Stanford Language Center

Annual Report to the Committee on Undergraduate Standards and Policy

Academic Year 2010-11

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Overview

The 2010-2011 academic year marked the beginning of the 16th 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 (2011-2012).

Mission Statement and Program Structure

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

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

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

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

politically-oriented news broadcasts, analytic essays, and short literary texts. Students use these materials as models for their writing so that they learn and cultivate a sophisticated language. Second-year programs are designed to enable students to study abroad or to continue with upper-level literature and culture classes.

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

Quality of Stanford Language Programs

Performance Standards

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

The scale has ten levels: Novice Low (NL), Novice Mid (NM), Novice High (NH); Intermediate Low (IL), Intermediate Mid (IM), Intermediate High (IH); Advanced Low (AL) Advanced Mid (AM), Advanced High (AH); and Superior (S). The Novice level entails word-level speech; Intermediate, sentence-level speech; Advanced and Superior, paragraph-level speech and beyond. To put this scale into context, studies done nation-wide indicate that language majors generally achieve an Intermediate Mid (IM) rating on oral proficiency interviews. In fact, according to the Foreign Service Institute, an IM in the cognate languages and an NH in the non-cognate languages are generally met after an average of 300-400 hours of instruction; Stanford courses meet 150 hours over the course of an academic year.

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

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

Self-study

In Spring Quarter of each year, the Language Center initiates a self-study of language programs to document whether third quarter students, i.e., students completing one year of language study, do indeed meet the articulated standards. Oral proficiency data in French, German, Spanish, Italian, Chinese, Japanese, Korean, Russian, Portuguese, Hebrew and Arabic are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, Stanford's course management tool. **Appendix A** displays the oral proficiency ratings generated over the past sixteen academic years averaged in five-year segments, illustrating that the majority of students are indeed in or beyond expected ranges. Each program analyzes its performance data annually and discusses ways in which to bring ever more students to target levels and beyond.

As usual, the Asian language programs as well as the Portuguese program far exceeded their targeted objectives. All data indicate that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute. **Appendix A** also displays the oral proficiency ratings of second-year programs. We detect substantial advancement from first- to second-year. Italian and Portuguese students in particular seem to make remarkable strides.

Spring 2008 marked the beginning of our commitment to the formal assessment of writing using the Writing Proficiency Assessment (WPA). This process is corollary to the oral proficiency assessments we conduct. In Spring 2011, Arabic, Chinese, French, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, and Spanish assessed first- and second-year students, while German evaluated students completing the first-year sequence. These writing assessment data are illustrated in **Appendix B.** The writing measure outcomes are consistent with the oral proficiency ratings across both years of instruction. Reliability estimates range from .78 to .93 in both oral and written measures.

Teaching Effectiveness

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

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

Appendix C illustrates student responses to first-, second-, and third-year language teaching during academic year 2010-2011. The data are consistent across previous years' reports and point toward the genuine strengths in all language programs in the Division of Literatures, Cultures, and Languages. All 17 questions yield responses overwhelmingly in the "excellent" and "very good" categories. Students continue to like their instructors more than their courses and have particularly high praise for their instructors' knowledge; instructors' availability; and instructors' concern with student learning.

Further, all teaching staff (N=60) are evaluated on the contents of their teaching portfolio and receive a letter evaluating their performance with suggestions for the coming academic year.

Appendix D contains the Language Center lecturer roster for academic year 2011-2012 (≥ 50% FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments as well as ACTFL certifications. Thirty-eight full-time instructors (61%) have completed all oral proficiency interview training and have been certified; an additional eleven have begun the certification process. 95% of all Stanford language instructors (lecturers and graduate students) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States to have even a handful of instructors have such training.

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

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

With the blessings of increased staffing, come the complications of getting teachers acclimated and comfortable in their new instructional setting. In order to meet this challenge, we created an induction program led by an experienced mentor, Lecturer in French, Marie Lasnier. All new staff members attended an intensive one-day orientation program and then met regularly with Dr. Lasnier throughout the academic year. In 2011-2012, there were eight new inductee teachers. We anticipate another eight new teachers in 2012-2013.

Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite high despite Stanford's ostensible technical orientation. A high percentage of Stanford students enroll in language courses even though they have already fulfilled the requirement. This pattern does not seem to have changed.

TABLE 1 - 1st-, 2nd- & 3rd-Year Enrollments - Academic Year 2010-2011

	Autumn 2010-2011			Winter 2010-2011			Spring 2010-2011		
	First-Year	Second-Year	Third-Year	First-Year	Second-Year	Third-Year	First-Year	Second-Year	Third-Year
Arabic	74	30	25	63	27	20	53	25	33
Chinese	183	71	92	167	66	79	132	59	67
Catalan	5	0	0	2	0	0	2	0	0
EFS	190	0	0	141	0	0	134	0	0
French	123	80	15	116	80	10	95	65	18
German	63	20	0	58	18	2	61	6	9
Italian	144	32	1	138	0	6	119	23	5
Japanese	104	68	50	87	56	49	77	38	45
Korean	27	5	8	24	5	8	23	4	5
Portuguese	38	6	3	38	6	9	42	14	11
Slavic	19	14	23	14	24	21	19	18	20
Spanish	248	157	34	278	157	19	188	144	15
SLP	134	27	7	123	18	11	100	21	10
AME	54	16	6	35	6	11	50	7	4
Tibetan	4	1	0	2	2	0	3	0	0
Total	1410	527	264	1286	465	245	1098	424	242
	Autumn Total 2201			Winter Total 1996			Spring Total 1764		

Table 1 lists first-, second-, and third-year enrollments per language through academic year 2010-2011. Approximately 63% of language enrollment clusters in first-year programs. Second-year programs generate about 24% of the enrollment and third-year programs around 13%.

Table 2 includes average data from academic years 1995-1999, 2000-2004, 2005-2009 and 2010.

