

The image shows a courtyard at Stanford University. On the left, a long, two-story stone building features a series of arches supported by columns. The ground is paved with reddish-brown bricks. In the background, another building with a prominent red-tiled roof is visible under a clear blue sky. Two bicycles are parked near the base of the building in the distance.

Stanford Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

ACADEMIC YEAR 2007-08

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Overview

The 2007-2008 academic year marked the beginning of the 13th 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 (2008-2009). Further, this report presents an update on curriculum development; provides data on the English for Foreign Students program that has been a part of the Language Center since 2003; and contains information on technology directions and program enhancements in the language curriculum.

Quality of Stanford Language Programs

Performance Standards

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

The scale has ten levels: Novice Low (NL), Novice Mid (NM), Novice High (NH); Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH); Advanced Low (AL) Advanced Mid (AM), Advanced High (AH); and Superior (S). The Novice level entails word-level speech; Intermediate, sentence-level speech; Advanced and Superior, paragraph-level speech and beyond. To put this scale into context, studies done nation-wide indicate that language majors generally achieve an Intermediate Mid (IM) rating on oral proficiency interviews. 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 the past years, this Annual Report has focused exclusively on oral proficiency ratings for three reasons: first, because oral proficiency is the most difficult skill to acquire in a formal setting and is, therefore, worthy of significant attention; second, oral proficiency was the dimension of language study perceived as lacking by the wider university community at the founding of the Language Center; and third, a nationally recognized scale and a concomitant training program were available. This third reason enabled the Language Center to compare Stanford student performance across languages, programs, and institutions.

Recently, a national scale for the development of writing proficiency has been finalized. This scale follows the general outline of the oral proficiency scale. It focuses on functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines – Writing (Revised 2001). In parallel to the oral proficiency process, this scale also has a certification procedure attached to it, described below in the section on Teaching Effectiveness.

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, Portuguese, and Hebrew are collected

via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. **Appendix A** displays the oral proficiency ratings generated over the past twelve academic years. The majority of students was indeed in or beyond expected ranges during the Spring 2008 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. 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 in French, Italian, Portuguese, and Spanish. While we have never set explicit oral proficiency goals for second-year programs and have no baseline data, we nevertheless see 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. Chinese, French, Italian, Portuguese, and Spanish assessed first- and second-year students; English for Foreign Students assessed their graduate writing course. These writing assessment data are illustrated in **Appendix B**. The writing measures are consistent with the oral proficiency ratings across both years of instruction. In future years, all programs will assess writing proficiency in first- and second-year instruction.

Stanford Language Programs and the *National Standards*

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

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

Appendix C outlines the Stanford first- and second- year curricula developed in accordance with the *Standards* document. Curricular documents for cognate languages were included in last year's report; this current report includes the documents developed in non-cognate languages. The process of developing these documents is articulated in a forthcoming 2009 article, "A Chronicle of Standards-based Curricular Reform in a Research University," authored by Elizabeth Bernhardt, Guadalupe Valdes, and Alice Miano.

Teaching Effectiveness

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

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

Appendix D illustrates student responses to first-, second-, and third-year language teaching during academic year 2007-2008. 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=65) are evaluated on the contents of their teaching portfolio and receive a letter evaluating their performance with suggestions for the coming academic year.

Appendix E contains the Language Center lecturer roster for academic year 2008-2009 ($\geq 50\%$ FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments as well as ACTFL certifications. Thirty-three full-time instructors (50%) have completed all oral proficiency interview training and have been certified; an additional ten have begun the certification process. 95% of all Stanford language instructors (lecturers and graduate students) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States to have even a handful of instructors have such training.

The certification process is rigorous, taking between six months and a year to complete. It involves several stages which train candidates to rate speech samples and perform oral proficiency interviews at various levels. Candidates first attend an intensive 2- or 4-day M/OPI workshop to learn and practice procedures for rating and interviewing. They then prepare and submit a round of practice interviews they themselves have performed; receive feedback on those interviews; prepare and submit a final round of interviews; and undergo an individual OPI to ascertain their own oral proficiency level at Advanced Mid or higher. Certification is

granted based on rating reliability and interviewing technique. To put this in context, successful candidates typically need to perform three or four times the number of interviews than are needed for submission in order to produce interviews of sufficient quality.

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

Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite high despite the Stanford “techie” reputation. That is, a high percentage of Stanford students enroll in language courses even though they have already fulfilled the requirement. This pattern does not seem to have changed much. Table 1 lists first-, second-, and third-year enrollments per language through academic year 2007-2008. Average data from academic years 1995-1999 and 2000-2004 are included for comparison. These data now also include enrollments generated by the English for Foreign Students, Catalan and Tibetan Language programs.

	Average Aut 95-99	Average Win 95-99	Average Spr 95-99	Average Aut 00-04	Average Win 00-04	Average Spr 00-04	Aut 05	Win 05	Spr 05	Aut 06	Win 06	Spr 06	Aut 07	Win 07	Spr 07
Chinese	265.2	227.6	186.8	320	269	242	404	360	312	399	352	298	418	358	295
Catalan****													4	3	2
EFS**				216	182	176	188	200	173	233	196	188	255	183	166
French	230.4	196.2	172.8	240	227	204	279	265	207	232	205	187	247	230	177
German	101.8	108.2	77.8	92	98	74	76	84	70	97	97	73	119	122	81
Italian	178.8	164	162.5	236	215	192	239	204	172	227	183	190	215	163	181
Japanese	166.8	138	96.2	198	170	134	224	199	138	202	179	139	197	195	126
Korean	36.6	28.2	26	30	27	22	42	39	37	32	33	23	17	18	18
Portuguese	21.2	26.8	31.4	44	49	53	39	50	51	41	50	68	57	57	42
Slavic	43.8	42.6	32.2	54	51	45	46	47	35	50	53	50	57	58	55
Spanish	592.2	550.6	440	632	580	473	648	557	483	584	556	510	600	539	423
SPL	167.8	146.2	121.2	191	147	131	221	161	137	205	157	152	162	121	130
AME				118	119	105	158	140	134	191	174	139	184	175	155
Tibetan***										5	5	4	6	3	3
TOTAL	1805	1628	1347	2371	2134	1851	2564	2306	1949	2498	2240	2021	2538	2225	1854

* Averages (1996-1999) do not include third year courses ** EFS included starting Autumn 2003 - ***Tibetan included starting Autumn 2006 - ****Catalan included starting Autumn 2007

Examining the data from 2007-2008 and comparing it with average data from the first five years of the Language Center (excluding EFS, Catalan and Tibetan enrollment) indicates that enrollment has risen 28%--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 2007-2008 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 2007-2008														
ACADEMIC YEAR 2007-2008 - FIRST YEAR														
	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Majors	14%	67%	8%	16%	11%	12%	19%	30%	43%	27%	40%	12%	13%	33%
DR/GRE	18%	0%	1%	46%	34%	36%	30%	25%	1%	29%	20%	39%	61%	0%
Reputation	4%	0%	6%	1%	2%	7%	6%	5%	2%	2%	3%	3%	1%	0%
Interest	82%	33%	60%	66%	63%	66%	75%	60%	65%	78%	67%	69%	51%	100%
Other	3%	0%	29%	5%	15%	16%	8%	0%	7%	6%	3%	1%	4%	33%
*Total Enr	421	3	535	274	176	364	203	20	84	49	239	190	763	3
*Students answered in multiple categories														
ACADEMIC YEAR 2007-2008 - SECOND YEAR														
	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Majors	38%	0%	0%	34%	38%	51%	31%	0%	25%	53%	61%	11%	43%	0%
DR/GRE	2%	0%	0%	4%	3%	2%	1%	0%	0%	0%	7%	25%	3%	0%
Reputation	4%	0%	0%	3%	11%	10%	3%	0%	8%	0%	4%	3%	2%	0%
Interest	74%	0%	0%	76%	59%	68%	84%	100%	83%	79%	53%	79%	75%	0%
Other	1%	0%	0%	7%	14%	6%	3%	0%	0%	11%	4%	7%	5%	0%
*Total Enr	250	0	0	152	37	90	114	6	12	19	75	61	445	0
*Students answered in multiple categories														
ACADEMIC YEAR 2007-2008 - THIRD YEAR														
	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Majors	34%	0%	0%	63%	25%	100%	40%	0%	38%	60%	31%	0%	43%	0%
DR/GRE	2%	0%	0%	2%	8%	0%	0%	0%	0%	0%	0%	0%	2%	0%
Reputation	5%	0%	0%	2%	0%	0%	3%	0%	0%	0%	21%	0%	4%	0%
Interest	77%	0%	0%	61%	92%	67%	77%	86%	81%	38%	93%	0%	62%	0%
Other	1%	0%	0%	4%	0%	0%	5%	0%	0%	6%	10%	0%	5%	0%
*Total Enr	149	0	0	57	12	3	62	7	16	52	29	0	108	0
*Students answered in multiple categories														

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

Table 3 - Areas of Study - Academic Year 2007-2008														
ACADEMIC YEAR 2007-2008 - FIRST YEAR														
Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	21%	0%	17%	11%	13%	12%	10%	55%	23%	14%	10%	24%	21%	0%
Social Science	22%	0%	8%	31%	19%	25%	17%	25%	37%	10%	44%	25%	23%	67%
Humanities	18%	0%	4%	19%	26%	25%	15%	5%	18%	37%	21%	19%	13%	0%
Engineering	19%	0%	68%	16%	33%	15%	31%	15%	7%	20%	10%	19%	16%	0%
Education	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	33%
Other	19%	0%	2%	22%	8%	21%	24%	0%	13%	18%	15%	11%	23%	0%
*Total enrollment: students answered in multiple categories														
ACADEMIC YEAR 2007-2008 - SECOND YEAR														
Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	15%	0%	0%	9%	5%	11%	18%	20%	8%	37%	15%	18%	17%	0%
Social Science	34%	0%	0%	30%	38%	39%	17%	20%	25%	32%	47%	25%	31%	0%
Humanities	19%	0%	0%	27%	35%	37%	27%	0%	50%	11%	24%	16%	24%	0%
Engineering	17%	0%	0%	11%	14%	9%	32%	20%	8%	11%	8%	25%	7%	0%
Education	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%
Other	11%	0%	0%	22%	3%	4%	4%	0%	8%	0%	5%	10%	20%	0%
*Total enrollment: students answered in multiple categories														
ACADEMIC YEAR 2007-2008 - ADVANCED														
Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	12%	0%	0%	23%	8%	0%	11%	29%	0%	15%	0%	0%	18%	0%
Social Science	32%	0%	0%	25%	8%	0%	31%	29%	44%	27%	34%	0%	39%	0%
Humanities	28%	0%	0%	28%	42%	100%	24%	0%	38%	31%	41%	0%	28%	0%
Engineering	17%	0%	0%	5%	33%	0%	24%	0%	6%	15%	7%	0%	6%	0%
Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	7%	0%	0%	18%	8%	0%	10%	29%	13%	4%	17%	0%	7%	0%
*Total enrollment: students answered in multiple categories														

The Language Requirement

Placement and assessment, academic year 2008-2009

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

Table 4 provides information received from the 2008-2009 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.

LANGUAGE	RAW NUMBER	PERCENTAGE
SPANISH	832	51%
PORTUGUESE	9	1%
FRENCH	266	16%
ITALIAN	56	3%
GERMAN	52	3%
RUSSIAN	13	1%
CHINESE	139	8%
JAPANESE	81	5%
KOREAN	17	1%
LATIN	56	3%
GREEK	2	0%
MODERN GREEK	3	0%
HEBREW	15	1%
ARABIC	25	2%
SWAHILI	7	0%
TAGALOG	2	0%
HAWAIIAN	3	0%
AFRIKAANS	1	0%
IGBO	2	0%
SISWATI	1	0%
YORUBA	1	0%
AMHARIC	1	0%
ASL	4	0%
MALAY	4	0%
ROMANIAN	1	0%
BULGARIAN	1	0%
CROATIAN	1	0%
HUNGARIAN	1	0%
CZECH	1	0%
ESTONIAN	1	0%
POLISH	1	0%
PERSIAN	1	0%
HINDI	5	0%
TAMIL	1	0%
URDU	1	0%
THAI	5	0%
VIETNAMESE	7	0%
SWEDISH	2	0%
OTHER	10	1%
NONE	21	1%
	1652	100%

Table 5 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2008. All students in need of placement were required to test on-line, leaving only the oral examination for the usual placement testing period. Nine hundred eighty seven students completed the oral portion of the examination and were placed officially or exited from the requirement in the summer of 2008.

LANGUAGE	Expected	ACTUAL written #	On Campus Oral
SPANISH	403	436	553
FRENCH	115	244	195
ITALIAN		9	8
GERMAN	1	35	29
RUSSIAN	3	6	5
CHINESE	19	107	86
JAPANESE	17	46	33
KOREAN		8	8
LATIN	10	10	
SHBS		102	70
	568	1105	987

Table 6 recaps data concerning students who completed the language requirement through some form of testing. Sixty-three (63%) percent of incoming students exited from the language requirement in Fall 2008. This year's data include students entering Stanford as native speakers of a language other than English.

	Lang. Req. SATII/AP-Native	Placement Test - Place Out	Total
CHINESE	63	62	125
FRENCH	111	48	159
GERMAN	28	7	35
ITALIAN	3	6	9
JAPANESE	14	14	28
KOREAN	19	2	21
LATIN	46	5	51
RUSSIAN	3	5	8
SHBS	27	54	81
SPANISH	380	149	529
	694	352	1046

At the request of C-US the Language Center began to probe in 1998-1999 the relationship between placing out of the language requirement and the oral proficiency standards

set by the first-year requirement. In past academic years, using both random and non-random samples, all AP/SATII students who took a Simulated Oral Proficiency Interview achieved an acceptable oral proficiency rating. The 2007-2008 academic year was consistent with previous years. Most AP/SATII students are well beyond expected oral proficiency levels. These data are listed in **Appendix F**. The Language Center continues to be enormously supportive of the use of AP/SATII scores for meeting the language requirement.

The Language Center has a significant amount of interaction with incoming Frosh beyond their online placement testing. **Appendix G** catalogues email exchanges throughout the summer of 2008, 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 2007-2008.

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

	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
AME					8	3	3	7	4	3	2	2
Ancient Greek										1		5
Arabic											5	8
Chinese	1	3	3		6	3	7	9	8	4	5	5
French	10	8	16	1	8	4	12	17	6	12	11	10
German	6	5	1	1	5	4	4	8	4	5	3	
Hebrew											3	3
Italian		2	10		3	7	7	14	9	6	7	4
Japanese	2	1	6			4	4	6	1	2	6	1
Korean	1				3	2	2	1				
Latin	3	4			1				1	3	2	
Portuguese		1			3	4		4	2	1	1	1
Russian	1	2	1		3	1	3	1	3	1	2	4
Spanish	13	32	31		47	70	60	84	42	53	49	54
SPL	6	3	20		15	4	8	6	4	3	6	5
Tibetan										1		
	43	61	88	2	102	106	110	157	84	95	102	102

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 continues to focus on outreach and program coordination. Its primary goal is a smooth transition for foreign language students going to and returning from their academic program abroad. BOSP representatives, including Center directors, are welcomed each quarter into language classes to publicize opportunities for overseas study. Language Center and BOSP home office staffs have implemented a joint quarterly calendar that coordinates the application process and placement testing. This enables students to fulfill their language prerequisite in a timely manner; has resulted in greater numbers of students seeking language advising and testing; and has raised student awareness of the language preparation needed to maximize their experience abroad. During 2007-08, we continued to work closely with overseas staff from the Beijing, Paris, Santiago, and newly-opened Madrid centers to ensure language curricula alignment and accurate placement of students bound for those campuses. Several factors contributed to this success: instructor continuity, in the form of several language teacher "alums" who returned to their home countries to teach (Beijing, Madrid); distribution and discussion of the respective language program objectives and syllabi among coordinators, directors, and instructors (Beijing, Paris, Madrid); overseas instructor participation in professional training opportunities (e.g. MOPI workshops sponsored by and held at the Language Center); and ongoing communication between BOSP and the Language Center. In addition to issuing recommended placements (n≈100) to Beijing, Madrid, Paris, and Santiago for their overseas language courses each quarter, the Language Center also works with the BOSP External Programs coordinator to confirm and/or assess language proficiency of applicants to those programs.

The Graduate School of Business (GSB) and the School of Engineering (SOE) continue to support languages for specific purposes to students in those schools. During 2008-09, GSB supports the regular business language programs "across the street" in Mandarin Chinese and Spanish, as well as two unanticipated courses in French requested by student petition. With generous support from SOE, CHINLANG 31E (Accelerated Beginning Chinese for Engineers) is currently in its third year of providing functional Chinese language training for engineering students accepted into the SOE Summer Internship Program in China.

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

The Language Center also maintains a valued partnership with the Center for Teaching and Learning. As the peer tutoring program in foreign languages has grown to include Arabic,

Chinese, French, German, Italian, Japanese, and Spanish, the Language Center collaborates with CTL in undergraduate tutor recruitment, interviews and training. Language instructors nominate potential tutor applicants; certified lecturers assess oral proficiency and qualify candidates to tutor select levels; new tutors are invited to observe sample –LANG classes and meet with instructors to help align tutoring with the proficiency objectives of the respective language program. This joint effort has no doubt resulted in enhanced tutoring for foreign language students.

Cultural Activities

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

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

New Enhancements for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased dramatically since the guidelines were codified and publicized more widely. This notation, which appears on the official transcript, recognizes a nationally-certified level of oral proficiency and equivalent written academic work. The Language Center supports undergraduates who pursue the notation by financing the required telephonic proficiency interview. In Spring 2008, students received proficiency notations in Chinese (1), French (2), Hebrew (1), Italian (1), Japanese (1), and Spanish (9).

Curricular Expansion

Several initiatives mark the programmatic expansion of less-commonly taught languages. We continue to offer remote instruction in Lakota with Oglala Lakota College, enabling four Stanford students to study the language jointly with four students on the Pine Ridge reservation in South Dakota. For several years the Language Center has sponsored Fulbright-funded Foreign Language Teaching Assistants in their respective languages, e.g. in 2005-2006: Arabic, Hausa, Indonesian, Swahili; 2006-2007: Arabic, Chinese, Dari, Farsi, Indonesian, Pashto, Swahili, Urdu; 2007-2008: Hindi, Modern Greek, Indonesian, Swahili, Tagalog; and 2008-2009: Hindi, Modern Greek, Indonesian, Swahili, Tagalog. This has enabled us to enhance the African & Middle Eastern (AME) and Special Language (SLP)

programs in order to serve a student body increasingly interested in geopolitics and service in the world regions represented by these languages.

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

National Outreach

The Language Center hosted the 2008 Western Summer Seminar of the *Association of Departments of Foreign Languages (ADFL)*. ADFL has a broad membership base in a variety of languages and its summer seminars “provide a forum for collegial exchange about important issues.” A focus of the 2008 seminar was a detailed update on Stanford’s language programs. Also in August 2008, the Language Center hosted two five-day Fulbright Foreign Language Teaching Assistant (FLTA) Orientation Programs, in cooperation with the Institute of International Education through the Department of State, Bureau of Educational and Cultural Affairs (ECA). Orientation programs are a benefit that ECA makes available to incoming Fulbright FLTAs during the summer prior to the beginning of their assistantships in the fall. FLTAs are from over 45 different countries, teach over 27 languages and are placed at more than 300 colleges and universities across the U.S. In August 2009, the Language Center will host an orientation program for incoming FLTAs. We take this invitation as recognition of the excellent preparation we do and are able to provide foreign language teachers. The national visibility that such invitations bring is a tribute to the hard work of the instructors who teach and the students who learn languages at Stanford.

Technology in the Language Center

Online Component: CourseWork

The level to which technology has been integrated into the Language Center’s pedagogy was highlighted in fall 2007 when CourseWork experienced several major difficulties: the system was not able to handle the load at the beginning of the year, and the recording applet did not work as expected. While the outage was a problem for the entire university, lack of a reliable way for students to record their speech was especially difficult for Language Center instructors, who had come to depend on it for their lessons. The CourseWork team moved to address the situation, and in order to ensure that the needs of the Language Center were met, the Academic Technology Specialist (ATS) has been invited to join almost every weekly staff meeting. As a result, he was directly involved in the development of the new recording applet, and approved each stage of the quality assurance testing. The new applet was released over the summer, and has solved all the previous problems. In addition, the ATS has been able to contribute positively to CourseWork’s cycle of bug fixes and new feature introduction, consulting not only the specifics of real classroom use by language instructors, but also advising on the prioritization of improvements for each quarterly release. Further, he is able to

comment on the implementation of technology in education not only at the local Stanford level, but has also been contributing ideas and feedback at the Sakai project level. This means that the experience of Stanford Language Center instructors is now being added to the discussions of the development of the next generation of online course management systems.

Locally, training continued on CourseWork, with nearly half of the instructors participating in workshops in September. A set of frequently updated online resources designed specifically for Language Center instructors has also been developed. Usage data shows that there is increased adoption of CourseWork, especially in assessment. Table 8 below shows the number of courses that used certain item types in assignments. Although the data for fall 2007 are incomplete, the overall picture shows that more instructors are making use of this technology, especially for audio recording items. It should also be noted that more courses are even using item types that did not exist in the previous version of CourseWork, such as Fill in the Blank items and True / False items. In some cases, this increased adoption of technology could be seen in an increase in the average number of certain item types.

	Audio Recording	File Upload	Multiple Choice	Short Answer / Essay	Fill in the Blank	True / False	Grand Total
Fall 2007	63	0	0	0	0	0	63
Winter 2008	58	7	27	22	3	3	120
Spring 2008	44	8	21	16	2	1	92
Fall 2008	66	9	29	26	4	4	138

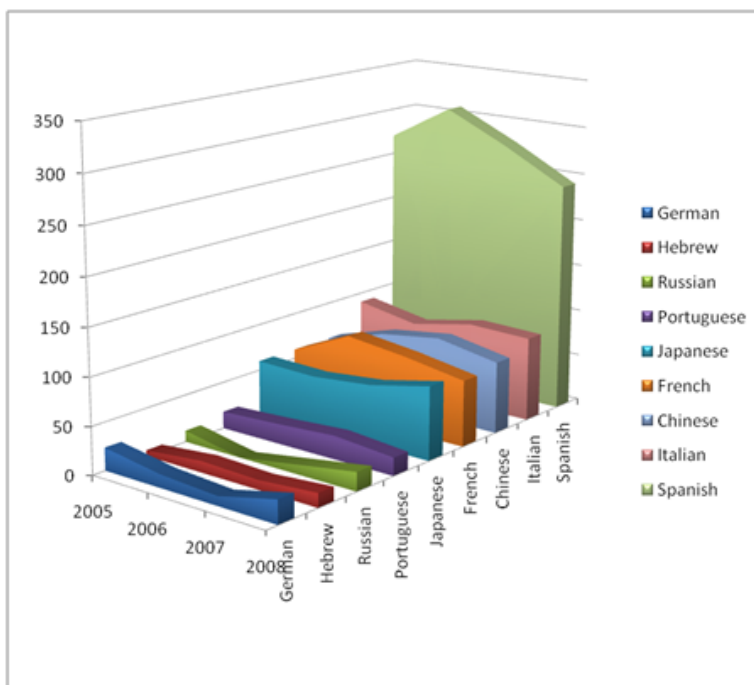
For example, as seen in Table 9, French, Japanese and Arabic and Middle Eastern Languages showed roughly 20% increases in Audio Recording applet use, while Chinese showed a 50% increase.

