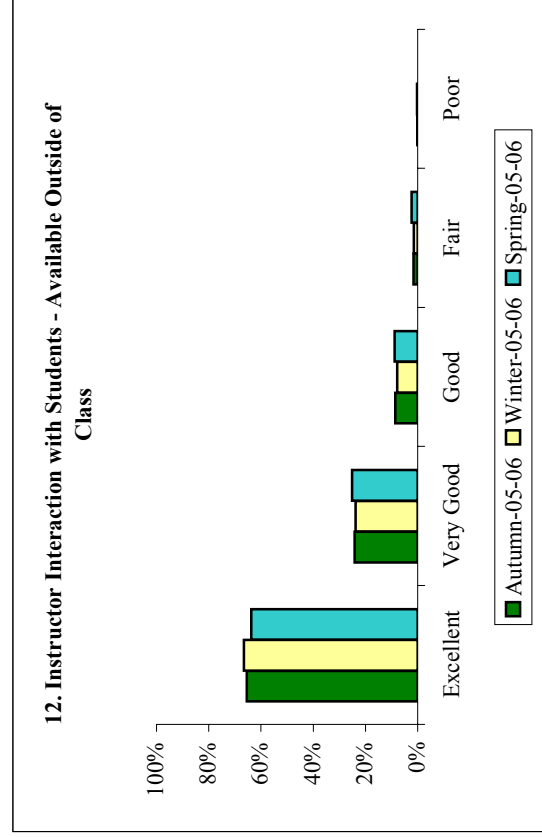
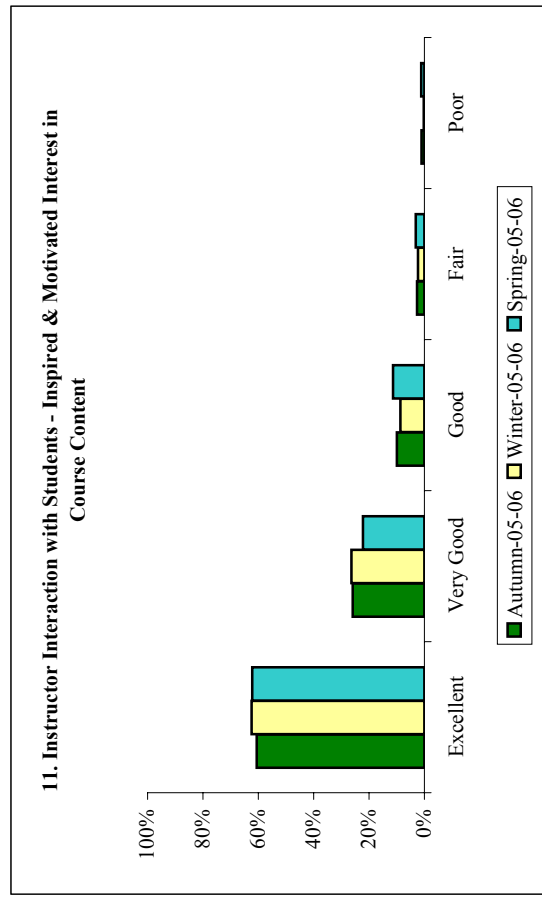
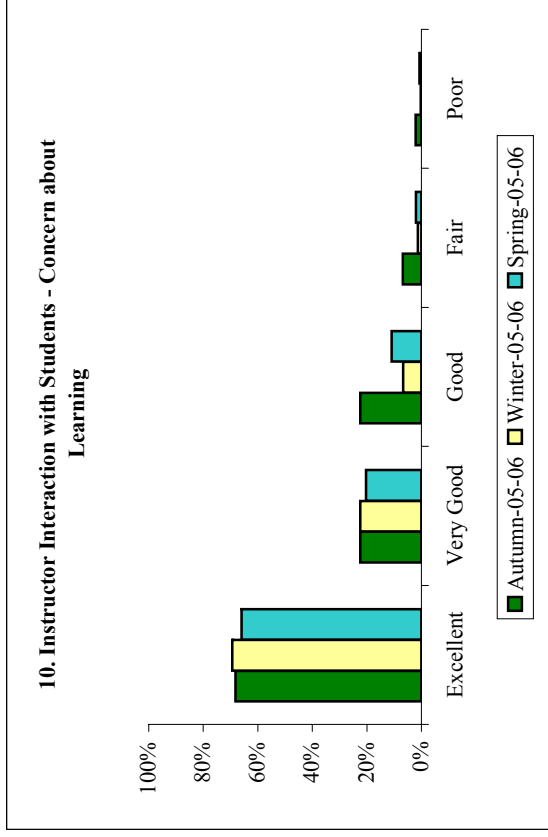