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

	Average Aut 95-99	Average Win 95-99	Average Spr 95-99	Average Aut 00-04	Average Win 00-04	Average Spr 00-04	Average Aut 05-09	Average Win 05-09	Average Spr 05-09	Aut 10-11	Win 10-11	Spr 10-11
Arabic*****							120	121	104	129	110	111
Chinese	265	228	187	320	269	242	391	349	299	346	312	258
Catalan****							3	3	3	5	2	2
EFS**				216	182	176	216	178	159	190	141	134
French	230	196	173	240	227	204	251	232	189	218	206	178
German	102	108	78	92	98	74	97	107	83	83	78	76
Italian	179	164	163	236	215	192	209	170	166	177	144	147
Japanese	167	138	96	198	170	134	216	199	121	222	192	160
Korean	37	28	26	30	27	22	33	32	29	40	37	32
Portuguese	21	27	31	44	49	53	49	50	55	47	53	67
Slavic	44	43	32	54	51	45	54	56	48	56	59	57
Spanish	592	551	440	632	580	473	576	534	448	439	454	347
SLP	168	146	121	191	147	131	184	138	135	168	152	131
AME				118	119	105	137	127	112	76	52	61
Tibetan***							4	3	3	5	4	3
TOTAL	1805	1628	1347	2155	1952	1675	2318	2112	1790	2001	1849	1625

** Averages (1996-1999) do not include 3rd-year courses ** EFS included starting Autumn 2003 - ***Tibetan included starting Autumn 2006 - ****Catalan included starting Autumn 2007 *****Arabic removed from AME Fall 08.*

Table 3 illustrates academic year 2010-2011 demographic data collected from language teaching evaluations. Students continue to report "interest" considerably more frequently than "requirement" as the reason for being in their class. Table 3 also provides some evidence as to which languages (i.e. Spanish and French) are used most often to fulfill the language requirement.

Table 3 - Student Self Reports - Academic Year 2010-2011

ACADEMIC YEAR 2010-2011 - FIRST-YEAR

	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	9%	0%	12%	14%	8%	6%	6%	10%	16%	59%	18%	3%	6%	0%
DR/GRE	15%	0%	5%	33%	28%	21%	15%	17%	3%	19%	10%	37%	51%	0%
Reputation	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%
Interest	71%	0%	50%	47%	52%	55%	75%	73%	75%	22%	66%	54%	36%	0%
Other	2%	0%	29%	2%	9%	15%	2%	0%	3%	0%	2%	1%	3%	0%
*Total Enr	375	0	395	212	114	289	191	41	64	27	185	154	519	0

*Students answered in multiple categories

ACADEMIC YEAR 2010-2011 - SECOND-YEAR

	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	21%	0%	0%	26%	53%	10%	38%	0%	20%	32%	41%	20%	28%	0%
DR/GRE	2%	0%	0%	8%	0%	2%	1%	0%	0%	3%	0%	16%	2%	0%
Reputation	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%
Interest	72%	0%	0%	58%	40%	85%	61%	100%	40%	59%	52%	59%	64%	0%
Other	1%	0%	0%	4%	7%	0%	0%	0%	20%	3%	2%	2%	3%	0%
*Total Enr	140	0	0	165	30	59	100	10	5	34	61	44	337	0

*Students answered in multiple categories

ACADEMIC YEAR 2010-2011 - ALL ADVANCED

	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	19%	0%	0%	47%	50%	0%	47%	50%	0%	38%	11%	0%	33%	0%
DR/GRE	1%	0%	0%	0%	0%	0%	1%	0%	0%	4%	6%	0%	0%	0%
Reputation	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	2%	0%
Interest	64%	0%	0%	53%	50%	0%	47%	31%	0%	50%	33%	0%	64%	0%
Other	2%	0%	0%	0%	0%	0%	1%	6%	0%	0%	0%	0%	0%	0%
*Total Enr	176	0	0	36	14	8	76	16	14	48	18	7	45	0

*Students answered in multiple categories

Table 4 illustrates the academic background of students in the language programs. First-year students are distributed fairly evenly across academic areas. The reports of second-year reveal Asian languages as growing in the number of students in Social Science as well as in Humanities and Engineering. In general, the second-year language programs meet the needs of more Social Science students and the third-year programs meet the needs of more Humanities students. These data reflect the larger student population in programs with second-year language requirements such as International Relations as well as majors enrollment in the various languages. The data help the Language Center to insure that the language programs are aligned with the needs and interests of students enrolled.

Table 4 - Areas of Study - ACADEMIC YEAR 2010-2011

ACADEMIC YEAR 2010-2011 - FIRST-YEAR

Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	14%	0%	16%	9%	15%	16%	14%	17%	8%	7%	11%	24%	20%	0%
Social Science	18%	0%	4%	22%	14%	23%	9%	12%	36%	48%	34%	17%	22%	0%
Humanities	14%	0%	5%	33%	22%	27%	13%	22%	28%	30%	24%	11%	12%	0%
Engineering	31%	0%	73%	13%	35%	12%	41%	39%	8%	15%	16%	32%	18%	0%
Education	0%	0%	2%	0%	0%	1%	1%	0%	0%	0%	1%	1%	0%	0%
Other	17%	0%	2%	20%	10%	17%	20%	7%	9%	0%	10%	9%	23%	0%

*Total enrollment: students answered in multiple categories

ACADEMIC YEAR 2010-2011 - SECOND-YEAR

Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	7%	0%	0%	12%	17%	8%	8%	30%	8%	15%	13%	32%	20%	0%
Social Science	29%	0%	0%	25%	27%	29%	30%	40%	38%	35%	49%	30%	35%	0%
Humanities	19%	0%	0%	22%	27%	31%	22%	20%	15%	26%	26%	18%	18%	0%
Engineering	28%	0%	0%	18%	17%	12%	34%	0%	8%	9%	5%	16%	6%	0%
Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	14%	0%	0%	18%	10%	17%	6%	10%	23%	15%	0%	5%	17%	0%

*Total enrollment: students answered in multiple categories

ACADEMIC YEAR 2010-2011 - ADVANCED

Area of Study	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SPL	Spanish	Tibetan
Science	5%	0%	0%	3%	7%	13%	7%	6%	14%	0%	0%	0%	22%	0%
Social Science	37%	0%	0%	53%	29%	13%	22%	44%	57%	17%	56%	57%	42%	0%
Humanities	25%	0%	0%	28%	21%	38%	43%	19%	14%	60%	28%	0%	13%	0%
Engineering	15%	0%	0%	6%	29%	0%	26%	6%	0%	15%	0%	29%	9%	0%
Education	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0%	0%
Other	11%	0%	0%	11%	14%	13%	1%	0%	7%	0%	6%	0%	13%	0%

*Total enrollment: students answered in multiple categories

The Language Requirement

Placement and Assessment, Academic Year 2011-2012

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

Table 5 provides information received from the 2011-2012 incoming students. The vast majority of students reported an interest in pursuing Spanish, followed by French, then Chinese. This pattern is virtually identical to previous academic years.