	AME	Chinese	French	Japanese
Winter 2008	17.5	19	24.4	9.7
Spring 2008	14.5	17	25.3	4.8
Fall 2008	21.5	29.3	29.5	11.7

SOPI Tests

SOPI testing via CourseWork continued in the spring of 2008 with well over 600 students taking first- and second-year assessments. Figure 1 illustrates the number of SOPIs taken from 2005 to 2008.

Figure 1 - SOPIs Taken 2005-2008



The spring 2008 administration of the SOPI marked the final use of the software that has served the Language Center for the past seven years. Development began in the fall of 2008 on a new application that will integrate the SOPI into the new Sakai-based CourseWork. This will significantly reduce the amount of effort needed from Academic Computing to accommodate the testing period each spring. Also, over the summer of 2008, a major reorganization of the existing test items for placement tests and spring SOPIs was undertaken. For most languages, digital copies of items to make up four unique tests have been created and indexed. In addition, native speakers from across campus were recruited to record several versions of each native prompt for these items.

Web 2.0 and Multimedia

The Language Center continues to seek out and support new ways to encourage instructors' innovative uses of technology. More and more instructors are taking advantage of the Moveable Type blog and PMWiki installations to interact with their students online. This year, projects included a weblog where students participated in discussions with a noted Brazilian author and another wiki/blog pair where students of Cantonese explored culture. The Language Center ATS has also participated in discussions with ITS on services that will be

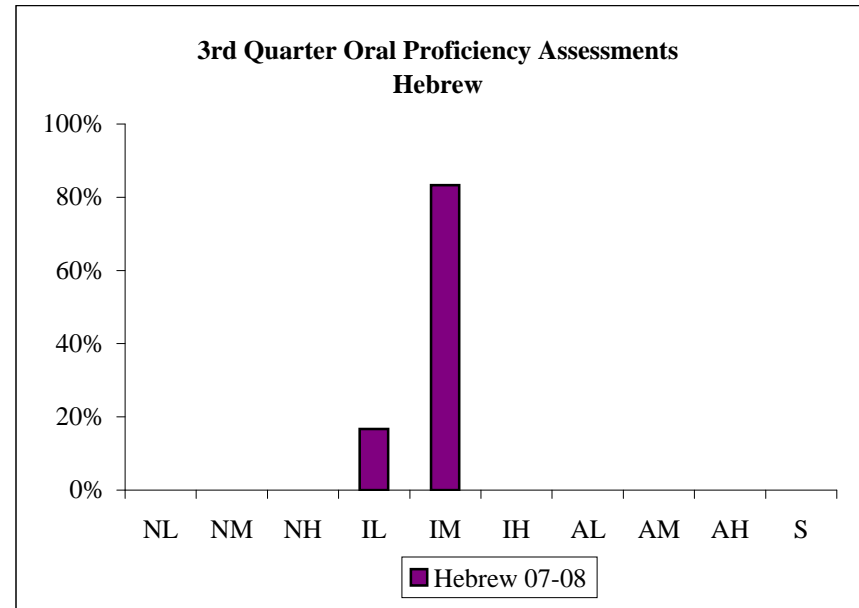
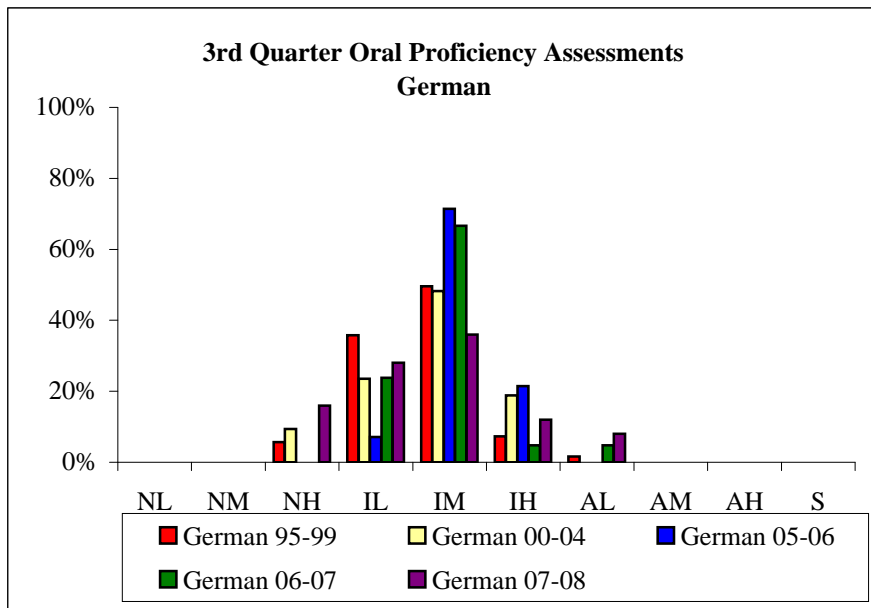
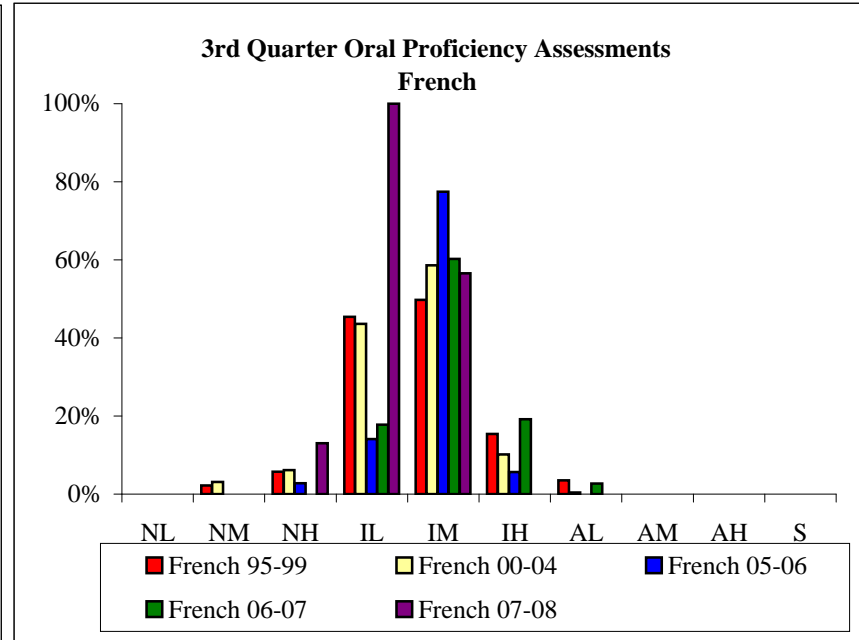
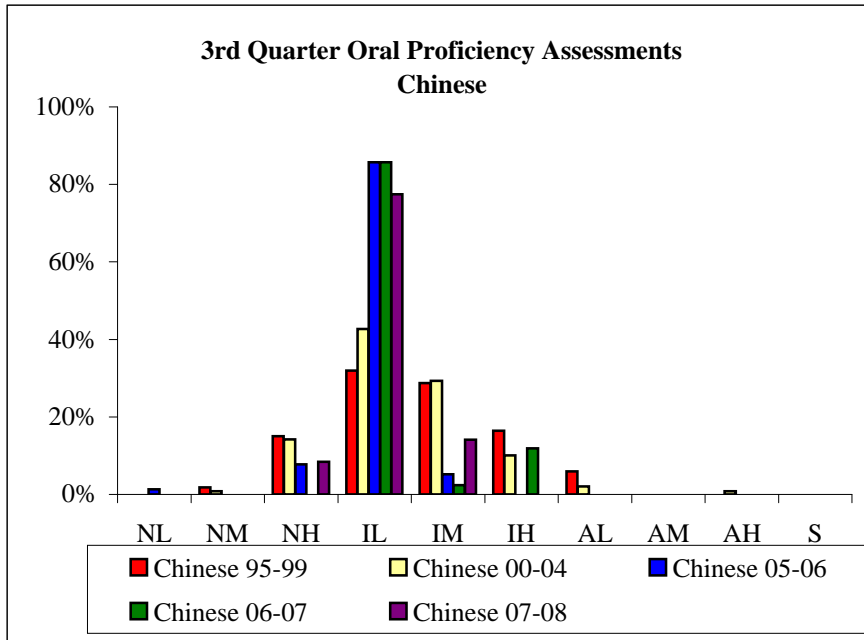
implemented in the next few years that will further enhance the ability to engage students online. In multimedia, the shutdown of ITS's streaming media services in August 2008 forced the re-encoding and transfer of all Language Center videos to Stanford Video's servers. This change required major rewrites of sites such as the Hebrew program's online textbook, but it brings a higher level of accessibility and stability. Other projects in the Language Center included website upgrades to facilitate instruction in the Italian and Arabic programs. Finally, the campus-wide firewall implementation reached Building 30, and all changes were successfully made over the summer.

In other areas, the Language Lab continues to support instructor innovation with its state of the art classrooms, where video capture workflows have been perfected. The use of the capture carts has expanded beyond presentations in English for Foreign Students to several other languages, and now includes specialized uses, such as one-on-one interview capture. The Language Lab also hosted a non-native rap contest on YouTube where students created and posted original works, which were then judged by a celebrity DJ.

Budget Outlook

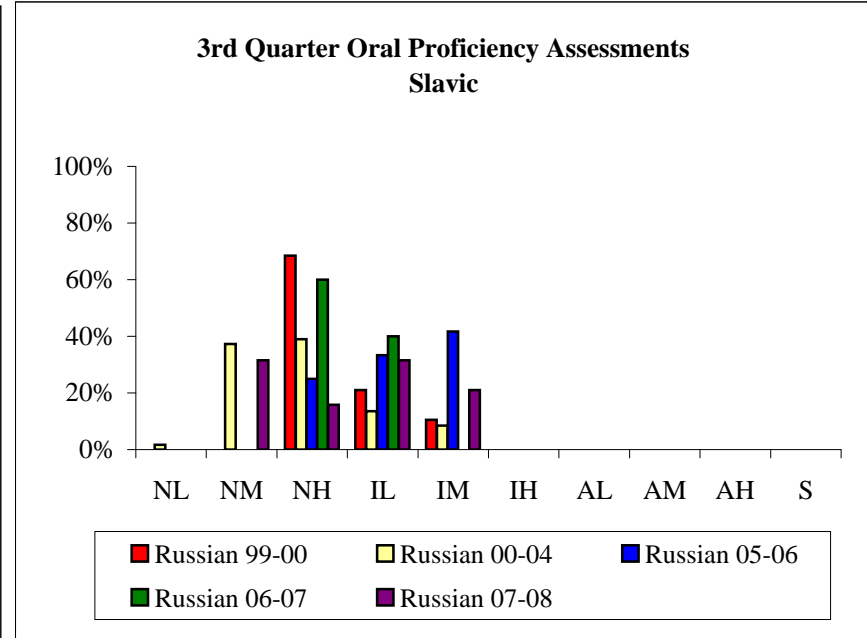
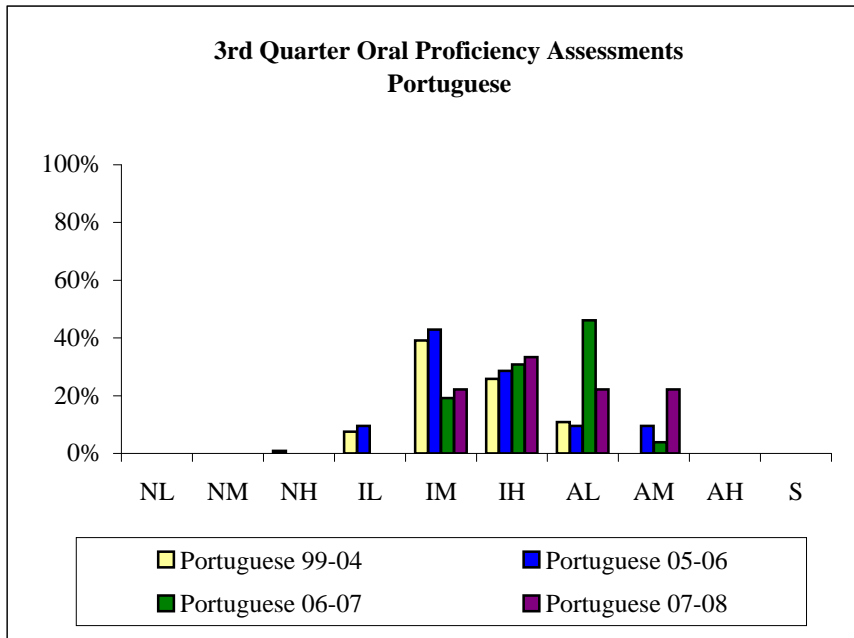
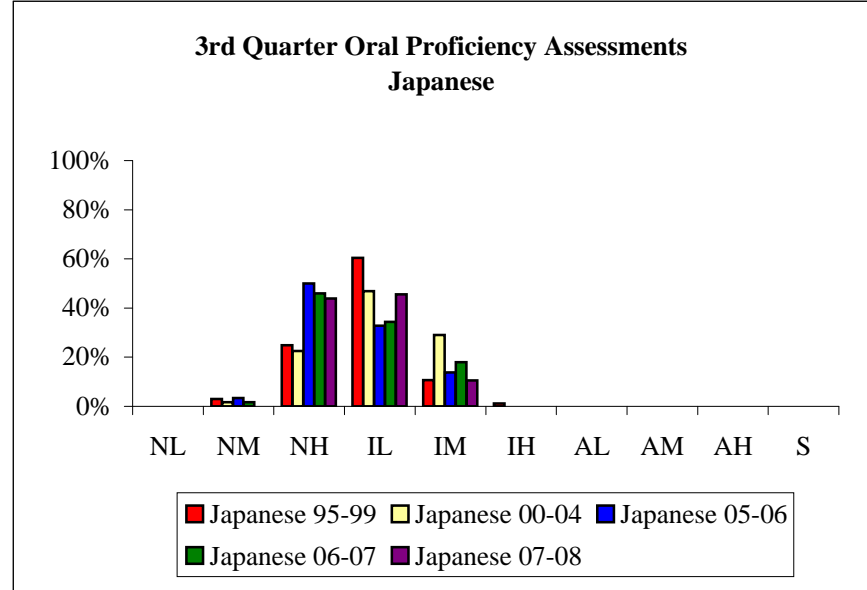
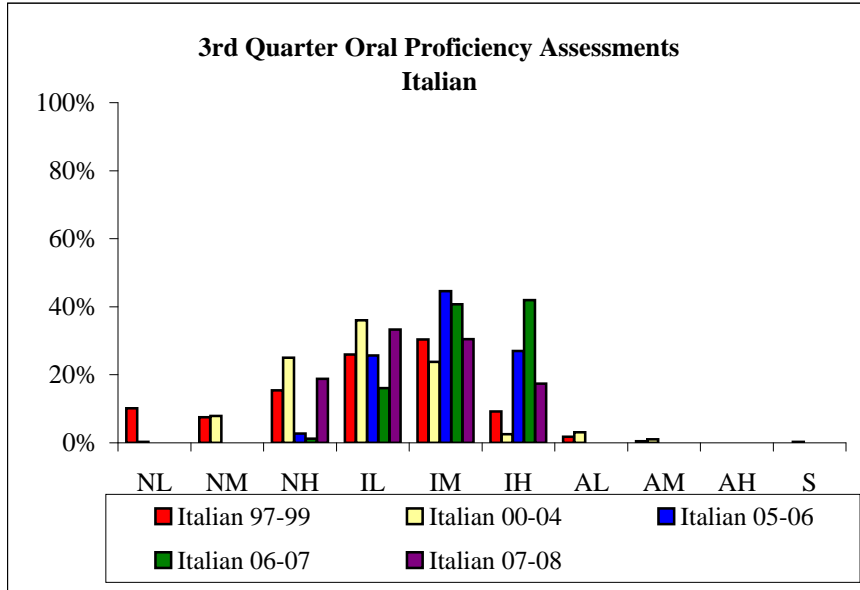
As a result of budget reduction requirements, the Language Center reduced the lecturer teaching staff by 10%. To reach this goal, the Language Center Director applied the following six principles: sustain the integrity of the university's language requirement; continue as wide a range of languages as possible; maintain section sizes within target ranges; retain as many certified staff as possible; uphold program quality; and shelter languages attached to academic programs outside the national literature departments. Two positions were vacant (French and English for Foreign Students) and have been eliminated and 1.5 positions were vacated (Swahili and Spanish) and eliminated. The remaining reductions (6 FTE distributed over a number of persons) were reached by informing staff that they would not be rehired for the upcoming academic year. These actions are particularly adverse for African languages as well as for French, Italian, Spanish and Portuguese. More than 80 sections of language instruction have been lost. Such a loss will result in larger sections meaning that proficiency ratings will decrease and students will have fewer options.

Appendix A - First-Year Oral Proficiency Assessments - Academic Years 1995-1999, 2000-2004, Years 2006, 2007 and 2008



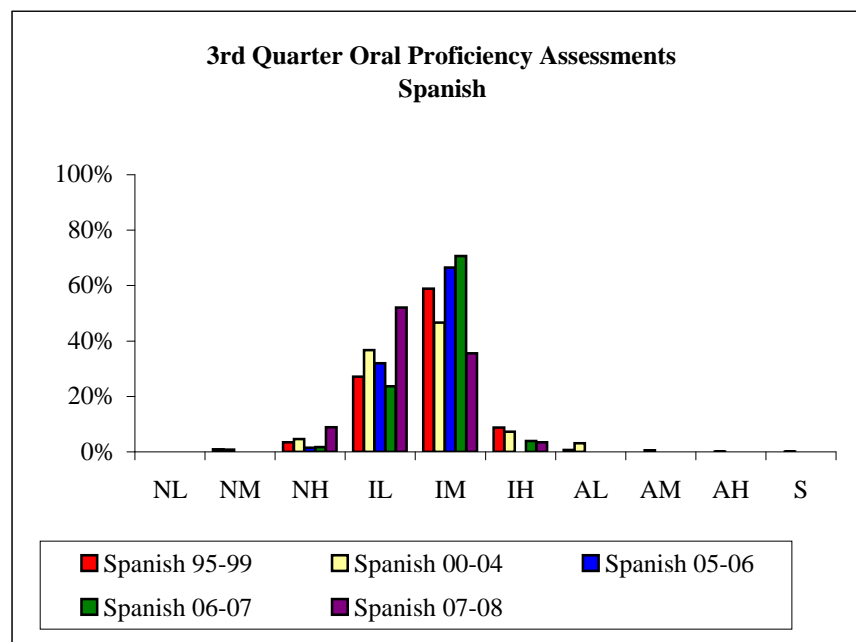
KEY: NL - Novice Low; NM - Novice Mid; NH - Novice High; IL - Intermediate Low; IM - Intermediate Mid; IH - Intermediate High; AL - Advanced Low; AM - Advanced Mid; AH - Advanced High; S - Superior

Appendix A - First-Year Oral Proficiency Assessments - Academic Years 1995-1999, 2000-2004, Years 2006, 2007 and 2008