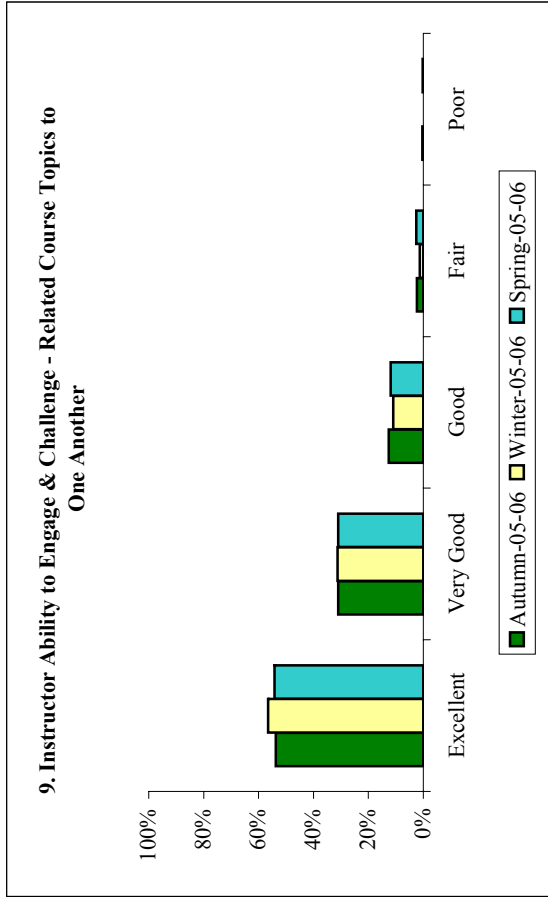
Appendix B - Teaching Evaluations Academic Year 2005-2006