TABLE 5 -
Baseline data on incoming students 2011-2012

Language	Raw Number	Percentage
SPANISH	853	49%
PORTUGUESE	13	1%
FRENCH	313	18%
ITALIAN	52	3%
GERMAN	54	3%
RUSSIAN	15	1%
CHINESE	178	10%
JAPANESE	69	4%
KOREAN	18	1%
LATIN	58	3%
GREEK	4	0%
ASL	3	0%
CATALAN	1	0%
HEBREW	12	1%
ARABIC	22	1%
AFRIKAANS	1	0%
ZULU	1	0%
HAWAIIAN	2	0%
HINDI	9	1%
URDU	2	0%
INDONESIAN	1	0%
VIETNAMESE	4	0%
TIBETAN	1	0%
LAKOTA	1	0%
OTHER	1	0%
NONE	26	2%
	1729	100%

Table 6 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2011. All students in need of placement were required to test on-line, leaving only the oral examination for the usual placement testing period. One thousand one hundred sixty-one (1,161) students completed the on-campus/oral portion of the examination and were placed officially or exited from the requirement before classes began in Fall 2011.

TABLE 6 - On-campus testing, September 21-23, 2011

Language	Expected	Online Written	On Campus/Oral
ARABIC	4	15	15
CHINESE	16	120	84
FRENCH	153	310	262
GERMAN	9	48	36
GREEK	3	3	3
HEBREW	7	5	5
ITALIAN	4	21	13
JAPANESE	19	58	48
KOREAN	0	17	9
LATIN	9	30	30
RUSSIAN	5	19	17
SPANISH+SHBS	421	680	639
	650	1326	1161

Table 7 recaps data concerning students who completed the language requirement through some form of testing. Seventy-five (75%) percent of incoming students exited from the language requirement in Fall 2011. These data include students entering Stanford as native speakers of a language other than English.

TABLE 7 - Students completing the language requirement through testing

Language	Lang. Req. SATII/AP-Native	Placement Test - Place Out	Total
ANCIENT GREEK	0	3	3
ARABIC	2	9	11
CHINESE	80	75	155
FRENCH	107	100	207
GERMAN	16	8	24
HEBREW	0	5	5
ITALIAN	2	6	8
JAPANESE	14	29	43
KOREAN	14	4	18
LATIN	38	8	46
RUSSIAN	1	16	17
SPANISH+SHBS	374	134	508
	648	397	1045

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 2010-2011 academic year was consistent with previous years. Most AP/SATII students are well beyond expected oral proficiency levels. These data are listed in **Appendix E**. The Language Center continues to be supportive of the use of AP/SATII scores for meeting the language requirement.

The Language Center has a significant amount of interaction with incoming Frosh beyond their online placement testing. **Appendix F** catalogues over eight thousand email exchanges throughout the summer of 2011, 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 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 2010-2011.

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

TABLE 8 - Credit Transfers - 1997-1998 through 2010-2011

	1997-1998	1998-1999	1999-2000	IB Transfer 1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009 Preapprovals	2009-2010	2009-2010 Preapprovals	2010-2011	2010-2011 Preapprovals
AME					8	3	3	7	4	3	2	2	1	1				
Greek										1		5	1			3	3	1
Arabic											5	8	9	7		1	4	1
Catalan																		1
Chinese	1	3	3		6	3	7	9	8	4	5	5	17	3	6	3	9	2
French	10	8	16	1	8	4	12	17	6	12	11	10	5		2	4	1	2
German	6	5	1	1	5	4	4	8	4	5	3		1		1	1		1
Hebrew											3	3	2	1	2	1	5	1
Italian		2	10		3	7	7	14	9	6	7	4	7	3	1	4	1	6
Japanese	2	1	6			4	4	6	1	2	6	1	1					
Korean	1				3	2	2	1					1	1	2			1
Latin	3	4			1				1	3	2		1	1	1	4	3	
Portuguese		1			3	4		4	2	1	1	1	1	1	1			2
Russian	1	2	1		3	1	3	1	3	1	2	4	2		2			
Spanish	13	32	31		47	70	60	84	42	53	49	54	25	19	22	18	19	13
SLP	6	3	20		15	4	8	6	4	3	6	5	6	2	2	1	2	1
Swahili													1		1		1	
Tibetan										1				1				1
	43	61	88	2	102	106	110	157	84	95	102	102	81	40	43	40	48	33

Language Center Honors

The Japanese American Association of Northern California and the Consulate General of Japan, as part of their activities to encourage the learning and use of the Japanese language, co-sponsored the 38th Annual Japanese Speech Contest in November 2011. Two students, RJ Wei Lim and Melvin Su, enrolled in the Japanese language program during the 2011 Fall quarter participated in the contest and were awarded first and third place winners, respectively.

Stanford students who received scholarships to study Arabic last year include Alison Stiner, Janessa Nickels, Andrew Clausen, Shadi Bushra, Katherine Cromack, Matthew Jhon Colford, A.J. Sugarman, Daniel Thomas Speckhard, Lina Maria Hidalgo, Cyana Chilton, Jasmine Deghan, Shira Shane, Sophia Paliza-Carre, and Andrew Clausen.

In German, Caroline Shen was awarded the prestigious Congress Bundestag Youth Exchange for Young Professionals scholarship. Wesley Dunnagan received a full-year scholarship to study the language at the Universitat der Kunste in Berlin.

Proficiency Notation for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased dramatically since the guidelines were codified and publicized more widely. This notation, which appears on the official transcript, recognizes a nationally-certified level of oral proficiency and equivalent written academic work. The Language Center supports undergraduates who pursue the notation by financing the required telephonic proficiency interview and computer-based writing assessment. Students in cognate languages must achieve minimally a rating of Advanced-Low in their oral and written proficiency; students in non-cognate languages, a rating of Intermediate-High. In Spring 2011, 13 students received proficiency notations in: Chinese (2), French (2), German (2), Italian (1), Russian (1) and Spanish (4), and Turkish (1). In this pool of students achieving the notation, 10 students were rated higher in their oral and written proficiency than the minimum standard we set.

Technology in the Language Center

The spring 2011 administration of the SOPIs to 762 students included 22 unique tests in 11 languages. As usual, the tests were completed with no major incidents. In addition, our bank of over 1000 unique SOPI items was finally completed in the fall, allowing for a much smoother transition into the testing period each year.