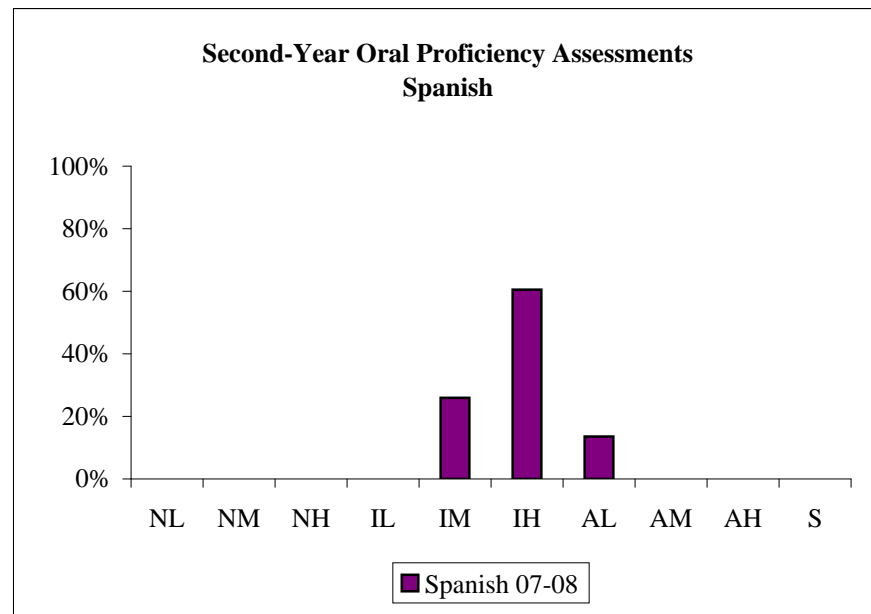
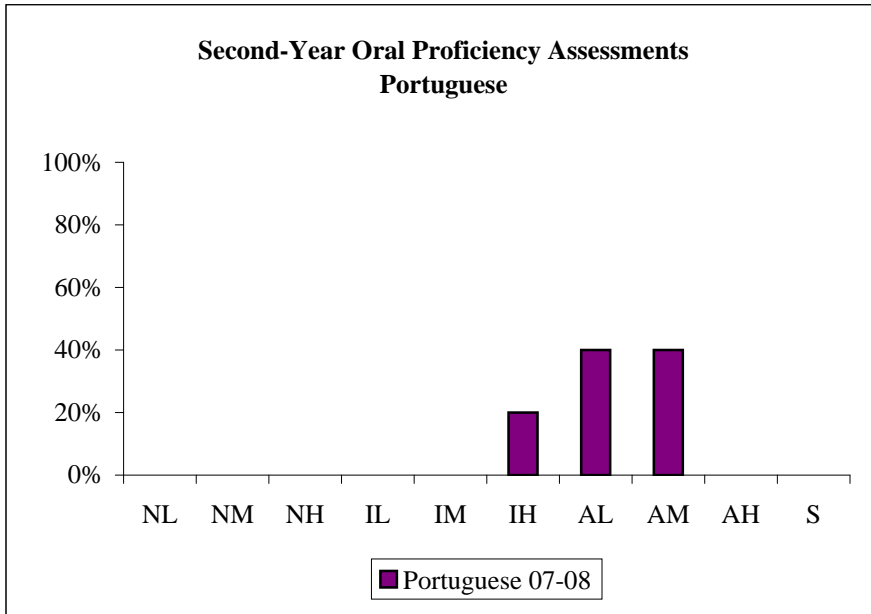
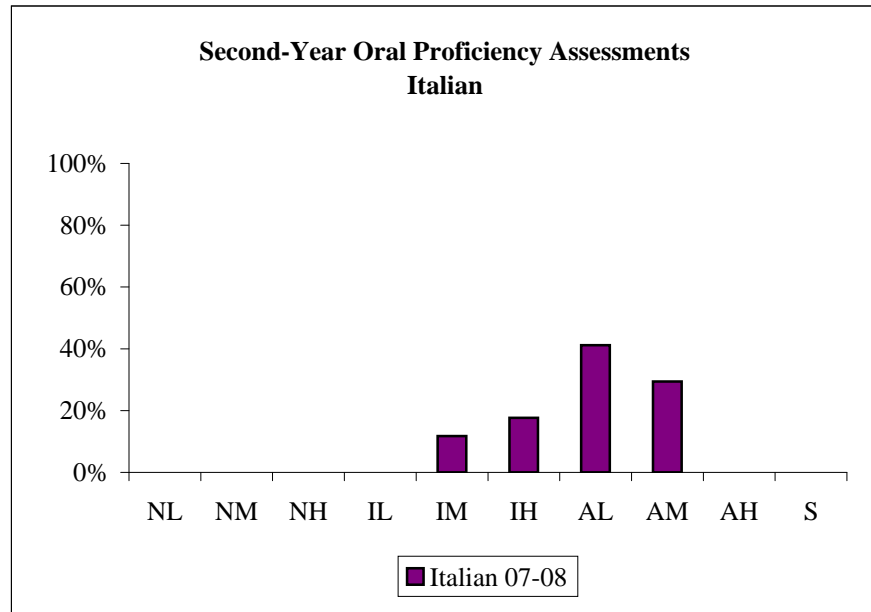
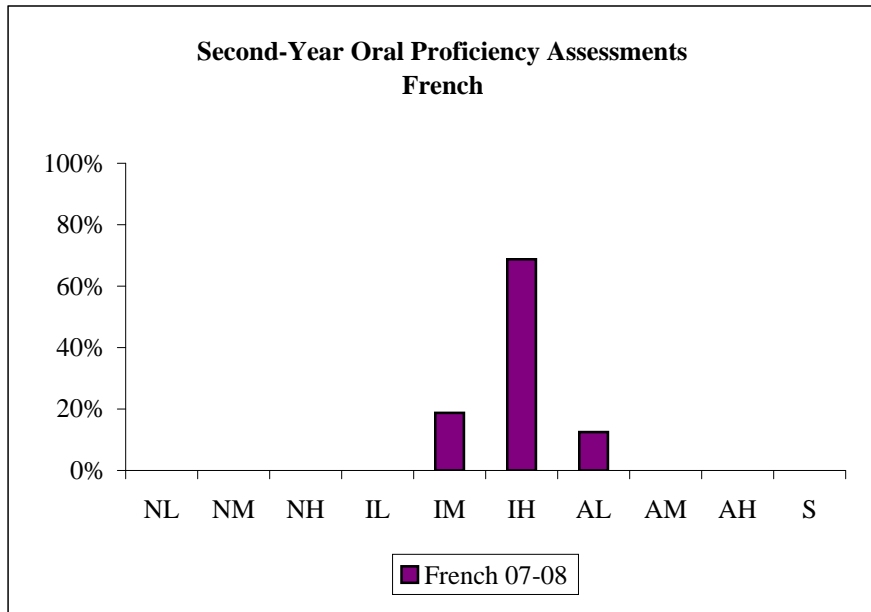
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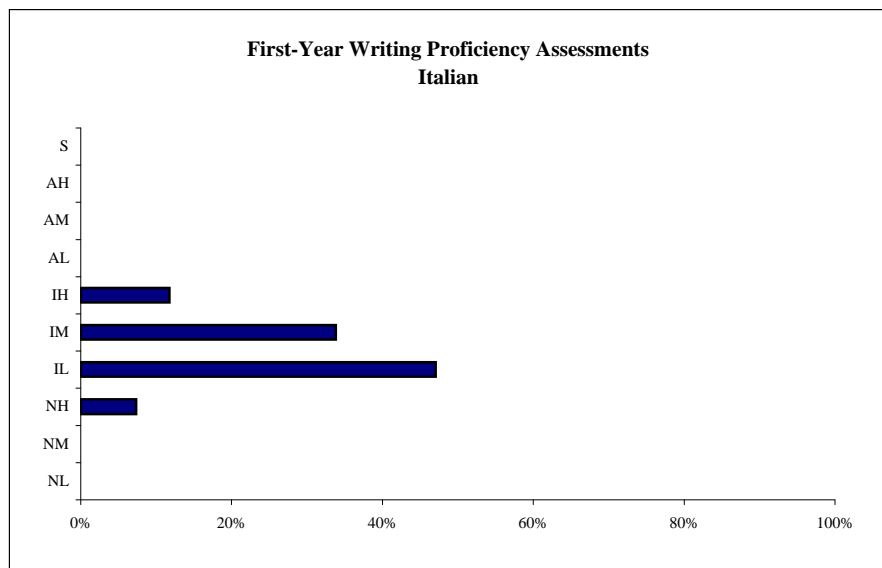
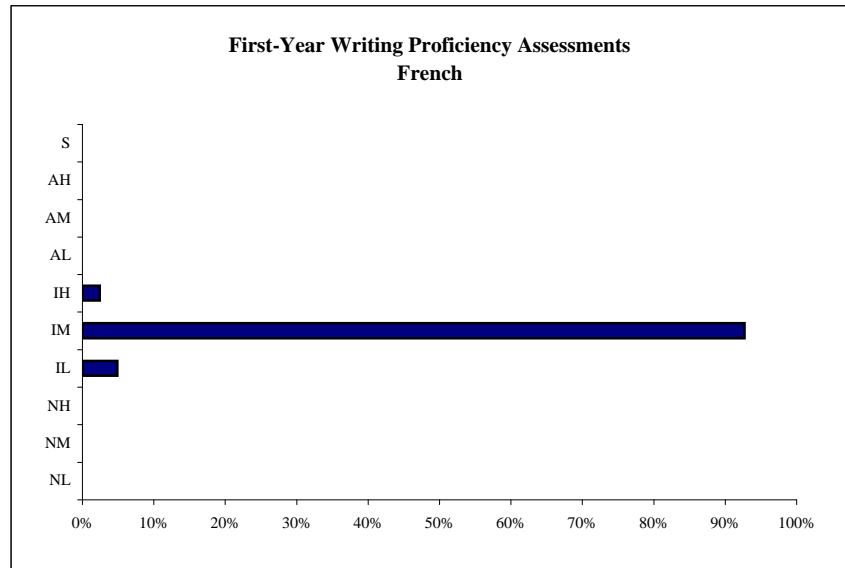
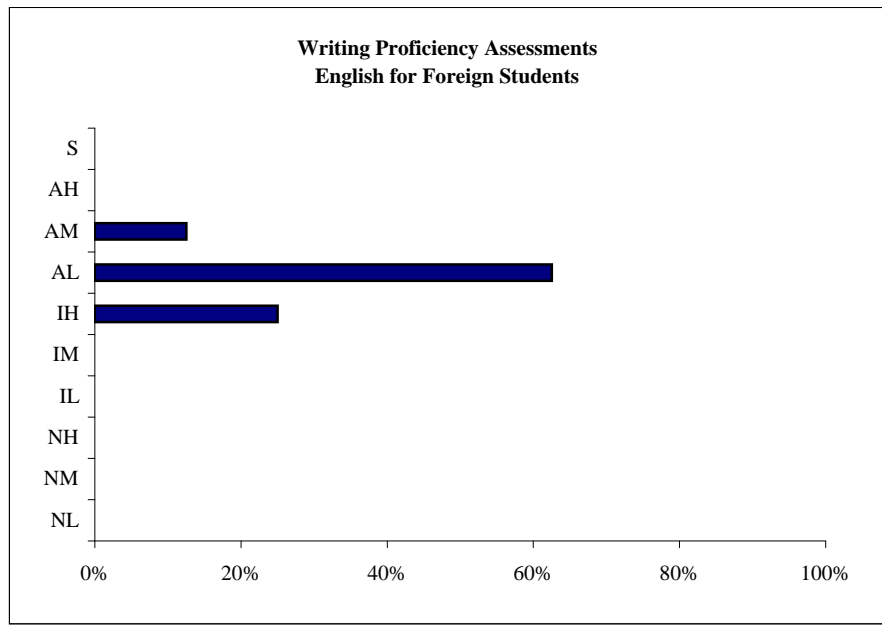
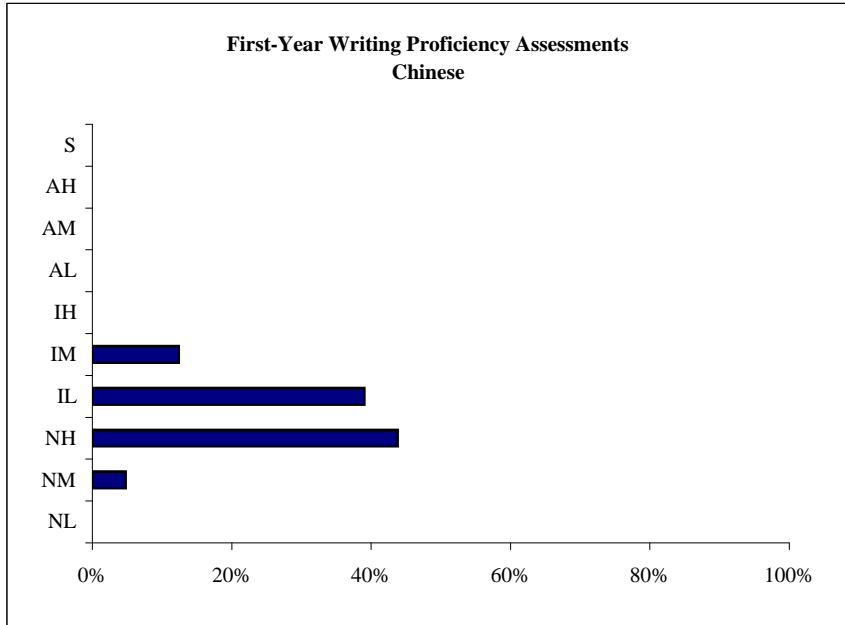
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Appendix A - Second-Year Oral Proficiency Assessments - Academic Year 2007-2008



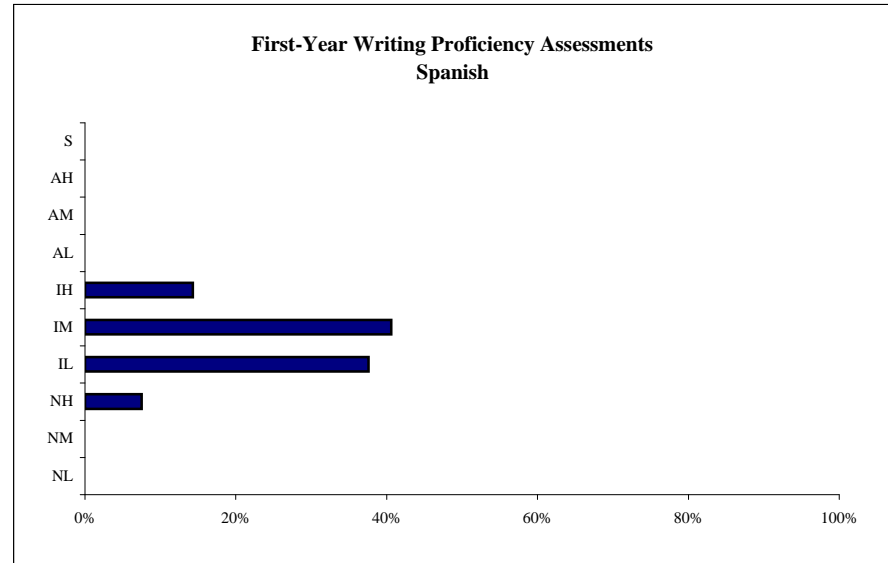
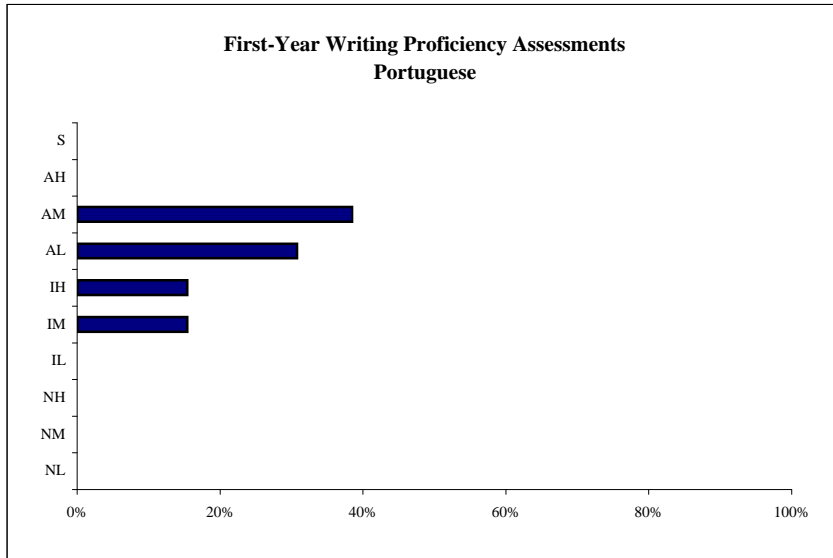
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Appendix B - First-Year Writing Proficiency Assessments - Academic Year 2007 - 2008



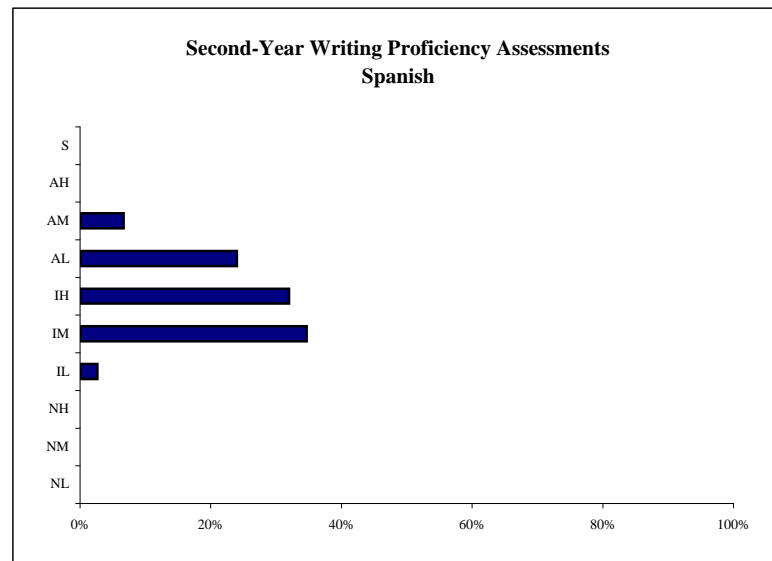
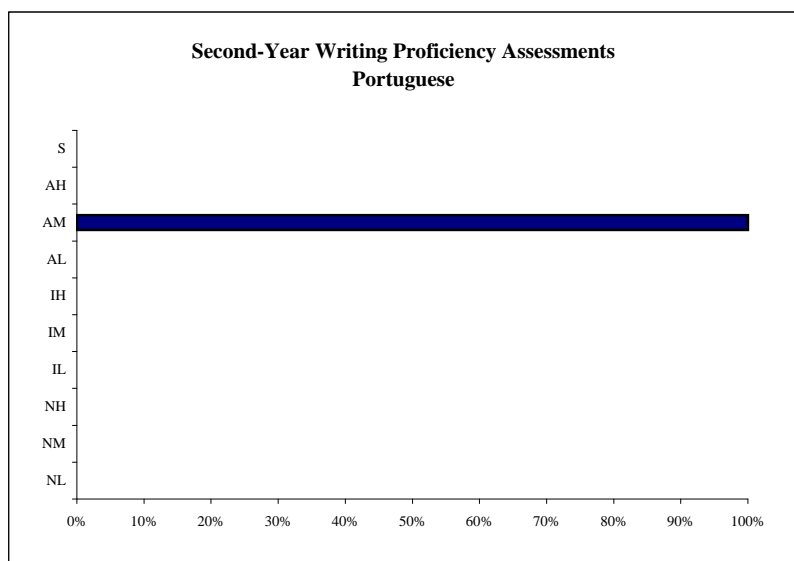
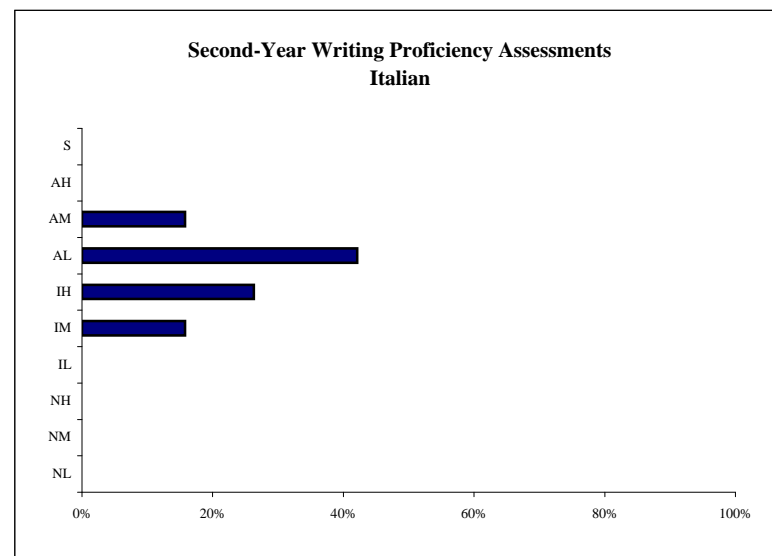
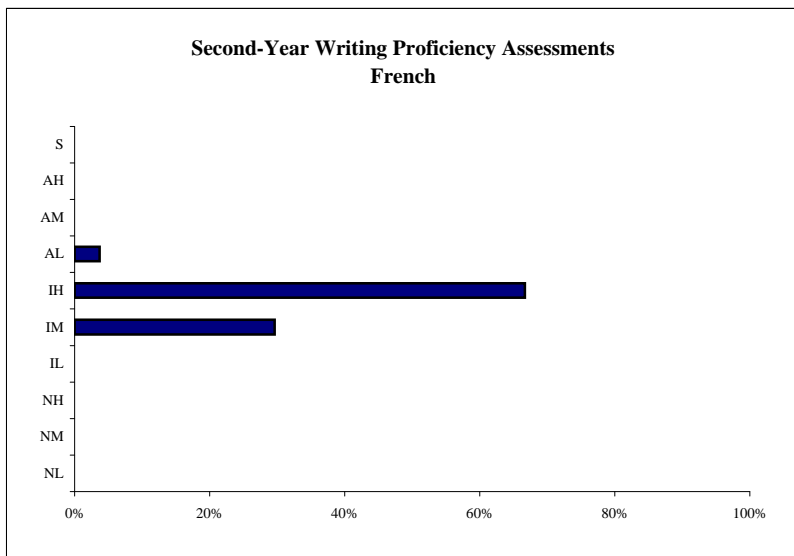
KEY: NL - Novice Low; NM - Novice Mid; NH - Novice High; IL - Intermediate Low; IM - Intermediate Mid; IH - Intermediate High; AL - Advanced Low; AM - Advanced Mid; AH - Advanced High; S - Superior

Appendix B - First-Year Writing Proficiency Assessments - Academic Year 2007 - 2008



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 Year 2007-2008



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 C1.1 Descriptions of Target Student Abilities: First-Year Arabic
Arabic Language Objectives, 2008

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

Interpersonal Communication Skills	AMELANG 120A (Beginning Arabic, 1 st quarter)	AMELANG 120B (Beginning Arabic, 2 nd quarter)	AMELANG 120C (Beginning Arabic, 3 rd quarter)
<p>First-year students of Arabic will be able to engage in simple phrases and exchange of information on a variety of everyday life topics using appropriate forms and basic grammatical structures in Modern Standard Arabic. They will demonstrate awareness of socially appropriate behavior and cultural norms.</p>	<p>During the first quarter of language study, students learn the Arabic alphabet and begin to use basic vocabulary and phrases, participate in simple exchanges of personal information (greetings, catch phrases, etc.) and list their basic daily activities in the present imperfect tense only.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Meet, greet and introduce themselves using rehearsed utterances and memorized formulae. • Identify and name certain objects, places and entities in their surroundings and everyday life such as cities, homes and countries. • Give simple descriptive phrases in Modern Standard Arabic (MSA) using a very basic list of vocabulary terms. • Use possessive pronouns and learn the basic structure of interrogatives. • Make and understand simple requests. • Use a limited number of widely used Form 1 verbs in the present tense (to live, to learn, to eat, etc.) 	<p>During the second quarter, students are introduced to more vocabulary and short phrases which they can use in familiar contexts. They are able to pronounce longer words and phrases in MSA with or without case endings (nominative, accusative, genitive). They are also able to recognize the root of common verbs and distinguish between the present and the past.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Ask and respond to basic questions in MSA that use basic interrogative structures in the present tense. • Understand and respond to culturally relevant speech expressions related to course material (<i>Assalamu alaykum, marhaba, Allah yirhamu</i>, etc.), using stock phrases and rehearsed structures. • Use most Form 1 simple verbs in the present tense. • Use the future tense in the affirmative for a selected number of familiar verbs beyond Form 1 (to teach, to watch, to like, to want, etc.). • Talk about their daily surroundings in a culturally appropriate manner without placing the applicable case endings on the last letter of most words. 	<p>During the third quarter, students continue to expand their vocabulary and begin forming basic sentences that go beyond simple catch phrases. They will also begin employing the past tense on a more regular basis.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Read and pronounce all words in MSA (textbook materials) with or without case endings present • Use basic adjectives and memorized sentences to express certain feelings and emotions such as sadness, joy, loneliness, etc. • List facts about themselves and others using simple sentences. • Use simple verbs (mostly Form 1) with most subject pronouns in the present tense as well as in the Perfect (past) tense. • Switch between the Perfect and Imperfect tenses for most subject pronouns in a limited, pre-rehearsed context, using words and phrases they have already learned. • Express basic opinions, both affirmative and negative, in a culturally appropriate manner.