Appendix B - Teaching Evaluations Academic Year 2005-2006

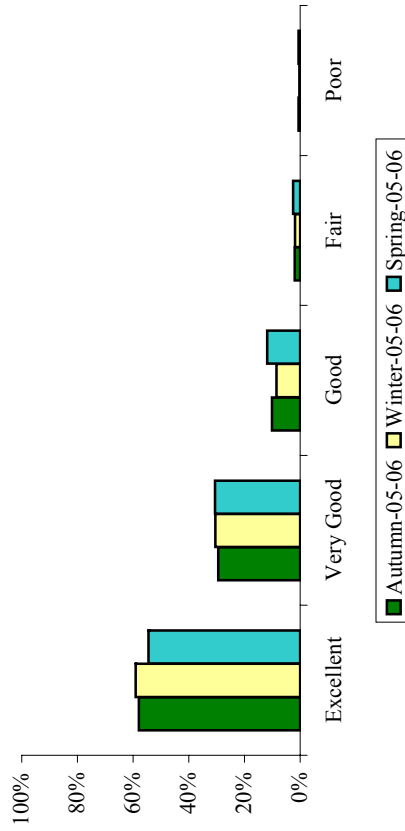


Appendix B - Teaching Evaluations Academic Year 2005-2006

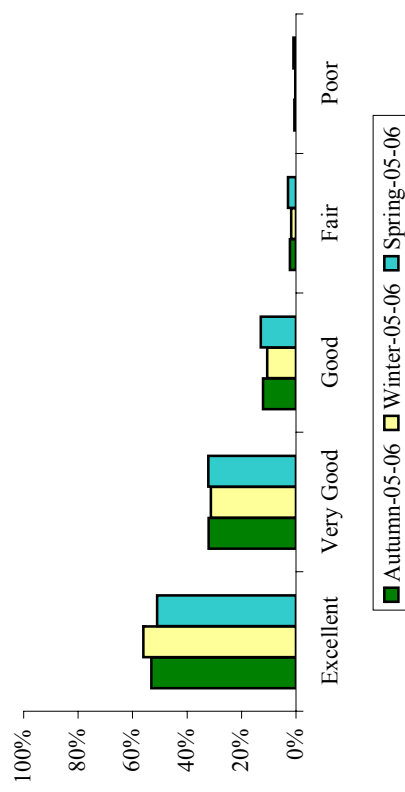


Appendix B - Teaching Evaluations Academic Year 2005-2006

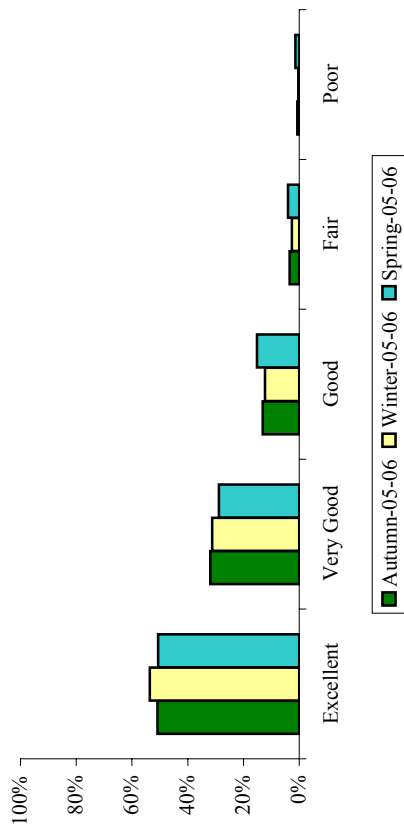
13. Course Organization, Content & Evaluation - Content Valuable & Worth Learning



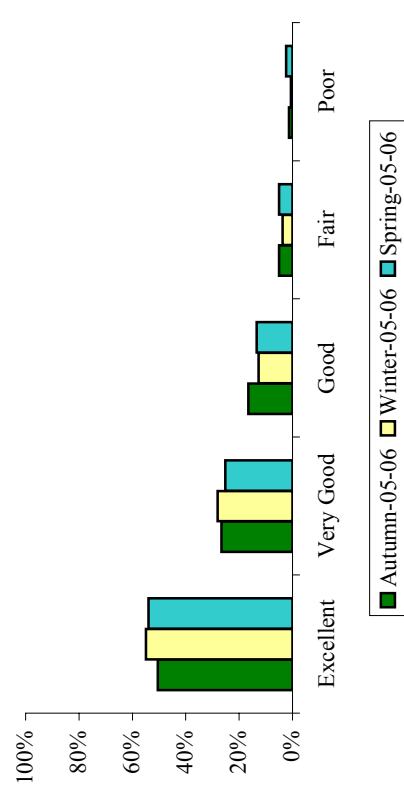
14. Organization, Content & Evaluation - Organized Course Topics