Over the course of the year, preparations were made to explore the possibility of running year-end writing tests on computers. A bank of 40 small notebook computers was purchased and a special image was installed that only allowed them to connect to CourseWork. After creating a secure site for each test, we ran a pilot administration for 155 students in 17 sections of 4 languages. As the pilot proceeded, improvements were made to the sites and the procedure, and a full administration for all European languages is planned for spring 2012, as well as limited pilots for several Asian languages. The experience gained through the administration of the online writing tests also led to several trial runs of online midterms and final exams. The use-cases were restricted to students who needed special accommodations for testing, but the results indicate that wider application is possible.

Moving away from using cassette recorders for placement testing has been a technology goal for several years. In order to achieve this, over 800 digital audio recorders were purchased and prepared for use with labels and plastic pouches. Test media was rewritten to include operating instructions for students, and raters were also given orientations for listening to responses. The system functioned with no major errors and program coordinators gave consistently positive feedback.

The number of Language Center CourseWork course sites increased roughly 10% from 463 in 2010 to 506 in 2011 as shown in **Table 9**.

Table 9 - CourseWork Sites											
	w10	sp10	su10	f10	cy10 totals	w11	sp11	su11	f11	cy11 totals	w12
Spanish	33	24	7	30	94	28	26	6	31	91	28
French	13	13	3	20	49	17	17	4	18	56	17
Italian	15	13	3	13	44	14	14	3	13	44	13
German	6	5	4	4	19	8	8	2	11	29	7
Chinese	20	20	3	22	65	21	23	1	24	69	24
AME	17	15	0	21	53	16	17	0	10	43	14
Japanese	8	8	2	8	26	8	8	3	11	30	11
Portuguese	3	4	0	4	11	4	5	0	7	16	8
SLP	8	7	0	10	25	9	8	0	16	33	8
EFS	12	8	21	14	55	12	10	35	13	70	11
Korean	4	4	0	5	13	5	5	0	5	15	4
Slavic	2	2	0	2	6	0	3	0	4	7	3
Catalan	1	1	0	1	3	1	1	0	1	3	1
Totals	142	124	43	154	463	143	145	54	164	506	149
										9.29%	
										cy pct increase	

Table 10 illustrates the number of students in these sites which increased somewhat less, from 5906 in 2010 to 6077 in 2011.

Table 10 - CourseWork Sites											
	w10	sp10	su10	f10	cy10 totals	w11	sp11	su11	f11	cy11 totals	w12
Spanish	471	372	45	419	1307	438	358	60	428	1284	28
French	205	154	24	221	604	211	191	19	218	639	17
Italian	159	104	21	151	435	147	131	13	134	425	13
German	71	62	15	45	193	59	62	18	87	226	7
Chinese	324	283	18	339	964	292	255	12	371	930	24
AME	143	101	0	178	422	136	120	0	145	401	14
Japanese	192	146	9	201	548	179	141	18	172	510	11
Portuguese	54	55	0	49	158	64	69	0	64	197	8
SLP	54	55	0	73	182	78	62	0	123	263	8
EFS	86	59	369	355	869	113	82	482	349	1026	11
Korean	35	37	0	40	112	37	30	0	42	109	4
Slavic	41	32	0	28	101	0	26	0	33	59	3
Catalan	2	4	0	5	11	4	2	0	2	8	2
Totals	1837	1464	501	2104	5906	1758	1529	622	2168	6077	150
										2.90%	
										cy pct increase	

The growth in the number of sites reflects instructors' continued reliance on CourseWork to efficiently and securely deliver course materials and assessments. Most instructors report that students have come to expect courses to be administered online in CourseWork, and it would be very difficult to keep all of the electronic resources and student submissions organized without it.

The Language Center's Academic Technology Specialist (ATS) continues to participate in two to three CourseWork meetings each week, in order to

facilitate the flow of information between instructors and the CourseWork team. He also participates in one to two meetings each week related to next-generation developments in Sakai, the source software for CourseWork, and presented the SOPI system at the annual Sakai conference in Los Angeles.

In order to assure that all instructors and TAs have equal access to the online tools available at Stanford, an online tutorial for CourseWork was administered over the summer. The tutorial stepped users through both the student experience and the teacher experience, giving them the opportunity to submit both text and audio responses in their target languages. Tasks were available in CourseWork, instructions were available on a separate website, and 14 help sessions were scheduled in the Language Lab. Over 90% of all teaching staff completed the tutorial, most without any need for assistance. The ATS continues to devote roughly 50% of his time to CourseWork related matters.

The Digital Language Lab, where SOPI exit assessments, as well as most formative assessments, take place, continues to play an integral part in facilitating pedagogy at the Language Center. The enhanced classrooms alone provide an enriched learning experience for hundreds of students each quarter, hosting as many as 30 class meetings per week. In addition, data indicates that just under 700 students visit the drop-in area of the Lab two to three times per quarter to complete formative assessments as well as other language-related tasks. In anticipation of the demolition of Meyer Library, all services housed there, including the Language Lab, will be moving to GSB South sometime in the summer of 2014. While plans have not been finalized, it is anticipated that Lab facilities will be somewhat expanded, in addition to a general increase in the number of spaces for assessment.

For the last few years, online placement testing has been run on servers that were kept in a small room in Building 30. In order to improve both the security and the reliability of these tests, they were moved to new servers in one of the university's data centers. The transition was completed in the fall, allowing for gradually increasing usage before the main testing period in the summer of 2012.

Finally, two very recent advances have been announced which will allow for several much anticipated changes to begin. First, the Information Security Office recently announced that student data is now classified as "Confidential", rather than "Restricted", thus permitting storage of student work on a wider range of services. Instructors will now be able to take advantage of blogs and wikis hosted by IT services, provided that they take appropriate measures to prevent public access, rather than being restricted to CourseWork. In addition, the CourseWork team has successfully upgraded their pilot of the video streaming service Kaltura, to allow for unrestricted use in course sites. The English for Foreign Students program ran a successful trial of this service with their summer intensive program, and it appears that it will finally allow instructors to integrate video into their courses in a much more seamless way.

Study of Undergraduate Education at Stanford (SUES) Recommendations

The Study of Undergraduate Education at Stanford (SUES) report maintains the language requirement in its present form and recommends two directions to enhance the already successful and popular language learning initiatives at Stanford. First, SUES urges attempts to increase the number of students pursuing the Advanced Proficiency Notation. The Language Center will try to increase communication about the availability of the Advanced Proficiency Notation. In addition, faculty in the Division of Literatures, Cultures, and Languages have already begun the discussion of requiring majors to sit for the two examinations that constitute the notation. Each of these efforts will move toward greater numbers of students pursuing the notation.