Appendix C1.1 Descriptions of Target Student Abilities: First-Year Arabic
Arabic Language Objectives, 2008

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

Interpretative Skills	AMELANG 120A (Beginning Arabic, 1 st quarter)	AMELANG 120B (Beginning Arabic, 2 nd quarter)	AMELANG 120C (Beginning Arabic, 3 rd quarter)
<p>Students will be able to go from learning the alphabet; to word recognition, study, and building; to phrases and sentences as they learn to communicate in MSA on a limited number of familiar, rehearsed topics. They will learn to respond to common social questions with stock phrases and practiced structures. They will be able to read for general meaning and recognize familiar words in sentences and simplified passages on a limited range of cultural topics while picking out specific, memorized information from authentic materials.</p>	<p>During the first quarter, students learn to read, pronounce, and write the Arabic alphabet. They begin to familiarize themselves with different Arabic styles of calligraphy and forming letters by utilizing Internet resources and visual aids. They can then demonstrate comprehension of short and simple Arabic words and phrases (with visual triggers) as well as short utterances drawn from familiar material. They will be able to read cognate-based, vocalized words and phrases and confirm understanding in English.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Recognize, read, and pronounce all the letters in the Arabic alphabet in all positions. • Distinguish between statements and questions in conversation. • Understand simple social encounters, and respond with stock phrases in a rehearsed, practiced setting. • Read basic sentences that include case endings (vocalized words and phrases) • Read and pick out certain words in authentic materials such as: maps, signs, schedules, theater listings, newspaper classified ads, etc. 	<p>During the second quarter, students demonstrate comprehension of simple phrases, short and simple Arabic sentences, and can recognize familiar speech patterns drawn from familiar material. They will be able to read simple sentences and confirm basic understanding in Arabic, using English for a more detailed account.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Gain a better control and understanding of phonetic conventions. • Read and recognize foreign words written in Arabic as well as pronounce multi-syllabic Arabic words, such as verbal nouns for Forms III-X (<i>istiqbaal</i>, <i>infisal</i>, etc.), active participles (<i>mustashriq</i>, <i>mutakallim</i>, etc.) and passive participles (<i>mustaqbal</i>, <i>maftuuH</i>, etc.). • Find the root of various Arabic words in an attempt to use the past tense. • Observe and point out (in English) certain textual features and basic differences in common Arabic words and phrases used on a regular basis (verbs, adjectives, nouns) e.g.: non-human and human plurals, feminine, masculine, and plural endings • Develop analytical reading skills and identify familiar words in a wider variety of selected authentic materials. 	<p>During the third quarter, students demonstrate comprehension of short and simple sentences strung together in chronological order. They are able to pick out unfamiliar words from a text by recognizing the root of common verbs. They will be able to read selected text samples and translate the main idea into simple English.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Identify the root of most Arabic words with relative accuracy. • Gain a basic understanding of the way the root of Arabic verbs features in the formation of regular adjectives and common nouns. • Demonstrate basic comprehension of others' use of Arabic related to the most common daily topics and based on course material. • Interpret basic conversations and respond by adding new information in the form of stock phrases and other rehearsed structures. • Understand simple sentences in short passages (50-100 words) created for this level and resembling authentic material.

Appendix C1.1 Descriptions of Target Student Abilities: First-Year Arabic
Arabic Language Objectives, 2008

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

Presentational Skills	AMELANG 120A (Beginning Arabic, 1st quarter)	AMELANG 120B (Beginning Arabic, 2nd quarter)	AMELANG 120C (Beginning Arabic, 3rd quarter)
<p>Students will be able to present information, orally and in writing, comprised of a number of basic words, catch phrases and rehearsed sentences that they have practiced on a regular basis.</p>	<p>During the first quarter, students are able to present rehearsed information orally or in writing about themselves and their families, and participate in basic activities using a limited number of familiar words.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Orally utter a rehearsed series of words or phrases about family, friends, university, city, etc. while commenting in English about basic aspects of Arabic grammar and syntax. • Respond in the affirmative and negative to short questions posed in the present tense, using a variety of mostly form 1 verbs. • Write out and spell the basic vocabulary words which they have used in their presentations. 	<p>During the second quarter, students will be able to present mostly rehearsed information orally or in writing on a limited range of topics using different subject pronouns in the Perfect <i>or</i> Imperfect tenses for mostly Form 1 verbs.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present more formally rehearsed statements on topics of personal interest that are strictly related to course materials by using stock phrases and simple sentences. • Ask and answer mostly binary questions about the prepared presentation topic, using simple affirmative and negative sentences. • Write and recite a list of short sentences related to personal information in chronological order (e.g. daily routine) or a list of familiar objects used in immediate surroundings. 	<p>During the third quarter, students will be able to present rehearsed information as well as more spontaneous information drawn from their sociolinguistic experience on many common everyday topics in both the Perfect and Imperfect tenses.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed and structured reports (2-3 minutes) on topics of personal interest and immediate experiences using a list of strung phrases and short sentences. • Respond in a mostly binary manner to questions about their oral reports. • Write and present a list (2-3 complete sentences) on one of the topics related to personal information in the Perfect and Imperfect tenses.

Appendix C1.2 Descriptions of Target Student Abilities: Second-Year Arabic
Arabic Language Objectives, 2008

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

Second-year Arabic aims to help students to attain a solid first level of proficiency and considerably improve their fluency and accuracy in all aspects of linguistic activity.

Interpersonal Communication Skills	AMELANG 121A (Intermediate Arabic, 1st quarter)	AMELANG 121B (Intermediate Arabic, 2nd quarter)	AMELANG 121C (Intermediate Arabic, 3rd quarter)
<p>In the second year of Arabic, students learn to communicate in Modern Standard Arabic (MSA) about a wide range of topics, ranging from everyday situations to distinctly Arabic/Middle Eastern contexts that may not exist in their own ethnic backgrounds. In doing so, students gain a higher level of accuracy, proficiency and cultural understanding of Middle Eastern culture(s) as reflected in the language itself.</p>	<p>During the first quarter, students continue to review and reinforce their ability of expression acquired in the first year. They increase their self-confidence and expand on the topics and themes covered in the first year. They are able to interact with their teacher and classmates as well as a sympathetic native speaker (one accustomed to dealing with language learners).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe family and friends, giving physical and character attributes. • Make simple comparisons of equality and inequality using familiar nouns and adjectives. • Briefly describe and ask questions about climate, weather, and forecasts. • Talk about places: city, home, study, work. Express location/direction. • Express basic opinions (including likes and dislikes) and emotions (surprise, admiration, approval, doubt) in relation to familiar and personal topics. • Talk about their studies and educational opportunities; express opinion, give simple advice and ask for more information. • Identify personal items (e.g. clothing) using visual cues and a list of Arabic vocabulary related to clothes in the West and Middle East (<i>hijab, gallabia</i>, etc.) • Describe their leisure activities in the past. Express habitual action 	<p>During the second quarter, students continue to review and reinforce their ability of expression. They will keep improving their accuracy and expand on the level and scope of communicative tasks. They are able to interact with more ease and confidence with their classmates and teacher as well as a sympathetic (native speaker) interlocutor.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level. • Discuss differences between life in the USA and the Arab world, including Arab and Islamic holidays and traditions, using strings of sentences (and in English). Talk about food; compare cultural differences and table etiquette. Give simple instructions and take directions. • Express possession and/or absence of something. Express quantity. • Initiate and react in social interactions such as extending and accepting invitations, expressing sadness, regrets, condolences, etc. • Talk about survival strategies when living in the Middle East. Give advice and recommendations. Express obligation and wish for a third party to perform an action. Express sadness, regret, condolences. • Engage in a wide range of interactions with their classmates and teacher on cultural topics using basic contemporary articles from the Arabic press. • Participate in a simulated Arabic event, 	<p>During the third quarter, students continue to review and reinforce their ability of expression. They will keep improving their accuracy and expand the level and scope of communicative tasks with greater ease and confidence. They will be able to produce lengthier descriptive sentences and begin developing short narrative paragraphs.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level. • Talk about professions, occupations and careers. Express condition and obligation. • Discuss past vacations and vacation plans. Express condition in the past. • Use the comparative to juxtapose objects, ideas and people using lengthy utterances and complex sentence structure. • Express strong feelings and opinions in broaching various cultural traditions and famous Arab figures in history. • Discuss movement and different means of transportation in the Arab world. • Use conjunctions and other textual tools to link strings of sentences into a seeming paragraph. • Talk about actions, activities and schedules. Express completed action in all time frames. • Participate effectively in informal communication and exchange

Appendix C1.2 Descriptions of Target Student Abilities: Second-Year Arabic
Arabic Language Objectives, 2008

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

Interpersonal Communication Skills (cont.)	versus completed action. <ul style="list-style-type: none"> Engage in simulated conversations with their classmates and teacher on closely related topics. 	celebration, birthday party, an <i>Iftar</i> in Ramadan or a field trip with full language immersion.	information and opinions with their teachers and Arabic-speaking peers, including native speakers invited to speak in the classroom.
Interpretative Skills	AMELANG 121A (Intermediate Arabic, 1st quarter)	AMELANG 121B (Intermediate Arabic, 2nd quarter)	AMELANG 121C (Intermediate Arabic, 3rd quarter)
Students will focus on a wide variety of simplified and authentic materials such as newspaper articles, poetry, song lyrics, movies and media to increase their vocabulary through word and phrase recognition as well as educated guesses at general meaning. Second-year texts are meant primarily to develop reading proficiency and enable students to move eventually toward more complex authentic written texts (e.g. historical records, classical Arabic texts). While such readings are intended for third-year Arabic, second-year students will be able to tackle short samples such as Arabic fables, proverbs, jokes, and a limited number of Qur’anic verses. Students will be able to analyze texts linguistically and apply that analysis to their own interests and research.	After the completion of the first quarter, students demonstrate comprehension of short presentations, both oral and written, on linguistically familiar material. They are able to read selected samples of authentic texts and confirm understanding in basic MSA as well as English translation. At the end of the quarter, students will be able to: <ul style="list-style-type: none"> Understand face-to-face conversations on subjects that are structurally and thematically connected with class material. Understand most of classroom presentations as well as excerpts from selected Arabic texts/ media. Get the gist of certain subject-related media and movie excerpts (including when colloquial Arabic is used). Answer fact-based questions and offer comments in MSA. In short, simplified fiction and non-fiction study texts: identify details and summarize the main idea. Gain basic understanding of abridged and adapted excerpts (paragraph) from modern Arabic literature. Read short (1 page) selected authentic texts of different styles and genres and scan them for specific information. Interpret and process information gained from readings and use it in different contexts and cultural situations while employing more 	During the second quarter, students continue to develop their interpretive skills. They can understand longer oral and written presentations, on linguistically familiar material, that deal with a wider range of topics. They are able to read selected authentic texts and confirm understanding mostly in MSA using English to convey more complex information. At the end of the quarter, students will perform the functions of the previous level and be able to: <ul style="list-style-type: none"> Fully understand and respond appropriately in most informal face-to-face conversations. Fully understand longer and more complex presentations (paragraph-length) including descriptions, stories, short lectures, and reports based on linguistically familiar material. Understand the general idea and identify some important elements and features in certain media clips and movie excerpts (e.g. Arabic podcasts, newscasts). Answer fact-based and detail-oriented questions, as well as offer comments in MSA. In simplified fiction and non-fiction texts (1 page): analyze some details, summarize the main idea, and use the linguistic material in meaningful communication. Demonstrate understanding of longer abridged and adapted literary texts. Read short (1-2 pages) selected authentic texts of different styles and genres (e.g. newspaper articles, headlines from Arabic websites, basic 	During the third quarter, students improve their comprehension skills and interpretive abilities. They are able to understand oral presentations and written texts on many conversational and cultural topics. They can read selected authentic texts and confirm understanding in MSA using English only occasionally. They will gain a better control of approaching a text with unfamiliar elements and be prepared for independent work. At the end of the quarter, students will perform the functions of the previous level and be able to: <ul style="list-style-type: none"> Demonstrate full comprehension and respond appropriately in a majority of authentic social interactions. Understand oral presentations with unfamiliar elements Demonstrate full comprehension of special study films. Understand the general idea of Arabic movies, ads, and authentic texts. Answer detail-oriented questions while participating in text discussions. Analyze details of a range of texts and use the linguistic material in meaningful communication. Read and demonstrate understanding of more complex abridged literary texts and selected authentic materials of different styles and genres. Identify form and tone (such as

Appendix C1.2 Descriptions of Target Student Abilities: Second-Year Arabic

Arabic Language Objectives, 2008

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

<p>Interpretative Skills (cont.)</p>	<p>sophisticated vocabulary and phrases.</p> <ul style="list-style-type: none"> • Begin to become aware of form and tone of texts in preparation for independent reading. 	<p>cooking recipes, culturally appropriate jokes, etc.) and scan them for specific information.</p> <ul style="list-style-type: none"> • Interpret and process the information gained from readings and use it in a wider array of contexts. • Identify obvious genre differences in authentic texts (letters to family, published speeches, opinion pieces) and get a better understanding of form and tone. 	<p>register, target audience, etc.) as well as stylistic nuances in different genres of Arabic texts.</p>
<p>Presentational Skills</p>	<p>AMELANG 121A (Intermediate Arabic, 1st quarter)</p>	<p>AMELANG 121B (Intermediate Arabic, 2nd quarter)</p>	<p>AMELANG 121C (Intermediate Arabic, 3rd quarter)</p>
<p>Students deliver quarterly oral reports in which they use technology- based sources to enhance their presentational skills. In doing so, students learn to employ the Internet and other audio-visual aids in order to enhance their oral speech and understanding of the way MSA is used in the Arab world (e.g. newscasts, podcasts, official speeches, recorded essays, and other media sources). Some emphasis is also placed on integrating some colloquial phrases into their oral reports. Furthermore, students develop longer written compositions in which they utilize much of the vocabulary they learn in class.</p>	<p>After completion of the first quarter, students will have presented one 5-minute prepared oral report (using Word for Windows in Arabic or the Word Mac program) about a topic related to their daily activities and schedule. They write a half-page composition (consisting of strings of sentences) on the same theme. They begin to make basic comments in MSA about short, minute-long recorded audio and video segments from such sites as YouTube and the CNN Arabic web site.</p> <p>At the end of the quarter, students also be able to:</p> <ul style="list-style-type: none"> • Interact with classmates by conducting basic Q&A sessions, comprised of binary questions, following each presentation. • Submit a written, one paragraph summary of their presentation. • Comment on subject- related media and other audio-visual excerpts. 	<p>During the second quarter, students present one 10-minute oral report and subsequent written composition (1 page) on a cultural topic related to the Arab world. They utilize Arabic websites to add basic information (including sources and citations) to their presentations.</p> <p>At the end of the quarter, students will perform the functions of the previous level and also be able to:</p> <ul style="list-style-type: none"> • Ask and answer a wider variety of questions about the prepared presentation topic • Make short spontaneous summaries and comments on the cultural topics presented by their peers. • Write a 1-page composition on one of the cultural topics presented in their formal oral reports • Speak extemporaneously (2-3 minutes) on topics related to their personal and immediate environment. • Incorporate a limited range of selected media clips in Arabic (including Internet resources) into their oral reports. 	<p>During the third quarter, students present one 15-minute oral report using PowerPoint (in Arabic) with emphasis on quotes, citations, and other primary sources, and focused on contemporary cultural topics from the Middle East (traditions, society, way of life). They submit on-the-spot bulleted lists of main points raised in their classmates' presentations. They also make shorter, spontaneous presentations on themes of personal interest. They increase in self-confidence and fluency of speech, as well as achieve greater accuracy when transforming oral reports into lengthier essays (2 pages).</p> <p>At the end of the quarter, students will perform the functions of the previous level and also be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about the prepared presentation topic; exchange opinions and provide commentary. • Write a 1-2 page essay on one of the topics related to personal and/or cultural information. • Make a 5-minute unrehearsed presentation on themes of personal interest • Use Internet resources (in Arabic) to support their formal presentations.

Appendix C2.1 Descriptions of Target Student Abilities: First-Year Chinese
Chinese Language Objectives, 2008

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

	Chinese 1	Chinese 2	Chinese 3
	<p>During the first quarter, students will acquire basic skills involved in oral and written production. They acquire familiarity with pronunciation of the Mandarin sound system (22 initial sounds; 37 final sounds; 4 major tones and neutral tone) and learn tone change rules (3rd tone; <i>yi</i>; <i>bu</i>). They become familiar with the pinyin system and can transcribe a given sound to pinyin. Students learn to use basic grammar such as SVO sentence structure, position of time phrases, adverbial phrases, and prepositional phrases to produce language in the form of words, short lists and memorized phrases.</p> <p>At the end of the quarter students will be able to:</p>	<p>During the second quarter, students gain greater control over proficiency skills developed in the previous level while learning new tasks and grammatical structures (aspect marker <i>le</i>, verbal complements, disposal marker <i>ba</i>, directional complements, and basic comparisons). They increase their capacity to understand oral questions and texts as well as written passages, based on character recognition. They expand in their ability to present information orally and in writing about themselves and their community.</p> <p>At the end of the quarter students will be able to:</p>	<p>During the third quarter, students will practice and gain greater control over skills developed in previous levels. New grammatical structures include experiential markers, resultative complements (<i>kanwan</i>), complex and directional complements. Students increase in both breadth and length of expression when presenting information orally and in writing.</p> <p>At the end of the quarter students will be able to:</p>
Interpersonal Abilities	<p>Use memorized and formulaic expressions in Mandarin to:</p> <ul style="list-style-type: none"> • Greet, apologize, and express gratitude • Participate in simple exchanges such as making acquaintances; give and ask for given names and last names; initiate and respond to a proposed activity (time; activity; location) • Name their immediate environment: family, nationality, major, age, likes and dislikes • Count numbers from 1 to 999 and use numbers with days, dates, and monetary matters • Ask and answer questions regarding one's own age correspondence in the Chinese zodiac year. 	<p>Use new vocabulary and mostly memorized phrases or simple sentences to:</p> <ul style="list-style-type: none"> • Participate more actively in simple exchanges (who, what, when, where, how) regarding their immediate environment: daily routines, homes and dormitory; future plans • With respect to topics and vocabulary presented in course material, <ul style="list-style-type: none"> ○ list items in a wider array of categories (e.g. rooms in a house, clothing, cold symptoms, some Chinese cities) ○ give a simple description (e.g. of a holiday) ○ Make simple comparisons 	<p>Begin to adapt learned material and create longer utterances (sentences) to:</p> <ul style="list-style-type: none"> • Initiate, sustain and conclude exchanges with a classmate on familiar and new topics such as one's living environments, hobbies and sports, a trip in the past, future traveling plans, weather conditions of the four seasons, etc. • With respect to topics and vocabulary presented in course material, <ul style="list-style-type: none"> ○ indicate a brief sequence of events (e.g. car accident) ○ describe with some elaboration daily routine and lifestyle (farmer) ○ compare and contrast familiar topics in more

Appendix C2.1 Descriptions of Target Student Abilities: First-Year Chinese
Chinese Language Objectives, 2008

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

	<ul style="list-style-type: none"> • Participate in very simple simulated scenarios, such as asking for the price while shopping, and understand the Chinese currency system • Address their interlocutors formally and expressing politeness 	<p align="center">(larger, smaller,) to describe discrete items such cities or towns</p> <ul style="list-style-type: none"> • Interact in simple simulated situations based on contexts presented in course material (e.g. exchange money at a bank; get a library card; send a package at the post office; buy bus tickets) • Initiate and sustain a basic telephone exchange when asking to speak to someone 	<p align="center">detail (e.g. one's hometown with another city).</p> <ul style="list-style-type: none"> ○ begin to compare/contrast cultural topics such as American and Chinese holidays, Chinese and Western painting, Beijing Opera and other local Chinese operas <ul style="list-style-type: none"> • Participate actively in a wider variety of simulated situations, e.g: ordering food in a Chinese restaurant, asking and giving directions • Demonstrate awareness of culturally appropriate behavior and assumptions in above scenarios
<p>Interpretive Abilities</p>	<ul style="list-style-type: none"> • Understand the basic writing system of characters including basic strokes, stroke order and some basic radicals • Recognize the basic structures of Chinese characters and apply such understanding to facilitating character learning • Understand the association between sound, meaning and form (character) • Understand all characters in simple written dialogues in each chapter of the textbook, as well as the main ideas of short reading passages created for this level • Understand simple conversations presented in video clips of the textbook • Follow directions and commands related to classroom tasks • Respond orally to questions on topics 	<ul style="list-style-type: none"> • Practice and gain more comprehension of characters • Learn and begin to use both hard copy and online Chinese-English / English-Chinese dictionaries • Be aware of the fact that Chinese dialects (Mandarin, Shanghainese, etc.) are not mutually intelligible • Understand all characters in written dialogues from each chapter of the textbook • Begin to understand supplementary readings in ancillary textbook materials that use related vocabulary and structures • Answer a variety of data-based and some fact-based oral questions on course materials • Understand simple conversations of the type they themselves can carry out (i.e. on topics of personal interest, daily interactions) such as: 	<ul style="list-style-type: none"> • Continue to practice and broaden comprehension of more characters • Recognize topic-specific vocabulary in brief supplementary readings created for this level, e.g. Chinese kinship terms, menu categories • Understand all written characters in: <ul style="list-style-type: none"> ○ supplementary and cultural readings included in textbook ancillaries ○ dialogues from each chapter of the textbook • Answer all fact-based reading comprehension questions • Understand and restate in Chinese, using their own words, extended and more comprehensive oral and written dialogues (textbook materials) about: <ul style="list-style-type: none"> ○ Chinese painting and oil painting

Appendix C2.1 Descriptions of Target Student Abilities: First-Year Chinese
Chinese Language Objectives, 2008