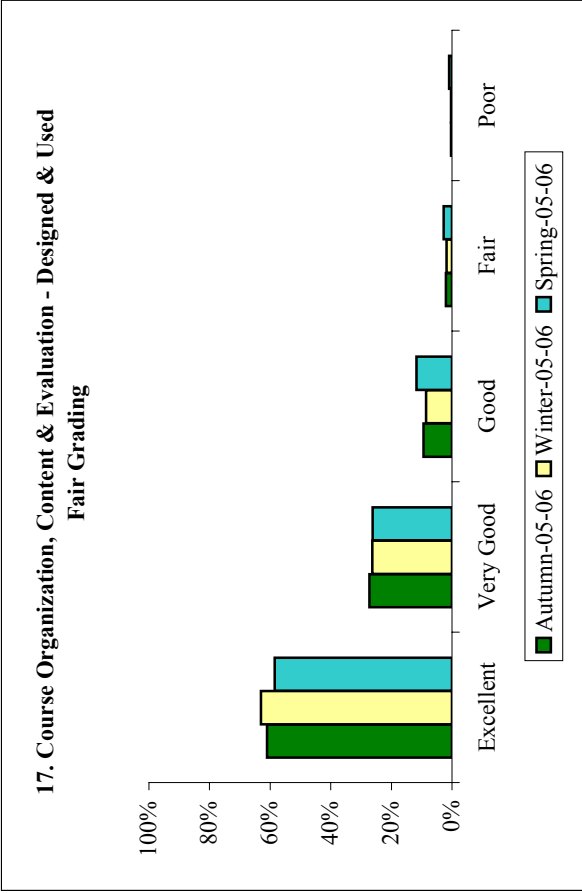
15. Course Organization, Content & Evaluation - Assignments to Solidify Understanding



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



Appendix B - Teaching Evaluations Academic Year 2005-2006



Appendix C-1 SOPI tests of AP and SAT entering Students - Academic Year 2005-2006

Chinese	SAT Score	SOPI Score
1	710	IL
2	730	IM
3	740	IM
4	770	A
5	790	A
6	800	A
7	800	IH
8	800	A
9	800	IH

German	SAT Score	SOPI Score
1	5	IM
2	5	IM
3	5	IM

Latin	SAT Score	SOPI Score
1	730	2nd yr
2	730	2nd yr
3	740	2nd yr
4	790	2nd yr
5	800	2nd yr
6	800	2nd yr

Latin	AP Score	SOPI Score
1	4	Acc 1st yr
2	4	2nd yr
3	5	2nd yr
4	5	2nd yr
5	5	2nd yr
6	5	2nd yr
7	5	2nd yr
8	5	2nd yr

French	SAT Score	SOPI Score
1	720	IM
French	AP Score	SOPI Score
1	4	IH
2	4	IM
3	4	IM
4	4	IM
5	4	IH
6	4	NH
7	4	IL
8	4	IL
9	4	IL
10	4	IH
11	4	IM
12	4	IM
13	4	NH
14	4	IM
15	5	IM
16	5	AL
17	5	IM
18	5	IM
19	5	IM
20	5	IH
21	5	IH
22	5	IM
23	5	IH
24	5	IH
25	5	AL
26	5	IM
27	5	AL
28	5	IM
29	5	IM
30	5	IH
31	5	IM+
32	5	IM+
33	5	AL
34	5	AM
35	5	AL
36	5	AM
37	5	IH
38	5	AL
39	5	IH
40	5	AM
41	5	IH
42	5	IH
43	5	IM+

Appendix C-1 - SOPI tests of AP and SAT entering Students - 2005-2006

Spanish	SAT Score	SOPI Score
1	670	AL
2	680	IM
3	680	IL
4	690	IH
5	690	IH
6	700	IH
7	700	IM
8	710	IM
9	710	IH
10	710	IM
11	720	IM
12	720	AL
13	720	IH
14	720	AM
15	720	IL
16	730	IH
17	730	AL
18	730	IM
19	740	IM
20	740	IM
21	740	IM
22	740	IH
23	750	AL
24	760	AM
25	760	IH
26	760	IH
27	770	IM
28	770	IM
29	770	IM
30	770	IH
31	770	IH
32	780	IH
33	780	AL
34	780	AL
35	780	IH
36	790	IH
37	800	IM
38	800	IH
39	800	AM
40	800	AH
41	800	AL
42	800	IL
43	800	IH

Spanish	AP Score	SOPI Score
1	4	IM
2	4	IM
3	4	IM
4	4	IM
5	4	IM
6	4	IM
7	4	IM
8	4	IM
9	4	IM
10	4	IM
11	4	IM
12	4	IM
13	4	IM
14	4	IM
15	4	IM
16	4	IM
17	4	IM
18	4	IM
19	4	IM
20	4	IM
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33	4	IM
34	4	IM
35	4	IM
36	4	IM
37	4	IM
38	4	IM
39	4	IM
40	4	IM
41	4	IM
42	4	IM
43	4	IM
44	4	IM
45	4	IM
46	4	IM
47	4	IM
48	4	IM
49	4	IM
50	4	IM
51	4	IM
52	4	IM
53	4	IM
54	4	IM