Implementing SUES' second recommendation, increasing opportunities for more advanced language study, is dependent, according to the SUES report, upon the notion that total fewer requirements mean students might have more space for continuing the study of foreign languages at the advanced literature and culture level. To take advantage of this greater flexibility in the undergraduate curriculum, a greater number of literature courses taught in the language will be a positive step in the direction of developing and sustaining student proficiency. Finally, the September Studies program will enable faculty to offer immersion experiences to students that should also lead to a greater enrollment in majors-level courses. Offering students more opportunities to use their foreign languages actively at a higher and more sophisticated level should become a driver in upper-level courses.

Budget Update and Stewardship

Because of increased student demand, the Language Center has filled new full time positions in Arabic, Hindi, French, and Portuguese. In the queue for additional new positions are English for Foreign Students and Persian. We have now made up all losses from the 2009 financial debacle.

With the bettering economy, the Language Center is also able to focus more directly on Special Languages through its endowment from the John Roberts Hale Chair. The gift money available will be directed toward languages in which there is presently significant interest and enrollment. As a first step, Vietnamese and Navajo will benefit from offering instructors in those languages full time year to year contracts. Further, the Brazilian Consulate has offered us a two-year term Portuguese language instructor. The Hale Funds will be used to match this offer in order to make the instructor 100% FTE.

Fulbright Foreign Language Teaching Assistant Orientation

The Language Center hosted another extremely successful orientation for international language teaching assistants on August 14-19, 2011. Fifty students from twenty-four countries participated in the five day orientation. Sessions for the FLTAs were offered by the following Language Center teaching staff members: Elizabeth Bernhardt, Connie Rylance, Andrea Kevech, Ken Romeo, Eva Prionas, Joan Molitoris, Salem Aweiss, Ali Miano, Eugenia Khassina, Paul Nissler, Miranda Kershaw, Nina Lin, Hee-Sun Kim, and Joseph Kautz and ably assisted by the Language Center staff, Tracey Riesen, Amy Keohane, and Monica Brillantes.

The orientation was attended by Marsha Frith (Assistant Director, Institute of International Education) and by Shelby Lewis (Board Director, Bureau of Educational and Cultural Affairs, U.S. Department of State). Ms. Frith noted in her feedback:

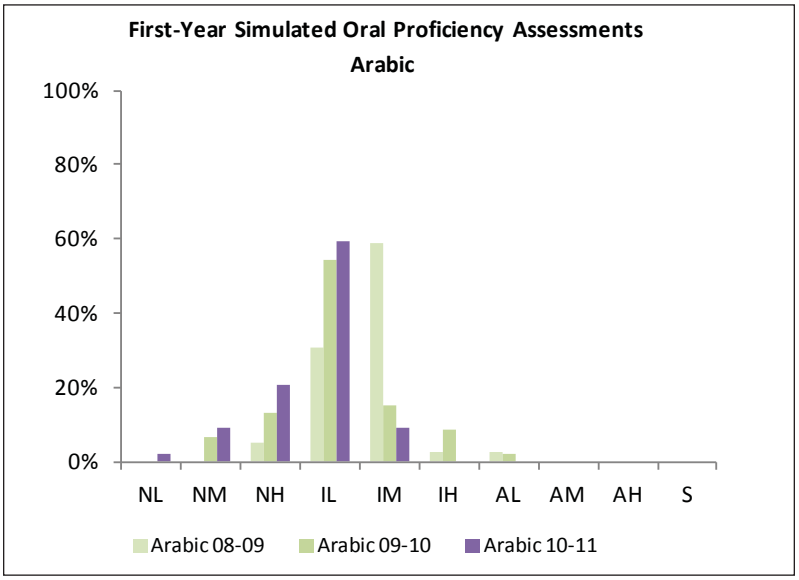
I want to offer my sincere thanks on behalf of the Institute of International Education and the U.S. Department of State for the stellar orientation organized by Stanford University. We recognize the time and effort needed to organize this event each year, and truly appreciate the excellence with which every detail is carried out. The Fulbright FLTAs that attended the orientation at Stanford were provided vital information on teaching methodology, practical skills for adapting socially and utilizing technology in the classroom; among other topics.

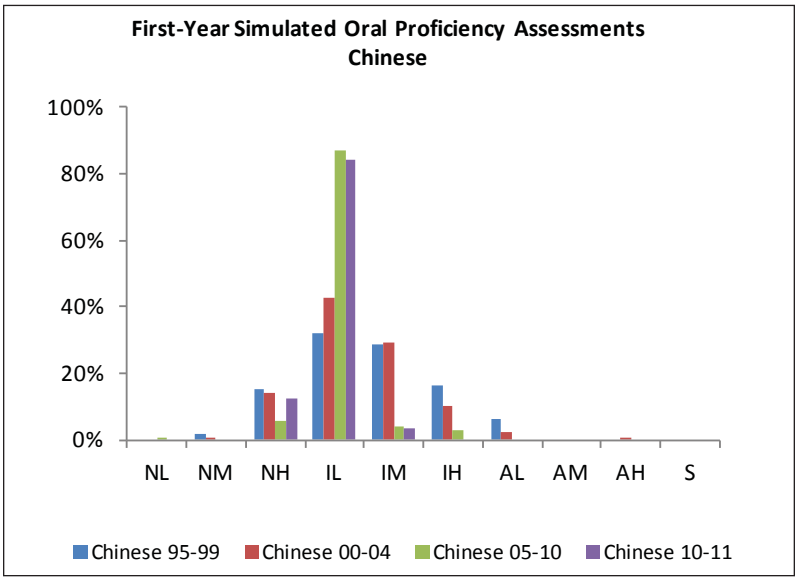
Director Lewis concluded:

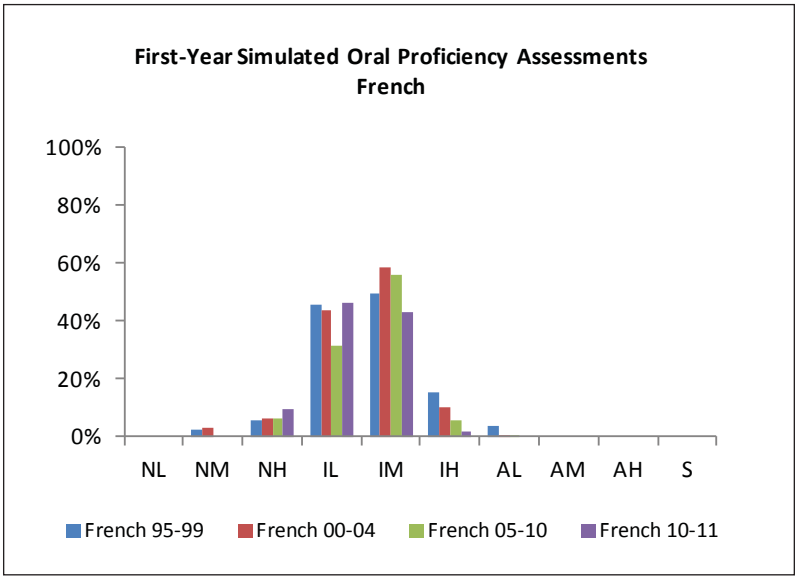
Let me end by saying thank you, again, for the warm and generous hospitality extended to me and the FLTAs and for your ongoing commitment to the Fulbright Program. It is unlikely that the standard set by Stanford University will be bested in the foreseeable future.