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

	relating primarily to their own lives and to those of their classmates (e.g. daily activities, personal biographical information)	<ul style="list-style-type: none"> ○ making phone calls ○ seeing a doctor ○ making plans for the near future ○ renting apartments ○ talking about trips ○ making comparisons ○ shopping for clothes 	<ul style="list-style-type: none"> ○ national opera and local operas ○ Chinese New Year and holiday activities ○ sports (soccer) ○ plans for the summer break ○ change in a rural village and the improvement of a farmer's life
Presentational Abilities	<ul style="list-style-type: none"> • Give brief oral messages about home and family, school activities, daily routines. • Restate and rephrase simple information from materials presented orally and visually in class • Write in Chinese characters most of what they can say, e.g. ask/answer simple questions about their families and daily life, formulaic expressions expressing gratitude, apologies, etc. (~200 characters) 	<ul style="list-style-type: none"> • Create simple dialogues (of a dictionary) on topics related to course material such as “seeing a doctor”, “applying for a library card in Beijing”, “renting an apartment”, “buying shirts and shoes in China” • Present a 3-minute rehearsed oral skit with a classmate on the above topics • Learn Chinese word processing on the computer • Write most of what they can say in Chinese characters (~400 characters) 	<ul style="list-style-type: none"> • Create more complex dialogues on familiar topics from previous levels as well as on new topics related to course material e.g.” visiting someone’s home”; “giving directions”, “touring a museum”; “describing a car accident” • Present a 5-minute rehearsed skit with classmates on the above topics • Give one’s own summaries of the dialogues learned in class • Present a highly rehearsed report (15-sentence minimum) on selected topics, such as their hometown or favorite season • Write most of what they can say in Chinese characters (~550 characters)

Appendix C2.2 Descriptions of Target Student Abilities: Second-Year Chinese
Chinese Language Objectives, 2008

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

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

Interpersonal Abilities	Chinese 21	Chinese 22	Chinese 23
<p>Throughout the second year, students produce increasingly longer and more complex oral speech in spontaneous interactions with their classmates and instructors. They expand in their ability to describe, narrate, and make comparisons in a wider range of contexts. They can create and adapt the language they know to their immediate needs and are understood by native speakers accustomed to dealing with language learners. By the end of the second year, students are typically able to produce full sentence-length utterances and strings of sentences.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Greet, introduce, and take leave of people in both casual and formal settings • Inquire about personal information in a culturally appropriate manner according to age, social rules, position, title • Describe people, events and activities such as: <ul style="list-style-type: none"> ○ appearance/personality of family members, hometown, roommate ○ school life: schedule, classes, dormitory • Make more detailed comparisons among people, places, countries • Participate in simulated encounters in a culturally appropriate manner, e.g. give and ask for directions, extend and accept invitations, exchange gifts, offer/respond to praise, make small talk, bargain, make complaints • Describe, narrate, and compare traditional festivals, foods, dining experiences, leisure activities, hobbies, popular culture, and movies • Begin to express opinions on class topics using short sentences. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe a residential community • Describe their own travel and study abroad preparations and experiences • Compare in more detail related experiences • Begin to narrate memorable occasions and complications • Assume roles and act out prepared dialogues in which they: <ul style="list-style-type: none"> ○ express surprise, disapproval, and concern ○ express doubts and make complaint ○ give consent and object to an idea ○ urge someone to do something ○ relate an event to a third party ○ make and compare travel plans ○ look for an apartment • Describe, briefly narrate, compare, and briefly express their position on cultural topics presented in course materials such as: Chinese marriage customs, generation gap, race relations, women's position in society, education, career choices, 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe, narrate, and compare and contrast job-related topics such as previous experiences, the ideal job, cultural differences • Participate in a mock job interview • Describe an embarrassing situation and seek ways to resolve it • Ask for a favor • Compare, state one's position, and offer brief hypotheses on a wider array of cultural topics, e.g. modern Chinese society, emigration/immigration, the economy, activism and social reform, organized vs. folk religions, regional

Appendix C2.2 Descriptions of Target Student Abilities: Second-Year Chinese

Chinese Language Objectives, 2008

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

	<ul style="list-style-type: none"> Discuss and exchange information with classmates about their content area of focus Develop skills to clarify and restate information Begin to use circumlocution strategies to resolve difficulties in communication Invite and interact with classroom speakers Listen to and imitate how others speak Seek support and feedback from others Self monitor and evaluate language development 	<p>the environment, and cultural practices</p> <ul style="list-style-type: none"> Discuss and exchange information on their content area of focus using more functions and with growing complexity Clarify and restate information Use circumlocution strategies to resolve difficulties in communication on prepared material Invite and interact with classroom speakers based on prepared materials Decipher tone (e.g. humor, sarcasm) Seek support and feedback from others Self monitor and evaluate language development 	<p>differences of language use, important literary works and Chinese inventions, China-Taiwan relationships, etc.</p> <ul style="list-style-type: none"> Discuss and exchange information about their content area of focus with greater sophistication Clarify and restate information and use circumlocution strategies to resolve difficulties in communication more spontaneously Invite and interact with classroom speakers based on authentic materials collected outside of class Listen for tone and react appropriately Seek support and feedback from others Self monitor and evaluate language development
<p>Interpretive Abilities</p> <p>During the second year of study, students develop their ability to interpret a variety of written and oral texts. They continue to develop a more culturally authentic frame of reference and use Mandarin Chinese with increasing frequency and sophistication to demonstrate their understanding.</p> <p>Students will be able to read progressively longer written texts (from 300 to 600 characters in length) that are closely linked in topic and vocabulary to class materials. By the end of the sequence, students will be able to recognize 1,500 compound words</p>	<p>Chinese 21</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Carry out all interpretive tasks of the previous quarter with greater competence Understand the main ideas and significant details of conversations, of rehearsed oral presentations of classmates, and of written texts created for this level Answer fact-based questions and some analytical questions 	<p>Chinese 22</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Carry out all interpretive tasks of the previous quarter with greater competence Develop a broader linguistic and cultural understanding beyond main ideas and significant details Identify the tone and stance of longer conversations and written texts created for this level Answer fact-based and most analytical questions with some 	<p>Chinese 23</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Carry out all interpretive tasks of the previous quarter with greater competence Develop a more complete linguistic and cultural understanding beyond main ideas and significant details Identify the tone and stance of more complex conversations and written texts created for this level Answer fact-based and analytical questions with elaboration

Appendix C2.2 Descriptions of Target Student Abilities: Second-Year Chinese
Chinese Language Objectives, 2008

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

<p>With respect to oral texts, second-year students work almost exclusively with materials created specifically for the class (e.g. dialogues, oral presentations related to class materials), but can distinguish categories of information in authentic oral texts such as television programming (e.g. weather reports, news, commercials, dramas, etc.) and can track shifts in topic in those categories.</p>	<ul style="list-style-type: none"> • Use context and cultural information to facilitate understanding of texts • Begin to identify cultural differences in language use • Use clues given to anticipate content • Synthesize main ideas and supporting information in oral and written texts • Identify the genre of very simple authentic written texts, such as maps, menus, advertisements, and pick out known vocabulary. • Begin to recognize both simplified and traditional characters in phrases and short sentences created for the class and closely related to textbook material. Students continue to write in their choice of either simplified or traditional characters. 	<p>elaboration</p> <ul style="list-style-type: none"> • Connect knowledge from texts with cultural knowledge and current events • Use clues given to anticipate content • Get meaning from context • Identify intent or purpose expressed in language by analyzing word choice in context • Identify the genre of and pick out limited information in simple authentic texts such as personal ads, tables (e.g. economic or demographic information), and short selected newspaper segments. • Recognize and read aloud characters from both simplified and traditional writing systems, in paragraphs created for the class and closely related to textbook material 	<ul style="list-style-type: none"> • Connect knowledge from texts with cultural knowledge and current events • Get meaning from context • Analyze more formal literary usage in oral and written texts • Understand the main idea and pick out specific information in short authentic texts (of 1-2 paragraphs) carefully selected from newspapers or the Internet, such as official news releases. Topics of these readings are closely linked to materials studied in class. • Read aloud both simplified and traditional characters in longer texts created for the class or in short authentic written materials
<p>Presentational Abilities</p> <p>During the second year of study, students present their work in the form of written compositions, formal oral presentations, semi-rehearsed small group or pairwork, and extemporaneous class discussion related to class topics.</p> <p>They continue to develop skill in description, narration, comparison, and summary, and begin to present and substantiate their views.</p> <p>Oral and written presentations broaden in length and scope throughout the sequence, as do rehearsed oral responses. In</p>	<p>Chinese 21</p> <p>By the end of the first quarter, students will be able to:</p> <ul style="list-style-type: none"> • Become aware of and begin to employ appropriate presentational language • Write compositions (~150 characters) on topics primarily related to personal or daily environment • Give rehearsed (memorized) oral presentations (~ 2 minutes in duration), based on their written compositions 	<p>Chinese 22</p> <p>During the second quarter, students will be able to:</p> <ul style="list-style-type: none"> • Develop greater control of presentational abilities of the previous quarter • Write compositions (~200 characters) on topics of personal and general interest using a variety of different linguistic functions • Write and perform dialogues/skits based on material learned in class • Give rehearsed oral presentations (~ 3 minutes) based on their written compositions 	<p>Chinese 23</p> <p>During the third quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease • Combine a variety of linguistic functions in written compositions and rehearsed oral presentations (250 characters; 3-4 minutes in length), on a wider range of general interest topics

**Appendix C2.2 Descriptions of Target Student Abilities: Second-Year Chinese
Chinese Language Objectives, 2008**

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

<p>prepared assignments, students will typically be able to produce discourse ranging from connected sentences to a paragraph in length. By the end of the second year, students will be able to write 800 characters.</p>	<ul style="list-style-type: none"> • Answer questions and discuss the content of their presentations with classmates • Ask questions of classroom speakers in order to clarify and/or elaborate on oral presentation topics • Begin to summarize (in oral and written form) the main ideas and supporting data of conversations and written texts learned in class. • Give prepared oral and written responses to class material • Present short extemporaneous oral summaries of oral or written texts discussed in class 	<ul style="list-style-type: none"> • Answer questions and discuss the content of their presentations with classmates • Begin to use some prescribed phrasing or strategies to address oral presenters (e.g. summarize or refer to what the speaker has said as a prelude to asking a question) • Continue to summarize materials learned in class and begin to carry out spontaneous discussion based on class material. • Give more detailed and lengthier (1 paragraph) prepared oral and written responses to class material • Elaborate extemporaneously on their own speech by giving follow-up summaries, reactions, comparisons, etc. • Engage in less rehearsed discussion in class and with the teacher in a one-on-one format 	<ul style="list-style-type: none"> • Answer questions and discuss the content of their presentations in more detail with classmates • Begin to use some formal (literary) language, forms of address, and register in more official settings • Begin to summarize materials new to them and carry out spontaneous discussion based on new material. • Give lengthier and more elaborate prepared oral and written responses (of 1 to 2 paragraphs in length) to class material • Elaborate extemporaneously on their own speech by giving follow-up commentary and opinion • Engage in less rehearsed discussion on more abstract subjects and begin to hypothesize in a limited manner
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Appendix C3.1 Descriptions of Target Student Abilities: First-Year Hebrew
Hebrew Language Objectives, 2008

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

<p>Interpersonal Abilities</p> <p>Students will be able to engage in interactions with speakers of Hebrew for a variety of purposes and in a variety of contexts, establishing relationships with others, providing and obtaining basic information, expressing feelings and emotions, and expressing opinions.</p>	<p>Hebrew 128A</p> <p>Acquire familiarity with Hebrew Language sound system and structure and use basic communication skills in simulated situations.</p> <p>At the end of the quarter, students are expected to be able to:</p>	<p>Hebrew 128B</p> <p>Gain better control over communicative skills addressed in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. Expand their repertoire of simulated situations to include new and more complex tasks.</p> <p>Communication becomes more other-oriented and students engage in simple interactions such as presenting themselves, interviewing and taking part in simulated situations with native speakers.</p> <p>At the end of the quarter, students are expected to be able to:</p>	<p>Hebrew 128C</p> <p>Gain better control over communicative skills addressed in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness. Expand their repertoire to include a broader range of conversation topics and tasks.</p> <p>Students engage in more complex tasks and conversations with Hebrew speakers (e.g. asking more follow-up questions, sustaining a conversation on a certain topic, etc.)</p> <p>At the end of the quarter, students are expected to be able to:</p>
	<ul style="list-style-type: none"> • Meet, greet and introduce themselves and other classmates • Name their immediate world: family, place of origin, activities, personal interests, major, possessions, food, likes and dislikes, daily activities and academic schedule • Using mostly memorized phrases, describe familiar places such as the classroom and student living space (room, dorm, family home, city/town). • Participate effectively in simulated tasks such as ordering in a restaurant, purchasing basic needs, giving and requesting information about housing • Understand and carry out short and simple phone conversations with a sympathetic listener (one accustomed to dealing with language learners), using formulaic phrases studied in class • List the names of the Hebrew months, 	<ul style="list-style-type: none"> • Become acquainted with other speakers (native or non-native) of the language • In interactions with others: <ul style="list-style-type: none"> ○ apologize and give explanations ○ ask for favors ○ offer assistance ○ give instructions and advice • Exchange information with classmates or a sympathetic listener about familiar topics, e.g. weather, sports, trips, clothes, school and travel experiences. Students begin to create original simple sentences while occasionally using memorized phrases. • Participate in simulated tasks such as: scheduling and canceling appointments, buying clothes, planning trips, buying bus/train/movie tickets • Leave a message in Hebrew on an answering machine using mostly formulaic language • Describe, using mostly learned phrases 	<ul style="list-style-type: none"> • Make comparisons (including cultural comparisons), clarify and restate information, talk about their own interests and occupations and also those of the community. Students use some memorized phrases learned in class but mostly produce original and longer sentences. • Give opinions, express (lack of) agreement, share doubts in longer and semi-connected sentences understood by sympathetic listeners • Express emotions such as sympathy, admiration, appreciation, anger, surprise or good wishes, as well as give and respond to complaints • Participate in simulated situations related to lifestyle, health and wellbeing, aspirations and future plans, using mostly longer and connected sentences • Initiate and sustain short phone conversations with a sympathetic listener,

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<p>Interpersonal Abilities (cont.)</p>	<p>major Jewish holidays and major historical events</p> <ul style="list-style-type: none"> • Use communicative skills such as stalling and hesitating in a culturally appropriate manner and ask for help in managing their basic language skills 	<p>and expressions information related to holidays, Israeli music, art and culture</p> <ul style="list-style-type: none"> • Speak about their own progress in some Hebrew, naming what they can do in the language 	<p>as well as leave messages, related to topics studied in class]</p> <ul style="list-style-type: none"> • Share information and inquire about significant holidays, major writers and cultural and political events of the Hebrew-speaking world • Become aware of the role of self-monitoring in language development and describe their own progress in simple sentences
<p>Interpretive Abilities</p> <p>During the first quarter, will read and listen to a variety of oral and written texts relating primarily to their own lives and the classroom as a community.</p> <p>Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate that understanding.</p> <p>During the first year the students will increasingly be aware of cultural differences by meeting Israelis from the community and from Israel, listen to Israeli music, be exposed to authentic text from the news, street signs, documents, websites, etc., read one novel translated from Hebrew to English and view TV shows and featured movies in Hebrew with English subtitles.</p>	<p>Hebrew 128A</p> <ul style="list-style-type: none"> • Gain familiarity with the Hebrew alphabet (script) and with the diacritical and non-diacritical systems • Understand simple announcements, instructions and conversations in likely everyday encounters related to topics studied in class • Understand main ideas or identify the topics of authentic ads or short (50-word) texts related to everyday situations • Search the web to identify websites related to topics studied in class • Translate to English a text of 50-100 words created for this level 	<p>Hebrew 128B</p> <ul style="list-style-type: none"> • Understand and react to simple exchanges about travel, family, friendship • Identify expressions, word choices and cultural choices in films, video/audio clips, etc. • Understand simple reports on less personal and more general topics such as biographies, travel or places and follow more complex directions • Follow the main stream of events in simple narrations (of ~100 words) • Understand the main ideas of simple and short (100-word) authentic texts including literary selections and songs • Find basic information online related to topics studied in class, e.g. restaurant menus, train schedules, apartments for rent, etc. • Translate to English a text of 150-200 words created for this level of broader lexical and syntactic complexity 	<p>Hebrew 128C</p> <ul style="list-style-type: none"> • Identify the main idea and some significant details of informative reports such as weather reports, travel reports, news headlines, television programming or advertisements • Understand extended conversations about school, travel, daily life, surrounding environment, health problems, occupations and employment, major topics related to Israel or the Jewish world (holidays, Jewish communities, Israeli culture) • Recognize cohesive devices and organization of written texts • Be able to use the internet to compare information on Hebrew and non-Hebrew sites • Discern the main and supporting ideas of short texts including literary selections and lyrics • Find information online about a research topic (an Israeli writer, recent event, etc)

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Hebrew Language Objectives, 2008

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			<ul style="list-style-type: none"> • Translate to English an authentic text of 100 words from different styles (e.g. modern Hebrew ads, short reports, simple descriptions, simple stories). • Read and translate with some support a short biblical text in Hebrew (30 words)
<p>Presentational Abilities</p> <p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Hebrew 128A</p> <ul style="list-style-type: none"> • Master writing in the Hebrew alphabet (cursive) • Present a list summarizing group work in class • Write a one page text using mostly formulaic language and simple sentences on issues related to personal life (school, daily activities, etc.) • Prepare short reactions or points of interest in selected reading and activities • Prepare a 3-5 minute oral project (presentation, skit, video) about some area of personal interest related to the course material and answer questions about the prepared presentation topic 	<p>Hebrew 128B</p> <ul style="list-style-type: none"> • Write a 1.5 page simple composition on personal past experiences which could be understood by a sympathetic reader. Use basic cohesive devices such as “at first, then, next, etc.” • Prepare and present short oral reports (of 5-8 minutes in length) on familiar and personal topics, present personal opinions about the topic and answer questions • Write short and simple emails, notes, ads and announcements • Participate successfully in a Creative Writing Workshop. Write a short and simple description and/or short and simple poem 	<p>Hebrew 128C</p> <ul style="list-style-type: none"> • Develop a 2-page written composition on memorable experiences. Explain and describe plans for a celebration, leisure activities, travel, school, etc. in simple sentences and using more frequently a wider variety of cohesive devices. Edit for errors based on the material taught in class • Prepare a 10-minute oral project on less personal topics such as cultural, political or social events. Quote others in and answer questions about the project. • Write formal letters using phrases and structures studied in class • Write short emails and notes with more ease • Participate successfully in a Creative Writing Workshop. Write a short and simple story (1 page) using present and past tenses

Appendix C3.2 Descriptions of Target Student Abilities: Second-Year Hebrew

Hebrew Language Objectives, 2008

Based on: Spanish and Portuguese Language Objectives, 1997 by:

Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli

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

- Create with the language, speak and write in connected sentences or sentence strings
- Work increasingly with authentic materials and function increasingly in authentic situations/context
- Become increasingly familiar with culturally appropriate response
- Produce increasing degrees of accuracy in oral and written production

Interpersonal Abilities	Hebrew 129A	Hebrew 129B	Hebrew 129C
<p>Throughout second year, students carry out all communicative tasks of previous quarters with greater sophistication, confidence and ease. They vary language with growing appropriateness according to the relative formality or informality of their interlocutor.</p> <p>When discussing their peers' work, they are increasingly able to ask and answer questions, summarize and comment with greater elaboration.</p> <p>They are able to self-edit their language more frequently and with greater awareness of accuracy, and seek support and feedback from others.</p>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> • State their opinions (outlooks, views of events, hopes, fears, doubts) on materials studied in class, including their immediate surroundings as well as a limited variety of more general topics related to their world. • Interact with classroom speakers with growing appropriateness • Clarify and restate information using mostly formulaic language • Self monitor and evaluate language development with instructor support • Initiate and sustain short phone conversations with a native speaker 	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> • Express their opinions in more detail on primarily materials studied in class, as well as on a wider variety of topics related to their and the Hebrew-speaking world. • Interact with classroom speakers as well as on occasion with native speakers in contexts related to materials studied in class • Report, clarify and restate information using short loosely connected sentences • Peer/self monitor and evaluate language development • Initiate and sustain longer phone conversations with a native speaker, as well as leave messages, related to topics studied in class 	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> • State their opinions on major issues related to Israel and the Jewish world, with some supporting arguments • Interact with classroom speakers and increasingly with native speakers on personal and limited general topics • Report, clarify and restate information with greater ease using sentences with some connecting words and subordinate clauses • Set goals for self language development and evaluate with greater ease their progress through peer/self monitoring • Initiate and sustain a phone conversations with a native speaker, as well as leave messages, related to topics studied in class as well as on a variety of other topics

Appendix C3.2 Descriptions of Target Student Abilities: Second-Year Hebrew
Hebrew Language Objectives, 2008

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

<p>Interpersonal Abilities, continued</p>	<ul style="list-style-type: none"> • Write to classmates via email, texting, short notes • Post comments in online class discussions 	<ul style="list-style-type: none"> • Correspond with classmates and Hebrew-speaking peers via email, texting, short notes and to a limited degree informal letters, or formal letters using formulaic language (e.g. simple resume) • Correspond with an individual or agency to request information • Participate actively in online class discussions and blogs 	<ul style="list-style-type: none"> • Correspond with Hebrew-speaking peers as well as with superiors/professors via email, texting, short notes and informal letters • Write formal correspondence such as: invitations, thank you letters, simple cover letters; continue professional correspondence with a known receiver • Participate actively, with some support, in online discussions and blogs not limited to the class
<p>Interpretive Abilities</p>	<p>Hebrew 129A</p>	<p>Hebrew 129B</p>	<p>Hebrew 129C</p>
<p>Throughout the second year, students carry out all interpretive tasks with increasingly greater sophistication, depth and complexity.</p> <p>They develop a more culturally authentic frame of reference and show increasing awareness of language by keeping individual notes on language choice and structures (register, tone, syntax) used in oral and written texts they encounter.</p>	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> • Identify and begin to draw comparisons • Summarize the argument in short texts (150 words) mostly created for this level • Take limited notes on content using some Hebrew for key words or main ideas • Follow and document shifting topics in a conversation 	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> • Draw comparisons • Analyze arguments of short texts (200 words) created for this level • Summarize the argument in short authentic texts (150 words) on topics studied in class • Take more detailed notes on content using progressively more Hebrew • Follow and restate shifting topics in a conversation 	<p>At the end of the quarter, students are expected to be able to:</p> <ul style="list-style-type: none"> • Analyze and make predictions • Anticipate and contrast arguments in short texts mostly created for this level as well as some authentic texts • Summarize and analyze arguments of short authentic texts (150-200 words) such as news reports on a familiar topic, movie reviews or blogs on a familiar event or topic • Take notes mostly in Hebrew • Follow and summarize shifting topics in a conversation