Spanish	AP Score	SOPI Score
55	5	IM
56	5	IH
57	5	IH
58	5	IM
59	5	AL
60	5	IH
61	5	IH
62	5	IH
63	5	IH
64	5	IM
65	5	IH
66	5	IM
67	5	IM
68	5	IM
69	5	AL
70	5	IM
71	5	IM
72	5	AM
73	5	IL
74	5	IM
75	5	IM
76	5	IH
77	5	AM
78	5	IH
79	5	IH
80	5	IH
81	5	AL
82	5	AL
83	5	IH
84	5	IM
85	5	IH
86	5	AM
87	5	AH
88	5	AL
89	5	IL
90	5	IH

Appendix C-2 - SOPI tests of AP and SAT entering Students - Academic Year 2006-2007

French	SAT Score	SOPI Score
1	650	IM
2	660	IM
3	670	IM
4	670	IH
5	690	IL
6	690	IM
7	700	IL
8	700	IM
9	700	IM
10	710	NM
11	710	IL
12	710	IM
13	710	IM
14	710	IM
15	710	IH
16	720	IM
17	720	IH
18	730	IM
19	730	IM
20	730	IH
21	740	IM
22	740	IH
23	750	IH
24	750	IH
25	750	IH
26	750	IH
27	750	IH
28	760	IL
29	760	IM
30	760	IH
31	770	IL
32	770	IM
33	780	IM
34	800	IM
35	800	IM
36	800	IH
37	800	IH

French	AP Score	SOPI Score
1	4	NM
2	4	NH
3	4	IM
4	4	IM
5	4	IH
6	4	IH
7	4	IH
8	5	NH
9	5	NH
10	5	IL
11	5	IM
12	5	IM
13	5	IM
14	5	IM
15	5	IH
16	5	IH
17	5	IH
18	5	IH
19	5	IH
20	5	IH
21	5	IH

Latin	SAT Score	Translation Score
1	720	Advanced
2	770	Advanced
Latin	AP Score	Translation Score
1	4	Intermediate
2	4	Intermediate
3	4	Advanced
4	4	Advanced
5	4	Advanced
6	4	Advanced

Chinese	SAT Score	SOPI Score
1	730	IL
2	740	IL
3	750	IM
4	770	IH
5	790	AL
6	790	A
7	800	AL
8	800	IH

Italian	SAT Score	SOPI Score
1	650	IM
2	740	IH
3	780	AL
4	770	AM

Japanese	SAT Score	SOPI Score
1	650	IM
2	670	IM
3	690	IM

German	SAT Score	SOPI Score
1	690	A
2	740	A

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

Appendix C-2 - SOPI tests of AP and SAT entering Students - Academic Year 2006-2007

Spanish	SAT Score	SOPI Score
1	630	IL
2	630	IL
3	630	IM
4	640	IM
5	640	IM
6	660	IM
7	660	IM
8	660	IM
9	670	IM
10	670	IM
11	670	IM
12	670	IM
13	670	IM
14	680	IH
15	680	IH
16	680	IL
17	680	IM
18	680	IM
19	690	AL
20	690	IH
21	690	IL
22	690	IL
23	700	IM
24	700	IM
25	710	IH
26	710	IH
27	710	IM
28	720	IH
29	720	IH
30	720	IH
31	720	IM
32	720	IM
33	720	IM
34	730	IH
35	730	IH
36	740	AL
37	740	AL
38	740	IH
39	740	IH
40	740	IH
41	740	IH
42	740	IM
43	740	IM
44	740	IM
45	740	IM
46	740	IM
47	740	IM
48	740	IM
49	740	IM
50	740	IM
51	740	IM
52	750	AL
53	750	AL
54	750	IH
55	750	IH
56	750	IH
57	750	IL