Appendix A - First-Year Oral Proficiency Assessments

Academic Years 1995-2011







Key:	
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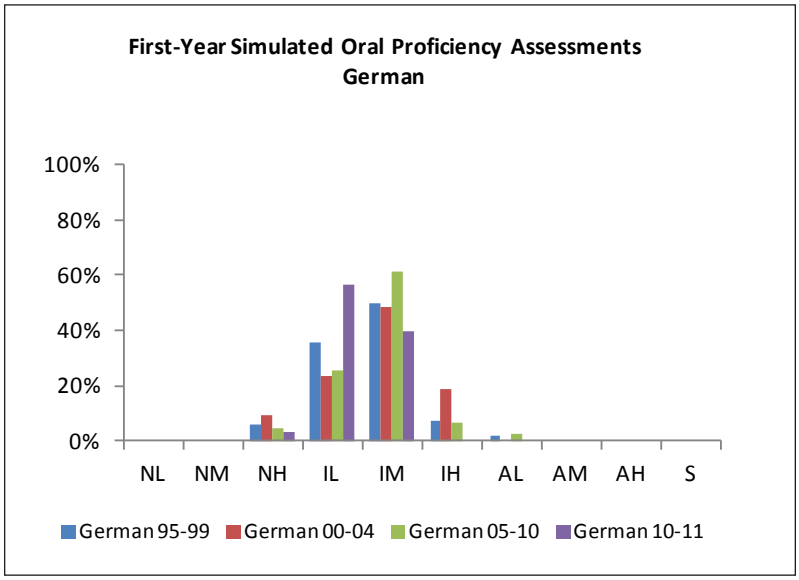

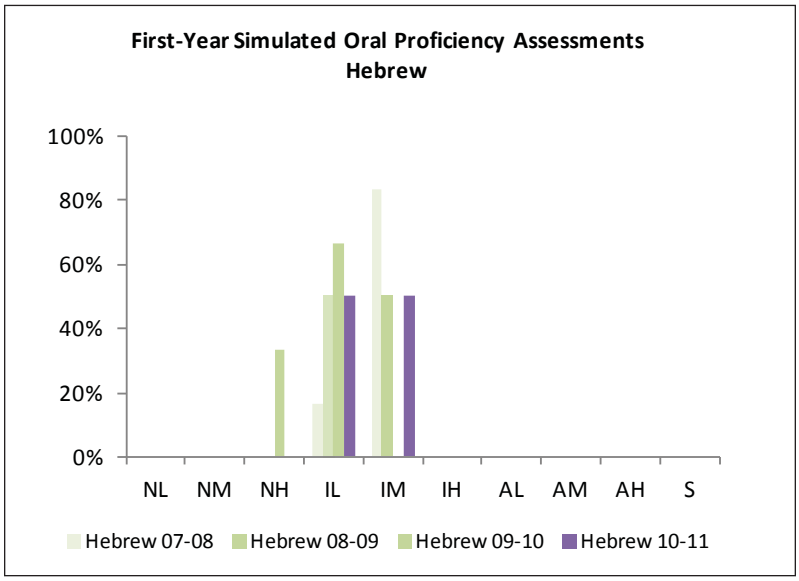

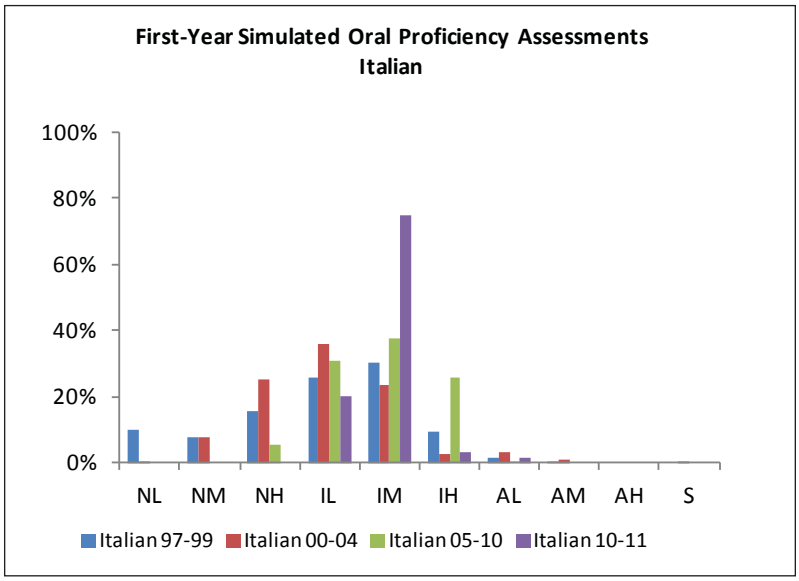

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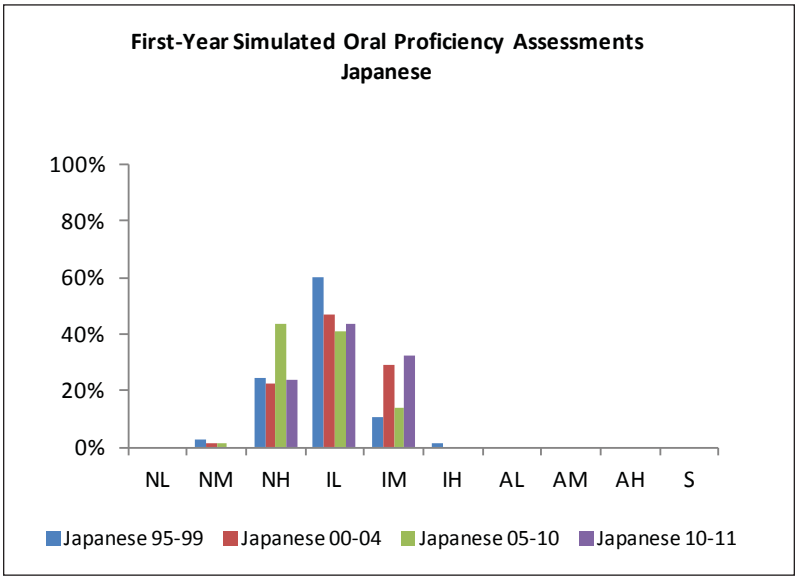