Appendix C3.2 Descriptions of Target Student Abilities: Second-Year Hebrew
Hebrew Language Objectives, 2008

Based on: Spanish and Portuguese Language Objectives, 1997 by:
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<p>Interpretive Abilities, continued</p>	<ul style="list-style-type: none"> • Follow and identify shifting topics in authentic oral texts (5 minutes) such as news and radio broadcasts, and understand the main ideas • Understand the main ideas and significant details of live oral presentations (5 minutes) by their classmates on topics loosely related to class material • Translate to English a text of 150 words from different styles, e.g. short reports, simple stories, simple descriptions, etc., using an online dictionary for support • With respect to authentic written texts (1 page) of a variety of genres and styles, on topics related to their immediate world: <ul style="list-style-type: none"> ○ summarize the main ideas and supporting data ○ answer some fact-based and analytical reading comprehension questions ○ locate information and skim to gain a sense of organization and content ○ exhibit an understanding of what was read ○ synthesize information in charts or outline form • Begin to research information (using the Internet, newspapers, etc.) on familiar topics related to their immediate world 	<ul style="list-style-type: none"> • Analyze and reflect upon the meaning of short authentic oral texts such as newscasts, documentary and feature films • Identify and understand the main idea and significant details of 10-minute segments of authentic oral texts • Comprehend in greater depth 10-minute presentations by classmates on a wider variety of cultural and social topics • Understand and follow directions given in the course of class oral presentations by native guest speakers • Translate to English more complex texts of 200 words, using an online dictionary for support • With respect to authentic written texts (of 1-1.5 pages) of a variety of genres and styles, on familiar topics: <ul style="list-style-type: none"> ○ analyze the main ideas and supporting data ○ answer most fact-based and analytical reading comprehension questions ○ place text within a larger related social and cultural context ○ represent the sequence of events in narratives ○ begin to identify the tone and stance typical of formal, academic writing • Research information on various cultural topics 	<ul style="list-style-type: none"> • Evaluate the content and style of 10-minute texts such as news, professional presentations, and feature films • Analyze and reflect upon the meaning of 15 minute segments of authentic oral texts • Comprehend 15-minute cultural presentations on unknown topics by native guest speakers • Become increasingly aware of phrases and collocations typical of formal academic language use • Begin to translate to English passages from more formal and academic texts (e.g. book reviews, articles, critical essays) of 200 words in length • With respect to authentic written texts (of 1.5-2.5 pages) of a variety of genres and styles, on a limited number of general topics, e.g. historical events, cultural phenomena, major social issues: <ul style="list-style-type: none"> ○ perform the interpretive functions of the previous quarters ○ compare and connect text to other texts of similar social and cultural topics ○ make observations and extrapolations ○ demonstrate increased understanding of the cultural nuances of meaning in written language ○ identify more subtle nuances of tone and stance typical of formal, professional, or academic writing • Research a wider variety of topics related to their fields of cultural interest
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Appendix C3.2 Descriptions of Target Student Abilities: Second-Year Hebrew
Hebrew Language Objectives, 2008

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

Presentational Abilities	Hebrew 129A	Hebrew 129B	Hebrew 129C
<p>Students in the second year use authentic materials to prepare oral and written presentations, on topics ranging from their immediate world to a limited variety of cultural topics. They use computer support (e.g. PowerPoint) in preparation and delivery of their oral presentations. They become aware of and begin to employ appropriate presentational language. Throughout the sequence, they are able to self-edit their written work for high frequency errors.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease • Give rehearsed presentations, using notes, of 10 minutes in length • Answer questions about the presentation topic • Write a 2-page composition on personal experiences and begin to present opinion and comparisons • Practice writing short fiction (1-2 pages) as part of a creative writing workshop 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater confidence, sophistication, ease and precision • Give rehearsed presentations, using less extensive notes, of 10 minutes in length • Answer questions about the presentation topic • Write an essay on personal experiences and topics (2.5-3 pages) using connected sentences and some paragraphs • Practice writing short fiction, including dialogue, as part of a creative writing workshop 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater confidence, sophistication, ease and precision • Give rehearsed presentations, using some notes, of 15 minutes in length • Answer questions about the presentation topic • Write a critical essay in mostly paragraph form (5 pages) and cite sources • Practice writing short lyrical poems or prose poems as part of a creative writing workshop

Appendix C4.1 Descriptions of Target Student Abilities: First-Year Russian
Russian Language Objectives, 2008

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

<p>Interpersonal Abilities and Skills</p> <p>Students in First-Year Russian are able to engage in simple conversation on the most common aspects of daily life using basic grammatical structures and appropriate, mostly memorized formulae and lexical forms. They can personalize and adapt memorized information to a limited degree in conversational contexts. Students demonstrate an awareness of socially appropriate behavior and Russian cultural norms and can operate in the most common informal settings. They will be understood by sympathetic native speakers accustomed to dealing with learners of Russian.</p>	<p>Russian 1</p> <p>During the first quarter, students will be able to interact with members of their class and their instructor. They participate in simple exchanges of personal information and conversation on their daily activities, using isolated words, list of words and phrases.</p> <p>At the end of the quarter, students will be able to:</p>	<p>Russian 2</p> <p>During the second quarter, students will be able to interact with classmates and their instructors. They further develop their communicative skills and expand the range of topics and interactions in Russian. Students are able to perform more complex tasks using new linguistic structures such as Genitive, Accusative and Dative Cases. Their communication consists principally of short formulaic utterances with occasional personalized recombinations of vocabulary and stock phrases.</p> <p>At the end of the quarter, students will be able to:</p>	<p>Russian 3</p> <p>During the third quarter, students will interact primarily with classmates and their instructors, as well as members of the Russian-speaking community in limited settings. Students will reinforce and further develop the quantity and quality of communicative skill acquired in the previous level. They will expand their repertoire of tasks and topics in Russian, using new structures such as Instrumental Case and Perfective verb forms. They will still operate mostly with rehearsed material, but begin to effectively recombine elements into sentences and create with the language in order to adapt it to their needs.</p> <p>At the end of the quarter, students will be able to:</p>
	<ul style="list-style-type: none"> • Meet, greet and introduce themselves using formal and informal greetings. • Identify and name various objects, places and entities of their surroundings and everyday life such as: cities, homes, school, people, pets, weather, food and clothing. • Give simple descriptions of the above items using gender- and number- appropriate adjectives in the Nominative Case. • Talk about places and identify locations by means of the Prepositional Case. • Express possession, existence and availability of things using Impersonal Constructions. • List their classroom and daily activities, including interests and hobbies, using imperfective verbs in the present and past forms. • Express gratitude, apology, agreement and disagreement, doubt and satisfaction. 	<ul style="list-style-type: none"> • Perform the functions of the previous quarter at a higher level. • Express quantity and talk about age and time using the Genitive case and forms of Numerals. • Express obligation in the present, past and future using the Russian equivalent of “must” and “have to”. • Express habitual and multidirectional motion using specifically Russian equivalents of the verb “to go”. • Express possession, availability and absence of things using the Russian equivalent of “to have”. • List in greater detail everyday and recreational activities in the present and past (e.g. vacations, trips, places of interest) with better control of Adjective forms and Cases. • Express likes, dislikes, and reactions in the 	<ul style="list-style-type: none"> • Perform the functions of the previous quarter at a higher level and with more accuracy. • Describe their immediate world in greater detail and gradation and begin to make simple descriptions of abstract notions such as art, music, literature. • Make simple comparisons. • Exchange information about moving to some places and express the desire that a third party perform an action using Complex Object construction. • Describe in short sentences and in all time frames personal experiences such as daily routine, leisure activities and outings, being ill, etc. • Express regret, sympathy, condolences; extend and decline invitations; make and deny requests or permission. • State attitudes, preferences, and

Appendix C4.1 Descriptions of Target Student Abilities: First-Year Russian

Russian Language Objectives, 2008

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

<p>Interpersonal Abilities and Skills (cont.)</p>	<ul style="list-style-type: none"> • Ask and answer simple questions, e.g. “yes – no”, “where”, and distinguish between interrogatives “who” and “what”. • Participate effectively in highly structured simulated conversations in situations such as: asking for directions, speaking about their family, home, city and university. 	<p>present, past and future using the Russian equivalent of “to like”, as well as idiomatic phrases (e.g. what a surprise, oh really, how nice).</p> <ul style="list-style-type: none"> • Exchange information about future activities, duration of actions, and intentions. • Participate effectively in structured simulated conversations in a wider range of situations, e.g. asking and giving directions, shopping for food/clothing, ordering a meal, buying gifts, making a simple toast, discussing the weather, etc. 	<p>emotions by using the Russian equivalent of “I’d love to” and begin to use conditional phrases.</p> <ul style="list-style-type: none"> • Participate effectively in simulated conversations and role plays such as: renting an apartment, inviting someone to a party, making arrangements for a trip, planning the weekend, going to the movies, etc.
<p>Interpretive Abilities and Skills</p> <p>By the end of the first year of study, students will be able to understand syntactically and lexically unsophisticated spoken Russian on familiar topics of the kind they encounter in course materials.</p> <p>They will fully control the Russian alphabet and be able to read short texts (of 300-400 words) created specifically for language learners on a range of linguistically and culturally familiar topics. In simple authentic texts (e.g. newspaper ads, schedules, posters and signs; select poems and songs) and some abridged short stories by modern writers like Dovlatov and Petrushevskaya), they will be able to identify general meaning and pick out concrete information.</p>	<p>Russian 1</p> <p>During the first quarter, students will demonstrate comprehension of simple Russian conversations (consisting of short utterances), drawn from familiar material and with visual support.</p> <p>Students will have a full control of the Russian alphabet and be able to read short simplified texts (100-150 words) based on cognates such as “student”, “kampus”, “viza”, turist”, confirming their understanding in English.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of Russian intonation and distinguish between statements and questions in conversation. • Understand simplified passages on lexically and linguistically familiar material. • In short texts (100-150 words), read for general meaning and pick out specific information based on cognates • Read for general meaning and pick out information in simple authentic materials such as: maps, signs, schedules, theater listings, etc. 	<p>Russian 2</p> <p>During the second quarter, students will demonstrate comprehension, using visual support, of lengthier but linguistically simple Russian conversations drawn from familiar material.</p> <p>Students will be able to read simplified texts (200-300 words) and selected authentic materials, and confirm basic understanding in Russian using English for a more detailed account.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Gain a better control and understanding of phonetic conventions such as consonant devoicing and assimilation of prepositions. • Understand more structurally and linguistically complex passages related to course material, e.g. recognize cognates sharing the same root, identify parts of speech, etc. • Read and discuss simplified short (150- 250 words) texts on lexically and linguistically familiar material • Better develop their analytical reading skills of longer authentic materials: identify main ideas and some details of newspaper ads, schedules, posters and signs, as well as half- 	<p>Russian 3</p> <p>During the third quarter, students will demonstrate comprehension of more extended conversation and narration on familiar material. They will also be able to understand the gist of short oral presentations (2 minutes) on less familiar topics, built on known grammatical structures.</p> <p>Students will be able to read longer simplified texts (300-400 words) and confirm understanding primarily in Russian. They will be able to read for general meaning a variety of authentic materials up to 1 page in length and use Russian to confirm basic understanding, with English for a more detailed account.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Gain increasing comprehension of intonational nuances in speech such as irony, sarcasm, anger or irritation, humor. • Summarize and retell information in their own words using synonymous expressions in Russian. • Identify text structure and demonstrate

Appendix C4.1 Descriptions of Target Student Abilities: First-Year Russian

Russian Language Objectives, 2008

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

<p>Interpretive Abilities and Skills (cont.)</p>		<p>page abridged stories by modern writers.</p> <ul style="list-style-type: none"> • State their opinion on selected readings using mainly Russian but some English to convey more complicated ideas. • Recognize textual features (e.g. indications of emotion, irony, humor) and genre differences. 	<p>general understanding of content in a wider variety of readings, including selected poems and songs and abridged literary texts by modern writers.</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter at a higher level.
<p>Presentational Abilities and Skills</p> <p>By the end of First-Year Russian, students will be able to make a short (2-3 minute) oral presentation or write a structured composition (of 12-15 short sentences) related to course material</p>	<p>Russian 1</p> <p>During the first quarter, students will be able to present memorized and rehearsed information orally or in writing about themselves, their families and activities.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Make a short, structured, rehearsed presentation talking about family, friends, university, city etc. • Answer mostly “yes – no” questions about the prepared presentation topic. • Ask their classmates basic questions to gather more information on the presentation topics. • Write 4-5 short sentences (totaling approximately 12-15 words) on the above mentioned topics. 	<p>Russian 2</p> <p>During the second quarter, students will be able to present memorized and rehearsed information orally or in writing on a wider range of topics (e.g. university activities, places of interests, family events, etc.). Their presentations will be lengthier in scope and about actions in the past as well as present.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present more formal, prepared and rehearsed oral reports (1-2 minutes) on topics related to course material and personal interest. • Answer various types of questions related to the topic of their presentations, including “why” questions. • Ask longer and more questions (including follow-up questions) for more information on class presentation topics. • Express opinion and provide reactions in Russian using formulaic phrases and idiomatic expressions. • Write a short structured composition (8-10 sentences) on one of the topics related to personal information such as: family events, vacations, etc. 	<p>Russian 3</p> <p>During the third quarter, students demonstrate the ability to create and reformulate material in rehearsed presentations. Their oral presentations will be 2-3 minutes in length, and they will be able to write a 10-15 sentence composition in all time frames.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed oral reports (2-3 minutes) related to their own experience on most common everyday topics, by recombining structures and vocabulary learned throughout the first year. • Answer and ask a wider variety of questions about their presentation topics, as well as expand on comments and opinions expressed in Russian. • Write a short composition (10-15 sentences) on one of the topics related to personal information and/or class material (e.g. past or future event or celebration; cultural outing; profession choice; past or future trip to Russia, etc.)

Appendix C4.2 Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2008

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

Second year Russian aims to help students to attain a solid intermediate level of proficiency and considerably improve their fluency and accuracy in all aspects of linguistic activity.

Interpersonal Abilities	Russian 51	Russian 52	Russian 53
<p>Upon completion of the second year, students should be able to interact in a wider range of contexts in the concrete realm, i.e. communication involving everyday situations and their personal world.</p> <p>Students are gradually able to adapt both memorized and new material from various sources to their particular needs and situation. Size of their lexicon will increase considerably (reaching approximately 1300-1500 words). Their ability of expression as well as repertoire of topics and themes will expand significantly. They will be able to initiate, sustain and conclude a range of uncomplicated transactional situations.</p> <p>Students will have better control of the Russian noun and adjective case system and verb declensions in both imperfective and perfective forms. Their spoken accuracy and fluency increase, as does their understanding of Russian culture and social behavior.</p>	<p>During the first quarter, students will review and reinforce the skills acquired in the first year.</p> <p>Students are able to personalize their language and act in basic predictable social situations by combining memorized or formulaic elements into short sentences and series of sentences.</p> <p>Their self-confidence increases. They will be understood (with some repetition and clarification) by native speakers accustomed to dealing with non-native speakers.</p> <p>At the end of the quarter, students will be able to:</p>	<p>During the second quarter, students expand the level and scope of communicative tasks on practical matters in predictable situations, and continue to review and reinforce their functional proficiency.</p> <p>Students are able to create with the language and produce statements and questions of their own making. They combine and recombine material from different sources (their reading materials, for example) in order to produce sense-filled utterances appropriate to the situation. They are able to convey more extensive information by linking short sentences and using more complicated syntax and vocabulary. There is enough grammatical accuracy to allow for simple communication and understanding by native speakers accustomed to dealing with non-native speakers.</p> <p>At the end of the quarter, students will be able to:</p>	<p>During the third quarter, students will continue to review and reinforce their skills, improve their accuracy and expand on the level and scope of communicative tasks. They are able to interact with more ease and confidence in straightforward situations.</p> <p>Students are able to create with the language and adapt it appropriately to uncomplicated cultural and social contexts. The quality and quantity of their language increase. They are able to link many of their utterances into more complex sentences (with some use of adverbial phrases and relative clauses) and occasionally connect their sentences into paragraph-length discourse when attempting to narrate in the past tense.</p> <p>Students improve their accuracy of speech, become more aware of errors, and begin correcting themselves. They are able to use reformulation and simple circumlocution, and will be generally understood by native speakers.</p> <p>At the end of the quarter, students will be able to:</p>
	<ul style="list-style-type: none"> • Describe family and friends in terms of physical attributes and character, with better control of Russian adjectives (emphasis on long vs. short forms). • Compare things and provide more linguistically complex comparisons by using Russian idiomatic patterns. • Describe and ask questions about 	<ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level. • Express possession and/or absence when talking about housing, areas, and city vs. country living. Express quantity using Russian equivalent of “many” in the genitive case. 	<ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level. • Describe professions, occupations and careers. • Use structures that indicate condition and obligation, as well as condition in the past.

Appendix C4.2 Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2008

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

	<p>climate, weather and weather forecasts.</p> <ul style="list-style-type: none"> Express location vs. direction when talking about places (city, home, study, work) using prepositional and accusative cases. Exchange information about their studies and educational opportunities; express opinion, give advice and ask for more information. React with surprise, admiration, approval, or doubt when discussing likes and dislikes, hobbies and interests. Describe leisure activities in the past, using simple and perfective past verb forms to express habitual vs. completed action Engage in role plays and simulated conversations with their partners and teacher on topics closely related to the above contexts. 	<ul style="list-style-type: none"> Compare cultural differences and table etiquette when talking about food. Give and follow simple instructions using the imperative. Describe celebrations (e.g. holidays, parties) and: <ul style="list-style-type: none"> extend and accept invitations express wishes and congratulations make a toast convey sadness, regret, condolence Express time by applying Russian specifics of time expressions. Ask/answer questions about health in the context of doctors' visits and emergencies. Give advice using the Russian equivalent of "should" and dative impersonal construction. Express obligation and wish for a third party to perform an action, with better control of Russian modal verbs. When talking about personal items, clothing, and shopping, express size and dimensions. Engage in a wider range of topic-related interactions with their classmates and teacher (e.g. renting an apartment; going to <i>dacha</i>; visiting the doctor; shopping for gifts, etc.) Participate in a simulated Russian event (party) or field trip with full language immersion. 	<ul style="list-style-type: none"> Express multidirectional and unidirectional movement when discussing movement and transportation. Describe in detail--and begin to narrate--events, activities, and schedules (e.g. past vacations, vacation plans), supported by unidirectional/multidirectional motion verbs with prefixes. Express completed action in all time frames. Contrast and compare things with greater detail. Give more elaborate descriptions of people (e.g. famous or interesting figures) and react by conveying strong feelings and opinions. Engage in a wide range of topic-related interactions, and exchange information and opinions with their teachers and classmates. Participate in a Russian event (party) or field trip and participate effectively in informal communication with Russian speakers.
<p>Interpretive Abilities</p> <p>Students continue to develop their interpretive skills by reading and listening to a variety of oral and written materials.</p> <p>With regard to oral texts, students will be able to fully understand brief conversations in informal settings and presentations on matters of personal importance to them. They will also understand narrations and descriptions</p>	<p>Russian 51</p> <p>After the completion of the first quarter, students will demonstrate comprehension of brief conversations and short straightforward oral presentations.</p> <p>Students understand simplified written texts (400-700 words) structurally and thematically connected with their study of Russian. They are able to pick up general meaning of selected (some abridged and adapted) authentic texts (~ 1 page in length) and confirm understanding mostly in Russian</p>	<p>Russian 52</p> <p>During the second quarter, students will continue to practice their aural and reading comprehension and improve their interpretive abilities. They are able to understand lengthier informal conversations and oral presentations on familiar topics within a wider vocabulary range.</p> <p>Students understand lengthier and more complex written texts (700-1200 words) related to their topics of study and containing extensive new information. Students are able to read selected authentic texts (~1-2 pages in length) and</p>	<p>Russian 53</p> <p>During the third quarter, students improve their comprehension skills and interpretive abilities. They are able to understand informal and partly formal oral presentations on personal and socially relevant topics within a more extensive vocabulary range.</p> <p>Students understand lengthier and more complex written texts (1200-1500 words) on an array of conversational and cultural topics. They are able to read various types of authentic texts (~2-3 pages in length) and</p>

Appendix C4.2 Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2008

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

<p>Interpretive Abilities (cont.)</p> <p>presented by their instructor, drawn on familiar material. They will be able to pick out general information in selected authentic materials such as modern songs, excerpts from movies and media.</p> <p>Students’ reading comprehension will improve dramatically. They are eventually able to understand simplified written texts (based on vocabulary of approximately 1300-1500 words), answer fact-based questions and summarize the text in Russian. In authentic materials (1-2 pages in length, some abridged/adapted, some original), including poetry, and works by modern and classical writers (e.g. Dragunskiy, Zoschenko, Chekhov, Paustovskiy), they are able to give the gist of the text and follow the main ideas.</p> <p>Students will be able to draw upon information and linguistic organization of the texts for use in their own interactions. At the completion of the second year, they will have basic linguistic tools to begin pursuing independent work with Russian texts.</p>	<p>using English to clarify details and convey more complex information.</p> <p>At the end of the quarter, students will be able to:</p>	<p>confirm understanding mostly in Russian using English to clarify details and convey more complex information.</p> <p>At the end of the quarter, students will perform the functions of the previous level and be able to:</p>	<p>confirm understanding primarily in Russian. They gain better control of approaching texts with unfamiliar elements, in preparation for independent reading.</p> <p>At the end of the quarter, students will perform the functions of the previous level and be able to:</p>
	<ul style="list-style-type: none"> Understand face-to-face syntactically and lexically uncomplicated conversations. Identify explicit details and answer specific questions on live oral presentations (those of narration and description in paragraph discourse). Get the gist of Russian language study films and excerpts of selected Russian cartoons. Answer fact-based and some concept 	<ul style="list-style-type: none"> Demonstrate comprehension and offer appropriate responses in informal face-to-face conversations. Identify important details, answer specific and some concept questions on more sophisticated live oral presentations (e.g. short narratives, lectures, reports). Identify and review new information and facts. Show a better understanding of selected 	<ul style="list-style-type: none"> Demonstrate comprehension and offer appropriate responses in a many informal, and limited formal, social interactions. Gain a better understanding of elements of tone, intonation and specifics of individual diction in the conversation. Summarize a variety of oral descriptive and narrative presentations.