Spanish	SAT Score	SOPI Score
58	760	IH
59	760	IH
60	760	IM
61	760	IM
62	770	IM
63	770	IM
64	770	IH
65	770	IH
66	770	IH
67	770	IH
68	770	IH
69	770	AL
70	770	AL
71	770	AL
72	780	IH
73	780	AL
74	790	AL
75	790	AL
76	790	AL
77	790	IH
78	790	IM
79	790	IM
80	800	IL
81	800	IH
82	800	IH
83	800	IH

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

Spanish	AP Score	SOPI Score
30	5	IM
31	5	IM
32	5	IM
33	5	IM
34	5	IM
35	5	IM
36	5	IM
37	5	IM
38	5	IM
39	5	IH
40	5	IH
41	5	IH
42	5	IH
43	5	IH
44	5	IH
45	5	IH
46	5	IH
47	5	IH
48	5	IH
49	5	IH
50	5	IH
51	5	IH
52	5	IH
53	5	IH
54	5	IH
55	5	IH
56	5	IH
57	5	IH
58	5	IH
59	5	IH
60	5	AL
61	5	AL
62	5	AL
63	5	AL
64	5	AL
65	5	AL
66	5	AL
67	5	AM

**Appendix D-1 - Based on Approaching Stanford Form requests for information - Emails sent/received from Frosh
6/20/05-9/26/05**

Language	Initial Emailings	Subsequent Emailings	TOTAL
Amharic			0
Ancient Greek	7	18	25
Arabic	31	15	46
ASL	17	19	36
Chinese	177	227	404
Czech		3	3
Danish		2	2
Dutch		2	2
Farsi		8	8
French	364	450	814
German	65	57	122
Gujarati		6	6
Haitian Creole		1	1
Hawaiian		2	2
Hebrew	24	30	54
Hindi		46	46
Italian	96	56	152
Japanese	81	70	151
Kazakh		2	2
Khmer		2	2
Korean	26	37	63
Latin	66	111	177
Luganda		1	1
Malaysian		3	3
Marathi	1	7	8
Mod Greek	6	2	8
Persian		7	7
Polish		7	7
Portuguese	6	6	12
Rumanian		1	1
Russian	21	32	53
Sanskrit		7	7
Serbian		1	1
SHBS		30	30
Spanish	840	847	1687
Swahili	11	27	38
Swedish		2	2
Tagalog		3	3
Tamil		1	1
Telugu		1	1
Thai		4	4
Ukrainian		4	4
Urdu		5	5
Vietnamese		12	12
Yoruba		4	4
Zulu		7	7
General Questions	255	250	505
SPECLANG - General		83	83
TOTAL	2094	2520	4614

**Appendix D-2 - Based on Approaching Stanford Form requests for information - Emails sent/received from Frosh -
6/22/06-9/27/06**

Language	Initial Emailings	Subsequent Emailings	TOTAL
Albanian		2	2
Ancient Greek	4		4
Arabic	44	20	64
ASL	2	40	42
Bengali		10	10
Bulgarian		5	5
Chinese	197	299	496
Czech		10	10
Dari		4	4
Farsi		5	5
French	320	386	706
German	65	135	200
Hawaiian		5	5
Hebrew	21	14	35
Hindi	1	50	51
Indonesian		1	1
Italian	108	65	173
Japanese	87	69	156
Khmer		8	8
Korean	13	52	65
Latin	77	125	202
Navajo		3	3
Pashto		4	4
Polish		4	4
Portuguese	7	20	27
Russian	28	58	86
Serbian		1	1
SHBS		79	79
Spanish	868	1068	1936
Swahili	15	10	25
Swedish		3	3
Tagalog		1	1
Tamil		2	2
Thai		6	6
Tibetan		16	16
Urdu	2	16	18
Vietnamese	1	20	21
General Questions	87	443	530
AMELANG - General	57	44	101
SPECLANG - General	59	51	110
	2063	3154	5217