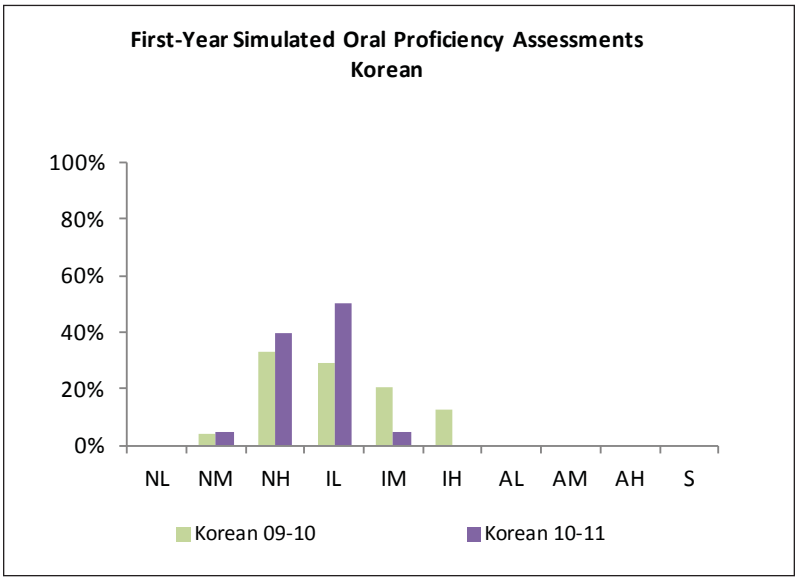

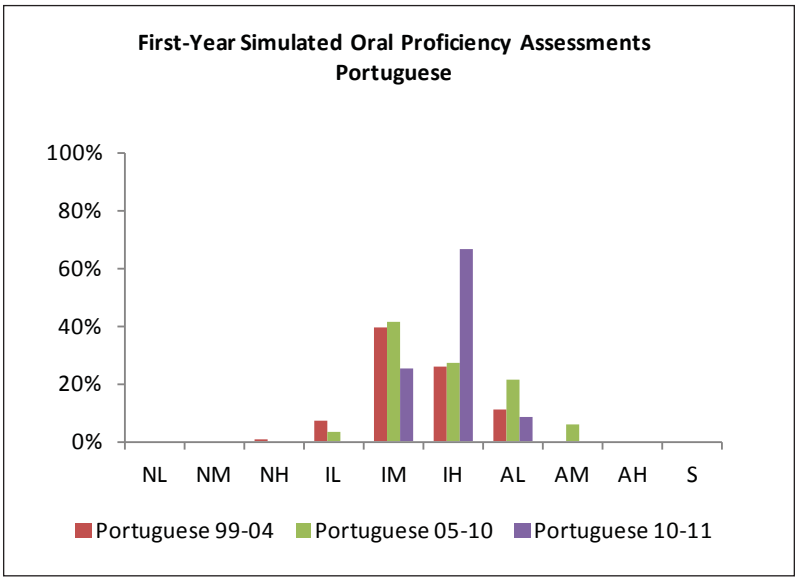

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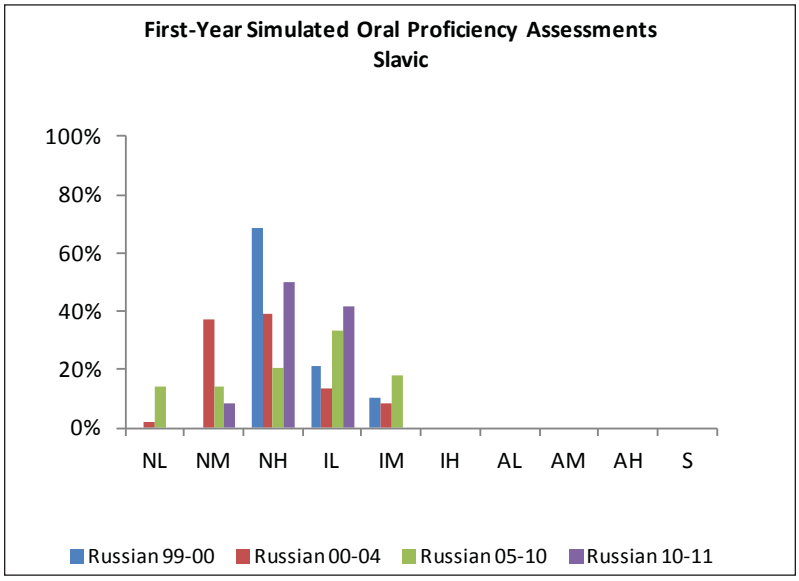