Appendix C4.2 Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2008

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

	<p>questions and provide comments.</p> <ul style="list-style-type: none"> • In fiction and non-fiction instructional texts: analyze the information and summarize the main idea. • Get new information about familiar topics from reading. • In abridged and adapted fictive prose texts from Russian modern and classical literature: follow main ideas, identify key words and some important details. • In short (one-page length) authentic texts: scan for specific information. • Get general understanding of selected Russian poems. • Become aware of flexibility of Russian word order and sentence structure. • Recognize root words and successfully use a dictionary. • Interpret and process information gained from reading and use it in communicative exchanges 	<p>Russian cartoons and language study films.</p> <ul style="list-style-type: none"> • Understand the general idea and recognize familiar elements and features in certain media and movie excerpts. • In fiction and non-fiction simplified texts: analyze the information and summarize the main idea. • Demonstrate understanding of abridged and slightly adapted literary texts from Russian modern and classical literature: follow the main idea and identify detailed factual information. • In selected (1-2 page length) authentic texts of different styles and genres: scan for specific information. • Increase understanding of flexibility of Russian word order and other structural and semantic variations of Russian texts. • Show greater recognition of root words and word formation and successfully use a dictionary. • Better understand form/tone and recognize common Russian specifics in written texts such as humor, irony and sarcasm. • Interpret and process the information gained from reading and use the linguistic material of the texts in meaningful communication. 	<ul style="list-style-type: none"> • Show greater understanding of presentations with unfamiliar elements and structural complexity. • Increase understanding of Russian language study films and selected cartoons. • Understand general information in certain media and movie excerpts and give the gist of the presented material. • Demonstrate understanding of abridged literary and selected authentic Russian materials of different styles and genres: answer detail-oriented questions, primarily in Russian and by participating in text discussions. • Increase observation and understanding of Russian specifics in written texts, e.g. inverted word order, Passive Voice constructions, participles, structural/semantic variations. • Gain better control of the form and tone of Russian materials, different stylistic coloring, idioms and figurative language. • Analyze details and use the linguistic material of the texts in meaningful communication.
<p>Presentational Abilities</p> <p>Students will continue practicing their presentational skills and abilities. At the completion of the second year they will be able to convey in oral or written form simple ideas and information about their personal experiences within predictable contexts of everyday needs and closely connected with course material. Students will be able to give primarily rehearsed oral presentations</p>	<p>Russian 51</p> <p>During the first quarter, students make brief (3-4 minute) rehearsed oral presentations and write short (10-12 simple sentences) structured compositions on topics related to their immediate world and everyday life.</p>	<p>Russian 52</p> <p>During the second quarter, students present longer (4-6 minutes), mostly rehearsed, oral reports using a wider range of vocabulary. They can present on topics of personal interest as well as themes related to Russian culture and traditions. Their written presentations (12- 15 sentences) are more complex in structure. They will start to use subordinate clauses and cohesive devices like Russian equivalents of “<i>that</i>”, “<i>in order</i>” and etc.</p>	<p>Russian 53</p> <p>During the third quarter, students present mostly prepared and less rehearsed information orally or in writing on a variety of topics. They can produce a 5-7 minute oral presentation in connected discourse, and successfully convey ideas, opinions or feelings when writing a 12-17 sentence composition. Their presentations reflect more syntactic complexity as well as more extensive vocabulary. Students will produce</p>

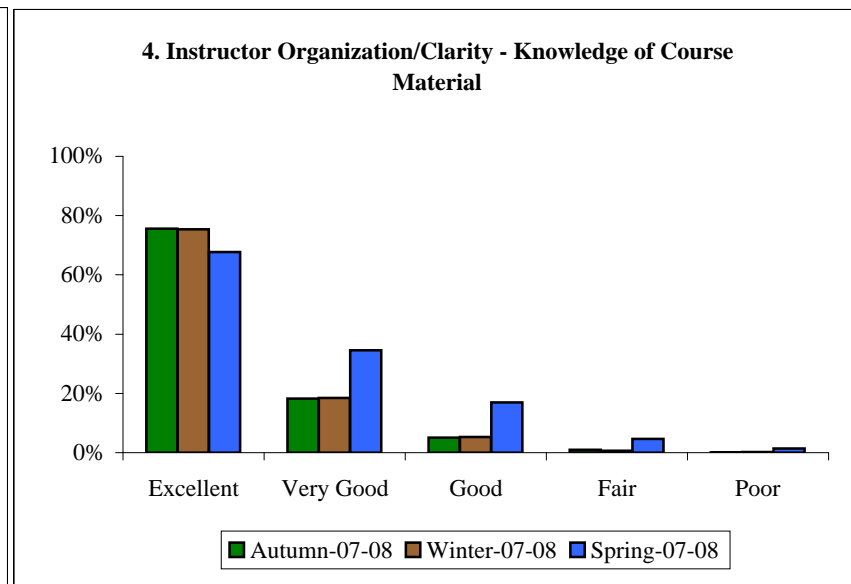
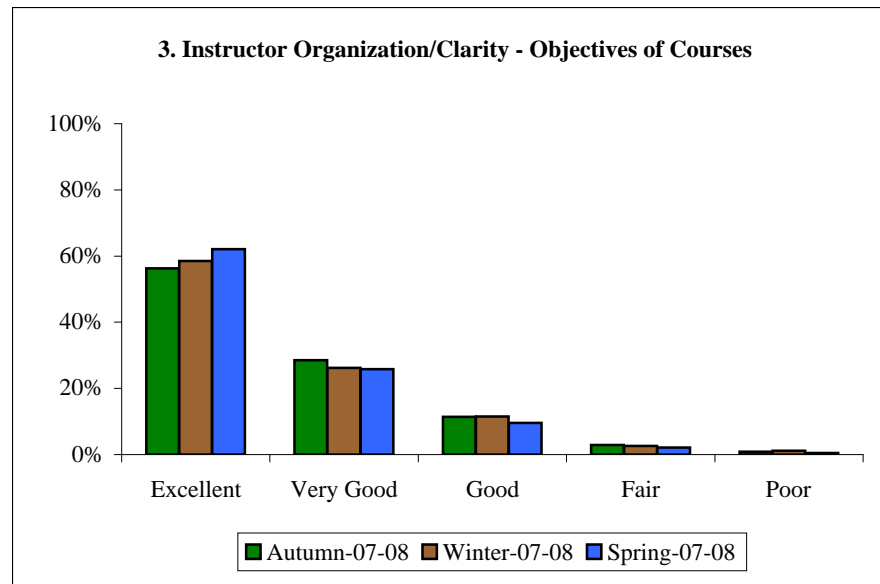
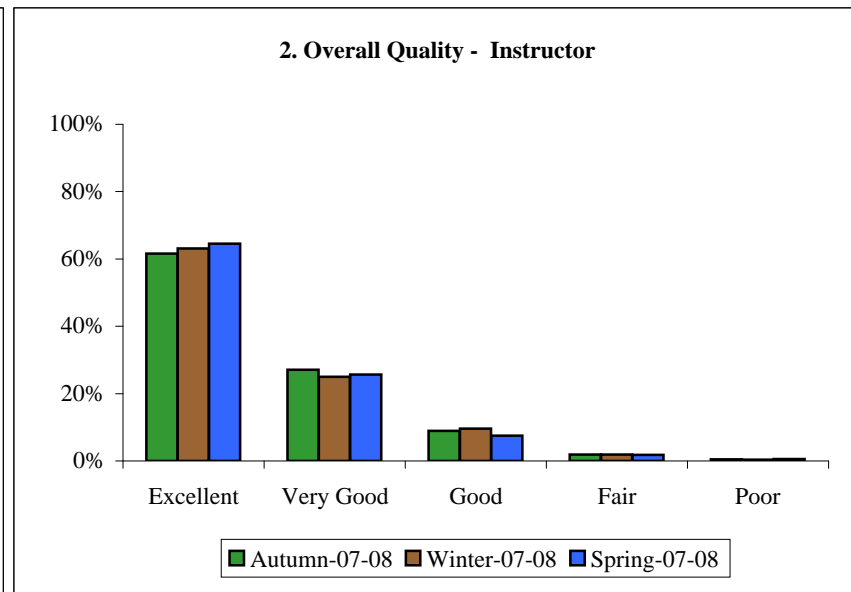
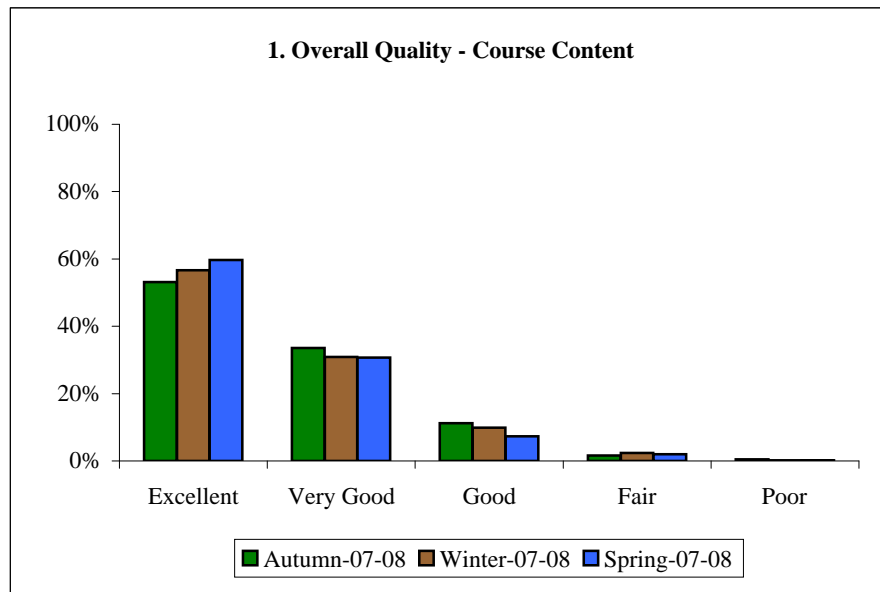
Appendix C4.2 Descriptions of Target Student Abilities: Second-Year Russian

Russian Language Objectives, 2008

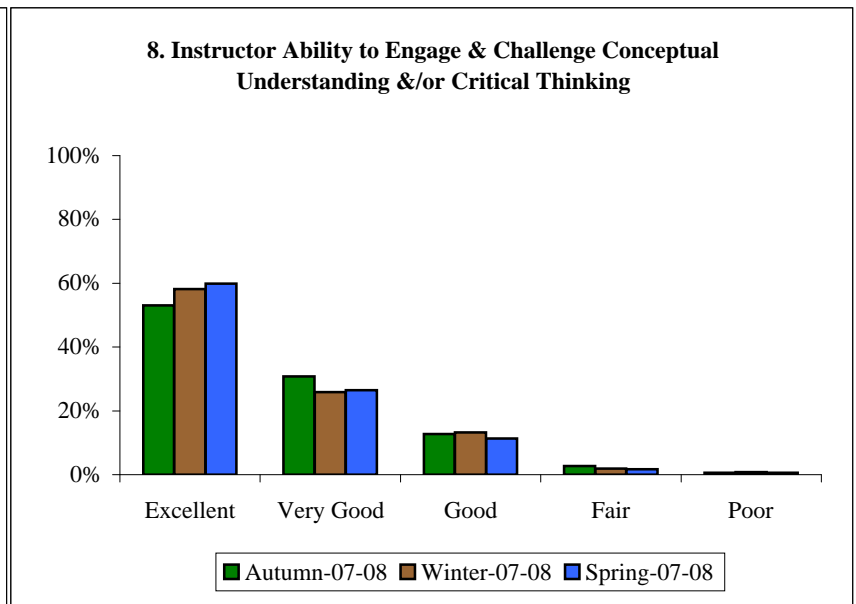
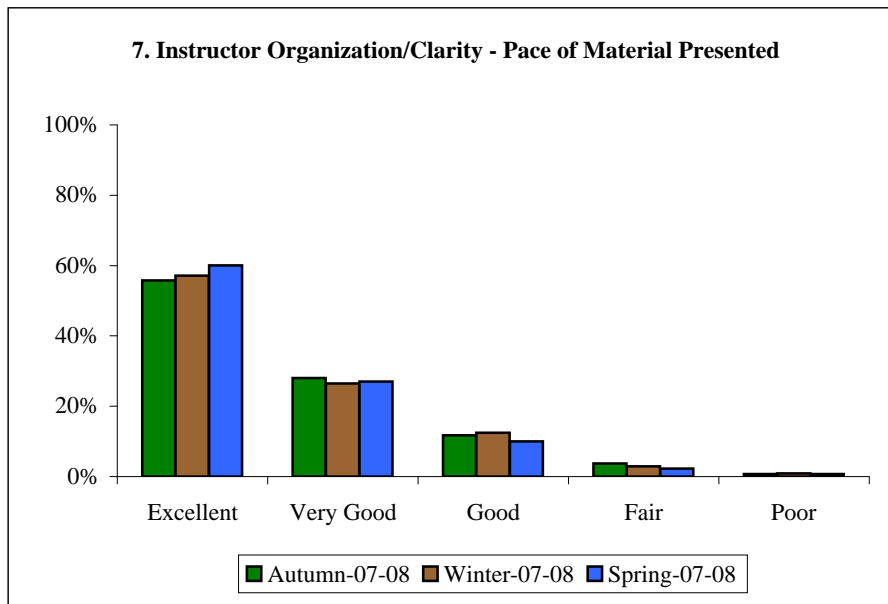
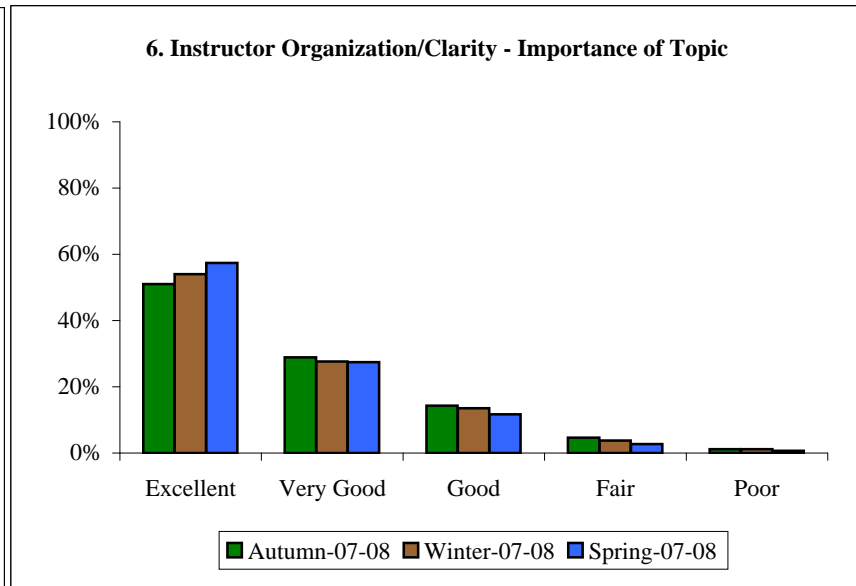
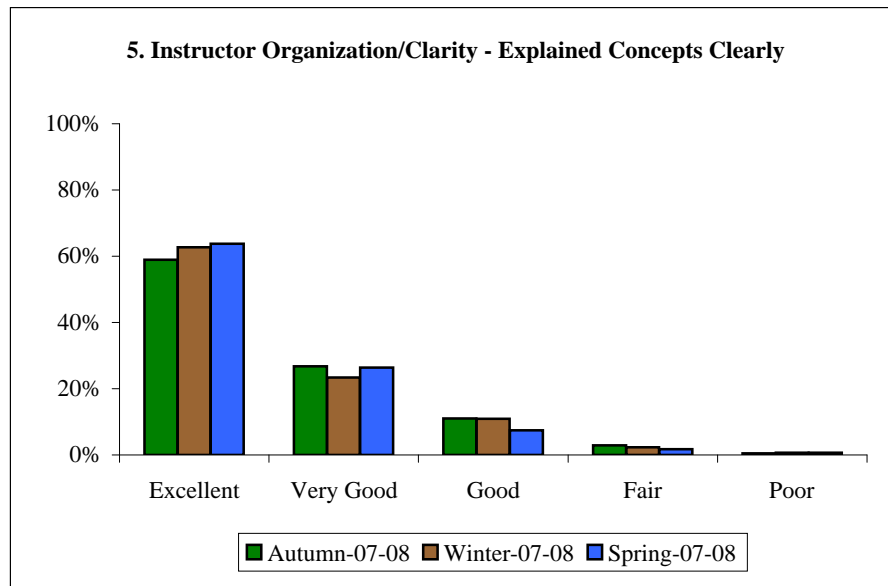
(Based on the French, German, Spanish and Portuguese Language Objectives, 1997, by: Guadalupe Valdés, Elizabeth Bernhardt, Alice Miano, Lyris Wiedemann, Ana Sierra, Claudia Angelelli)

<p>Presentational Abilities (cont.)</p> <p>and produce connected monologue speech of 4-7 minutes in length.</p> <p>They will be able to write a straightforward description and narration (a composition of 12-17 sentences or 100-150 words) about friends and family, personal surroundings and interests, holidays and events, culture and way of life, among other highly familiar topics. Students in the second year begin to write in connected discourse, with increasingly complex syntax and vocabulary. They will be able to express ideas in major time frames and show an increased level of accuracy</p>	<p>:</p> <p>At the end of the quarter, students will be able to:</p>	<p>At the end of the quarter, students will perform the functions of the previous level and will be able to:</p>	<p>reports in all time frames and increase in accuracy and fluency of expression (e.g. verb governing, cases, use of subordinate clauses and some conditional sentences).</p> <p>At the end of the quarter, students will perform the functions of the previous level and will be able to:</p>
	<ul style="list-style-type: none"> • Give a 3-4 minute structured presentation talking about their immediate world, university, place of living, weather and climate etc. • Answer questions about the prepared presentation topic. • Ask questions for more information. • Express opinion. • Write short uncomplicated compositions on the above topics, as well as stories about themselves in the present, past and future, using mostly simple linguistic means and structures. • Write short function-based messages and letters to pen pals. 	<ul style="list-style-type: none"> • Give a 4-6 minute presentation on topics of personal interest, such as hobbies and favorite activities. • Present more formal rehearsed reports with information on elements of culture, traditions and way of life. • Ask and answer questions about the prepared presentation topic, express opinion, agreement and disagreement, and provide comments. • Write a 12-15 sentence composition on one of the topics related to personal information (e.g. family event: wedding, vacation etc.) in all time frames using increased vocabulary, and including Russian idioms and some proverbs and sayings • Begin using internet resources in preparation for their formal presentations. 	<ul style="list-style-type: none"> • Make a 5-7 minute less rehearsed presentation on topics of personal interest, their world and activities. • Present more formal rehearsed reports with information on elements of culture, traditions, people, society and way of life. • Ask and answer questions about the prepared presentation topic, exchange opinions and provide comments. • Write a 12-17 sentence composition on one of the topics related to personal and/or cultural information • Use internet resources in preparation for their formal presentations.

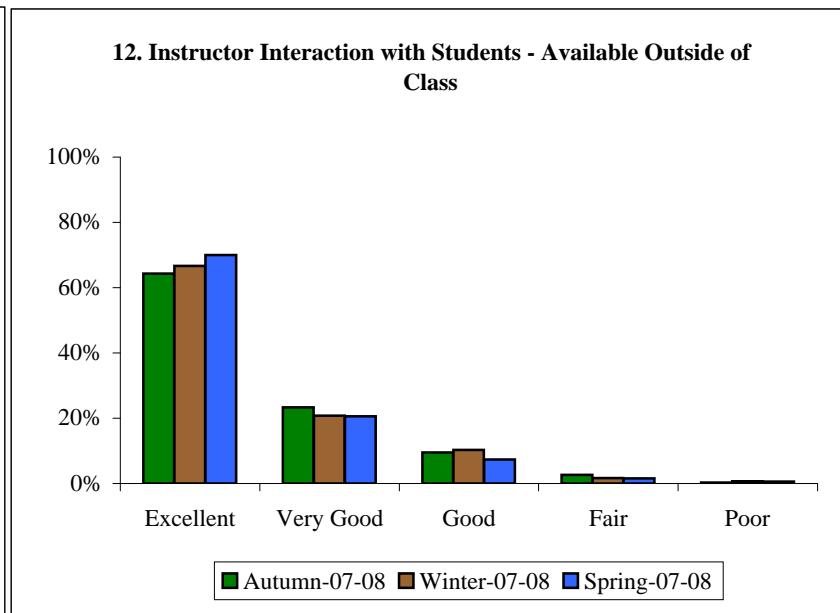
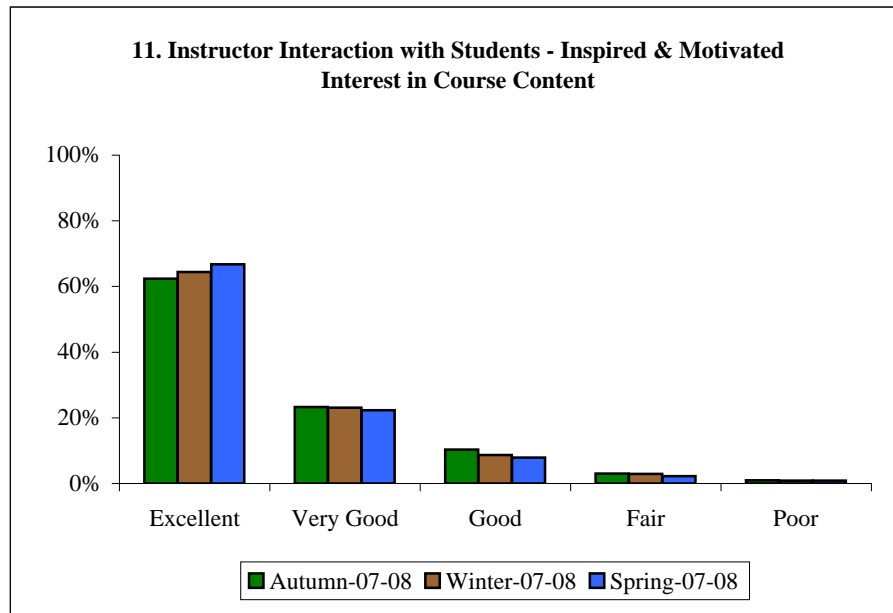
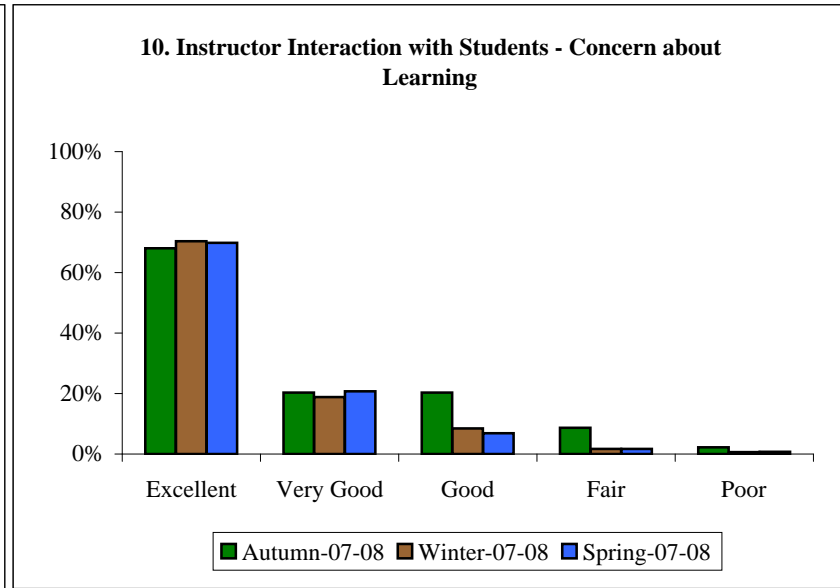
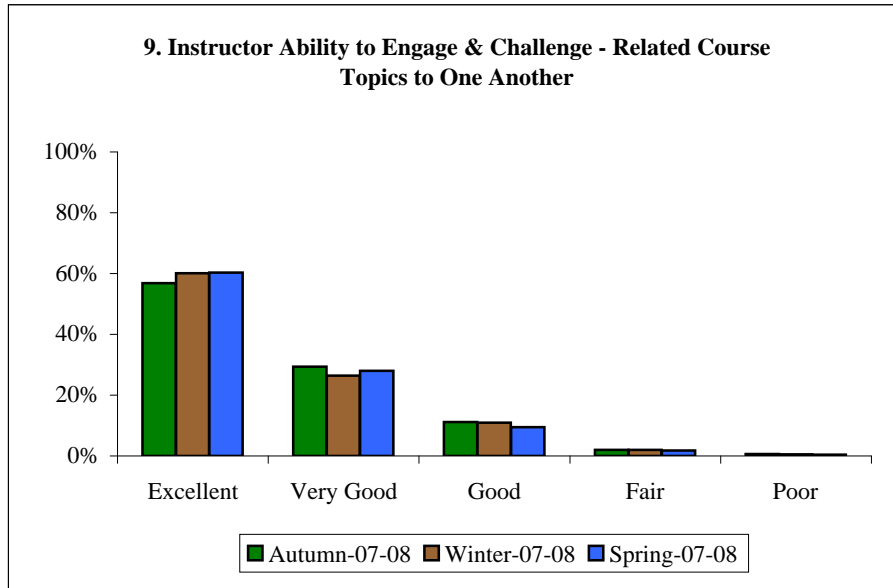
Appendix D - Teaching Evaluations Academic Year 2007-2008



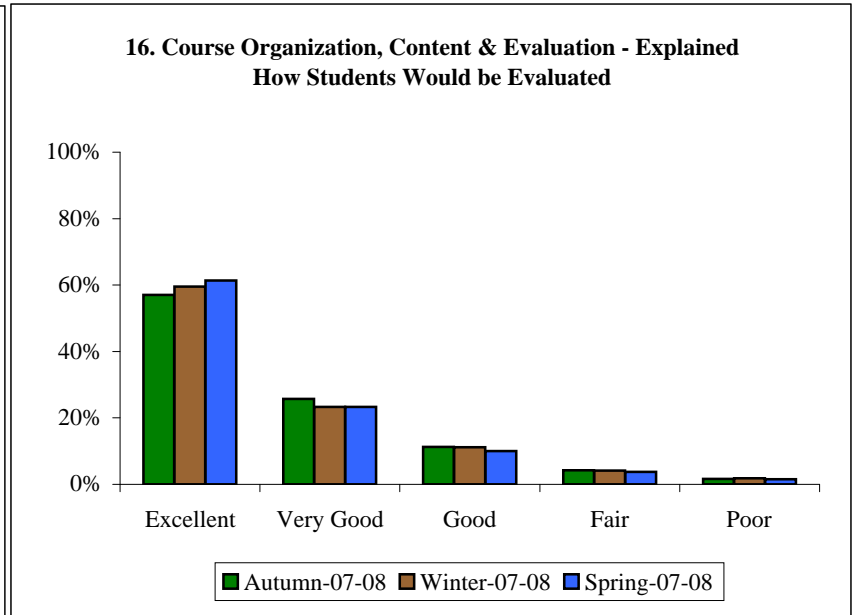
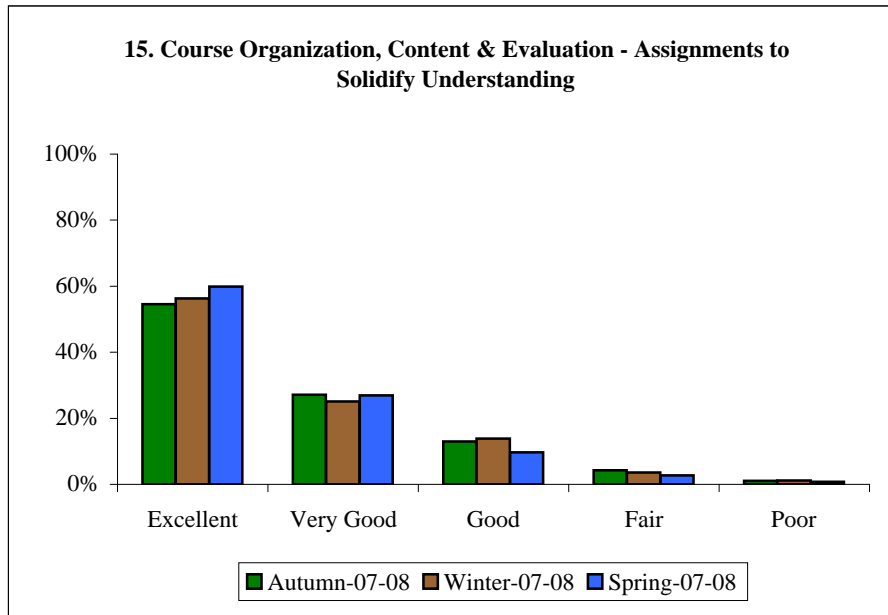
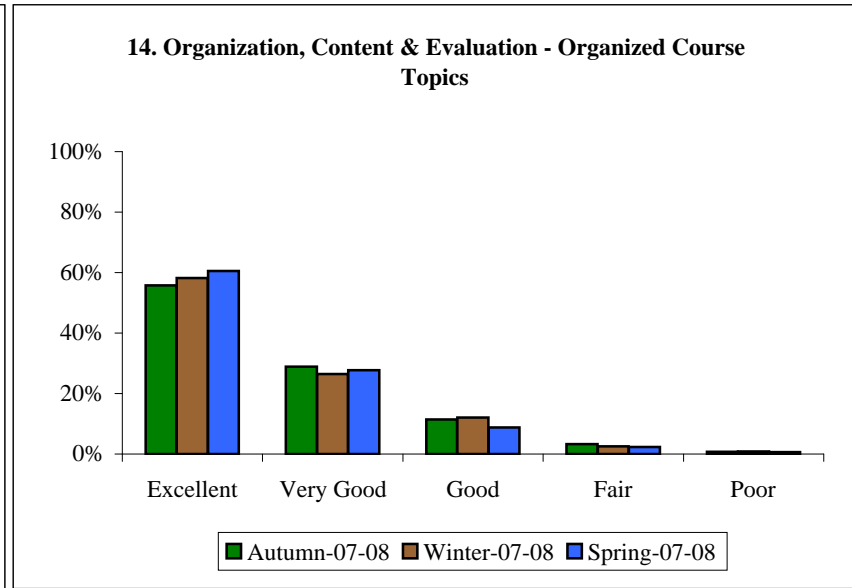
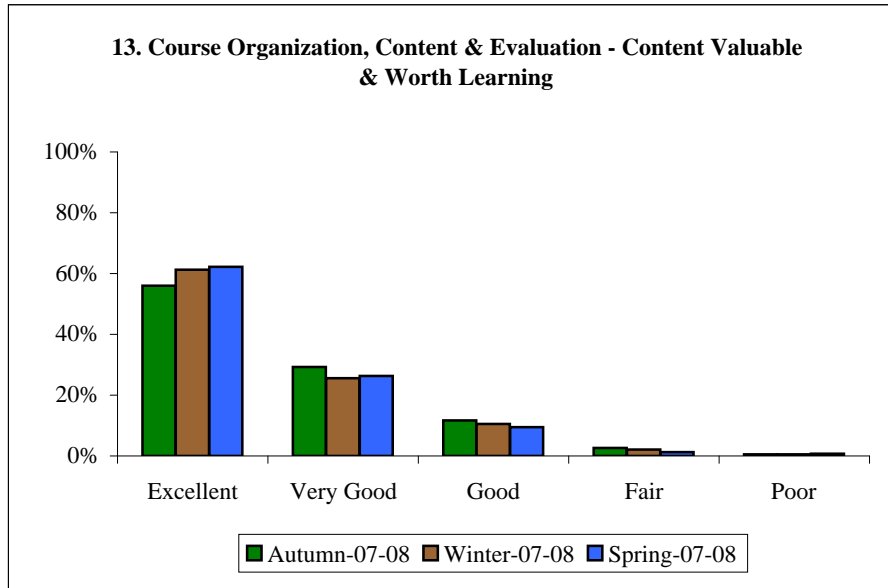
Appendix D - Teaching Evaluations Academic Year 2007-2008



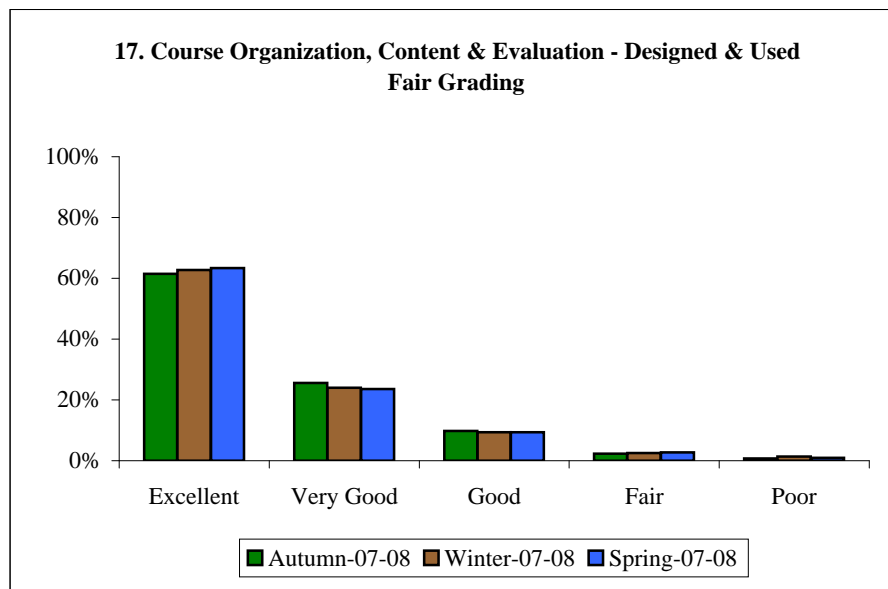
Appendix D - Teaching Evaluations Academic Year 2007-2008



Appendix D - Teaching Evaluations Academic Year 2007-2008



Appendix D - Teaching Evaluations Academic Year 2007-2008



Appendix E: Language Center Lecturer Roster - Academic Year 2008-2009

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
AME	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
AME	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full		
AME	Mohochi, Ernest Sangai	2006	PhD	2006	Egerton University, Kenya			
AME	Obeid, Khalid	2007	PhD	1998	University of San Francisco	in process		
AME	Porat, Gallia	2003	MA	1997	University of San Francisco			
AME	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
AME	Sibanda, Galen	2005	PhD	2004	University of California, Berkeley			
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	in process		
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	in process		
Chinese	Lin, Nina Yuhsun	2004	PhD (ABD)	expected 2010	Stanford University	full	full	
Chinese	Rozelle, Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	in process		
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	limited		
Chinese	Zhang, Youping	2006	Ed.D	2009	Rutgers University	full		
Chinese	Zhu, Qi	1999	PhD	1990	Beijing University			
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	in process	
EFS	Mawson, Carole	1979	MAT	1965	New York University	full		
EFS	McPherron, Paul	2008	PhD	2008	University of California, Davis	in process		
EFS	Romeo, Kenneth Robert	2006	PhD	2006	Stanford University	in process		
EFS	Rylance, Constance R	1989	MA	1981	San Francisco State University	in process		
EFS	Shabrami, Carol J	2002	PhD	1988	Stanford University			
EFS	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor			
French	Dozer, Jane Blythe	1995	PhD	1978	University of California, Los Angeles	full	in process	
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	in process	
French	Shashko, Tanya Delphine	2003	PhD	2004	Stanford University			
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	in process		
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
German	Strachota, Kathryn A	1972	MA	1969	Stanford University	full		
Italian	Baldocchi, Marta	1997	MA	1988	Universita degli studi de Bologna, Italy	limited	full	
Italian	Cellinese, Anna	2005	PhD	2005	Stanford University	limited	full	
Italian	Gelmetti, Sara	2004	M.Phil	2002	Trinity College, Dublin, Ireland	full	in process	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	in process		
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Arao, Fumiko	1989	MA	1988	Stanford University			AP Reader
Japanese	Busbin, Kazuko Morooka	1983	MA	1980	University of San Francisco			
Japanese	Lipton, Hisayo Okano	1997	MA	1993	San Francisco State University	full		

Appendix E: Language Center Lecturer Roster - Academic Year 2008-2009

Language	Name	Appt Year	Degree	Degree Date	Institution	Certification		
						OPI	Writing	Other
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis			
Japanese	Nakamura, Kiyomi	2002	MA	1991	Lesley College			
Japanese	Tomiyama, Yoshiko	2004	PhD (ABD)	expected 6/09	University of California, Los Angeles	full	full	
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full	full	
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	
Portuguese	Santos, Regina	2008	PhD	2004	University of North Carolina at Chapel Hill			
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full		
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	in process		
Slavic	Marcos, Marina	2007	MA	1976	Moscow Pedagogical University			
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
Spanish	Barletta, Laura Mendez	2007	PhD	2008	University of Colorado, Boulder			
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Catoira, Loreto	2006	PhD (ABD)	expected 2010	University of New Mexico	in process		
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	limited	full	
Spanish	Guzman, Candy	2001	MA	2001	Stanford University			
Spanish	Kenna, Caridad Ravenet	1991	PhD	1997	Stanford University	in process		
Spanish	Miano, Alice A	1991	PhD (ABD)	expected 12/09	University of California, Berkeley	full	full	
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	limited		
Spanish	Perales, Otilia Consuelo	1996	MA	1998	Stanford University	in process		
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited		
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	limited	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain	full		

Appendix F - SOPI tests of AP and SAT entering Students - Academic Year 2008-2009

Spanish	SAT Score	SOPI Score	Spanish	SAT Score	SOPI Score	Spanish	AP Score	SOPI Score	Spanish	AP Score	SOPI Score
1	630	IM+	53	750	IH	1	4	IL	63	5	IH
2	630	IM	54	750	AL	2	4	IL	64	5	IH
3	630	IM	55	760	IM+	3	4	IL	65	5	IH
4	640	IM+	56	760	IM+	4	4	IL	66	5	IH
5	640	IL+	57	760	IH	5	4	IL+	67	5	IH
6	640	IM	58	760	IH	6	4	IL+	68	5	IH
7	650	IM	59	760	IH	7	4	IL+	69	5	IH
8	650	IL+	60	760	IH	8	4	IM	70	5	IH
9	650	IL+	61	760	AL	9	4	IM	71	5	IH
10	650	IM	62	770	IM+	10	4	IM	72	5	IH
11	650	IM	63	770	IH	11	4	IM	73	5	IH
12	660	IM	64	770	AL	12	4	IM	74	5	IH
13	660	IM+	65	770	AL	13	4	IM	75	5	AL
14	660	IM+	66	780	IH	14	4	IM	76	5	AL
15	660	IM+	67	780	IH	15	4	IM	77	5	AL
16	660	IH	68	780	IH	16	4	IM	78	5	AL
17	670	IL	69	790	IM	17	4	IM	79	5	AL
18	670	IM	70	800	IH	18	4	IM	80	5	AL
19	670	IM	71	800	IH	19	4	IM	81		
20	670	IM+	72	800	IH	20	4	IM	82		
21	680	IM+	73	800	AL	21	4	IM	83		
22	690	IM+	74			22	4	IM	84		
23	680	IH	75			23	4	IM	85		
24	690	IH	76			24	4	IM	86		
25	700	IM+	77			25	4	IM+	87		
26	700	IH	78			26	4	IM+	88		
27	700	IH	79			27	4	IM+	89		
28	710	IM	80			28	4	IM+	90		
29	710	IM	81			29	4	IM+	91		
30	710	IM+	82			30	4	IM+	92		
31	710	IM+	83			31	4	IM+	93		
32	710	IM+	84			32	4	IM+	94		
33	710	IM+	85			33	4	IH	95		
34	710	IH	86			34	4	IH	96		
35	710	IH	87			35	5	IM	97		
36	720	IL+	88			36	5	IM	98		
37	720	IM	89			37	5	IM	99		
38	720	IM+	90			38	5	IM+	100		
39	720	IM+	91			39	5	IM+	101		
40	720	IH	92			40	5	IM+	102		
41	720	IH	93			41	5	IM+	103		
42	730	IM+	94			42	5	IM+	104		
43	730	IL+	95			43	5	IM+	105		
44	730	IM	96			44	5	IM+	106		
45	730	IM+	97			45	5	IM+	107		
46	730	IH	98			46	5	IM+	108		
47	730	IH	99			47	5	IM+	109		
48	740	IM	100			48	5	IM+	110		
49	740	IM+	101			49	5	IM+	111		
50	750	IM	102			50	5	IM+	112		
51	750	IM	103			51	5	IH	113		
52	750	IH				52	5	IH	114		
						53	5	IH	115		
						54	5	IH	116		
						55	5	IH	117		
						56	5	IH	118		
						57	5	IH	119		
						58	5	IH	120		
						59	5	IH	121		
						60	5	IH	122		
						61	5	IH	123		

Appendix F - SOPI tests of AP and SAT entering Students - Academic Year 2008-2009

						62		5		IH				
Japanese	SAT Score	SOPI Score	Japanese	AP Score	SOPI Score	Chinese	SAT Score	SOPI Score	German	SAT Score	SOPI Score	German	SAT Score	SOPI Score
1	620	IL	1	4	IL	1	660	IL	1	650	IL			
2	750	IM	2	5	IM	2	720	IH	2	650	IL			
3	680	IM	3	5	Native	3	730	NM	3	660	IM			
4	760	IM+	4	5	Near native	4	760	A				German	AP Score	SOPI Score
5	780	Native				5	760	A	1		4	IM		
French	SAT Score	SOPI Score	French	AP Score	SOPI Score	6	790	IH	2		4	AH		
1	640	AL	1	4	IL	7	800	IH	3		5	IL		
2	640	IL	2	4	IM-	8	800	A	4		5	IH		
3	650	NH	3	4	IM	9	800	A	5		5	IM		
4	650	NM	4	4	IH	10	800	A	6		5	AM		
5	680	IM	5	4	IH	11	800	A						
6	680	IM+	6	4	IH	Chinese	AP Score							
7	690	IH	7	4	AL	1	5	NM						
8	690	IH	8	4	AL	2	5	IH						
9	700	IM	9	4	AM	3	5	IH						
10	710	IH	10	5	IL	4	5	A						
11	720	NH	11	5	IH									
12	720	IL	12	5	IH									
13	720	IM-	13	5	IM									
14	720	IM	14	5	IH									
15	730	IH	15	5	IH+									
16	720	AL	16	5	AL									
17	720	AL	17	5	AL									
18	730	IL	18	5	AM									
19	730	IM	19	5	AM									
20	730	IH	20	5	AM									
21	740	IL	21	5	AH									
22	740	IH	22	5	S									
23	740	IH												
24	740	IM												
25	750	IL												
26	750	AM												
27	760	IL												
28	760	IH												
29	770	IM												
30	780	IL												
31	780	IM												
32	780	IH												
33	780	AM												
34	780	AM												
35	780	AM												
36	780	AH												
37	790	IM												
38	790	IH												
39	800	IM												
40	800	IH												
41	800	IH												
42	800	IH												
43	800	IM												
44	800	IM												
45	800	AM+												
46	800	AH												

**Appendix G - Based on Approaching Stanford Form Requests for Information -
Emails sent/received from Frosh - 6/6/08-9/23/08**

Language	Initial Emailings	Subsequent Emailings	TOTAL
Afrikaans	1	1	2
Amharic	6	5	11
Arabic	75	24	99
ASL	5	5	10
Bulgarian	2	1	3
Chinese	372	181	553
Croatian	2	1	3
Czech	2	1	3
Edo	3	3	6
Estonian	2	1	3
French	556	268	824
German	119	46	165
Hawaiian	8	12	20
Hebrew	34	18	52
Hindi	12	15	27
Hungarian	3	2	5
Ibo	4	1	5
Italian	102	14	116
Japanese	134	41	175
Korean	62	40	102
Latin	120	18	138
Luganda	2	1	3
Malay	8	9	17
Malayalam	1	1	2
Marathi	1	1	2
Modern Greek	6	4	10
Navajo	1	1	2
Nepali	2	2	4
Norwegian	2	3	5
Polish	2	1	3
Persian	1	1	2
Portuguese	20	6	26
Romanian	5	6	11
Russian	34	17	51
Sanskrit	1		1
Siswati	1	1	2
SHBS	22	24	46
Spanish	1262	461	1723
Swahili	20	4	24
Swedish	3	3	6
Tagalog	10	10	20
Tamil	2	1	3
Thai	8	8	16
Tigrina	1	1	2
Tlingit	1	1	2
Turkish	6	6	12
Urdu	5	3	8
Vietnamese	23	24	47
Yiddish	2	3	5
Yoruba	1	1	2
GENERAL	1850	161	2011
TOTAL	4927	1463	6390

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