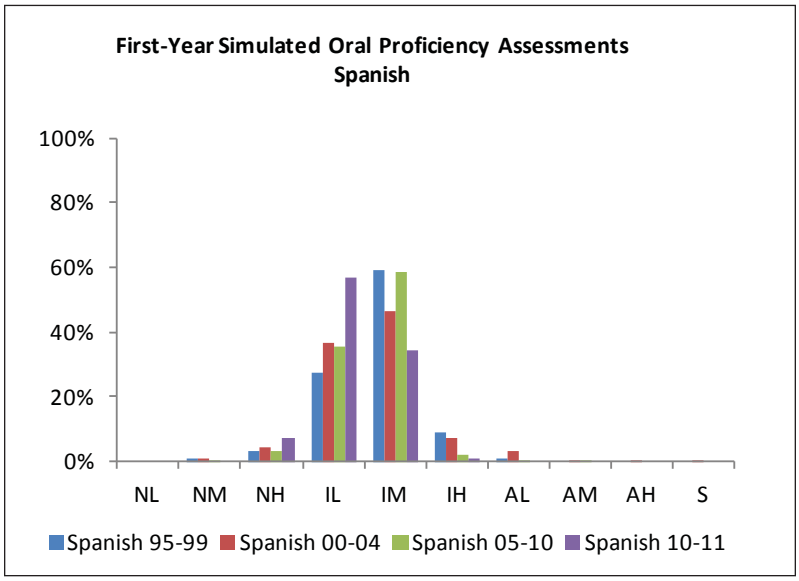

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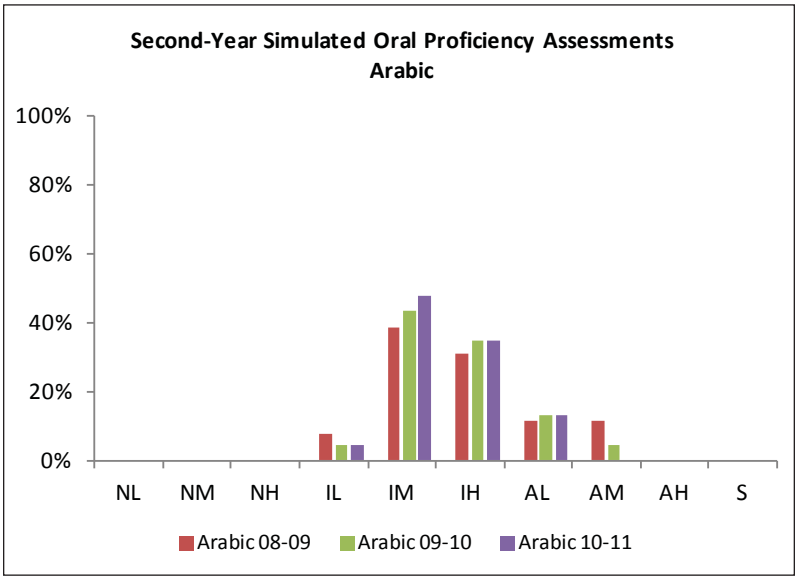
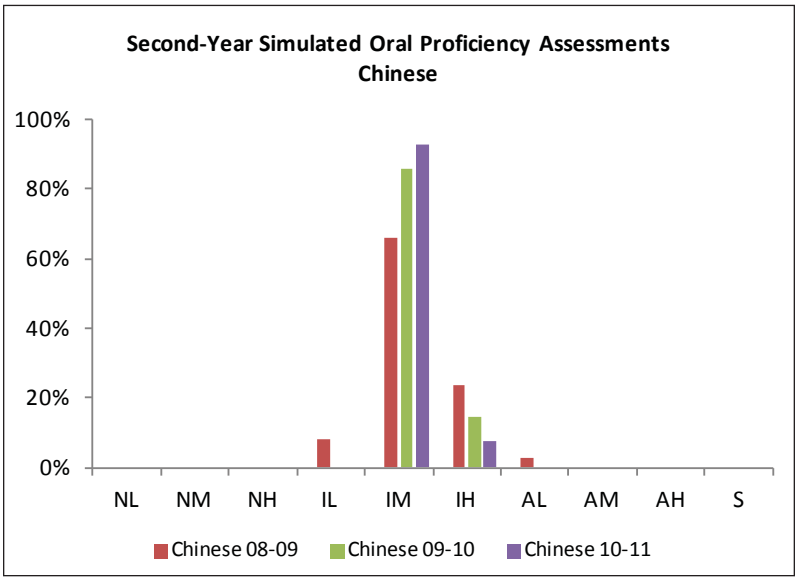
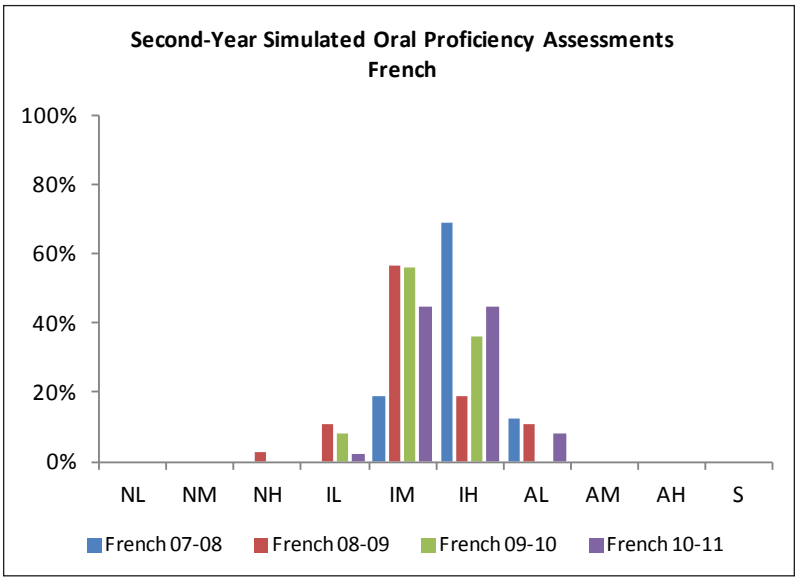
Appendix A - Second-Year Oral Proficiency Assessments

Academic Years 2007-2011







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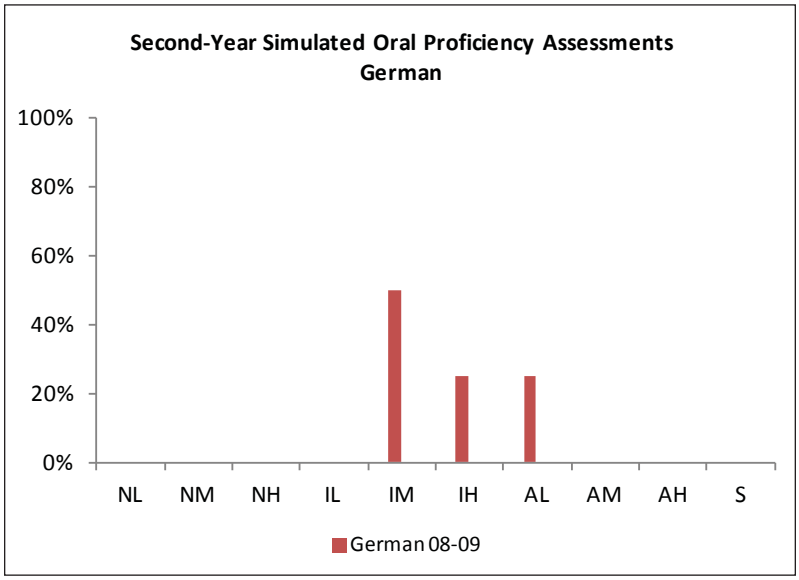

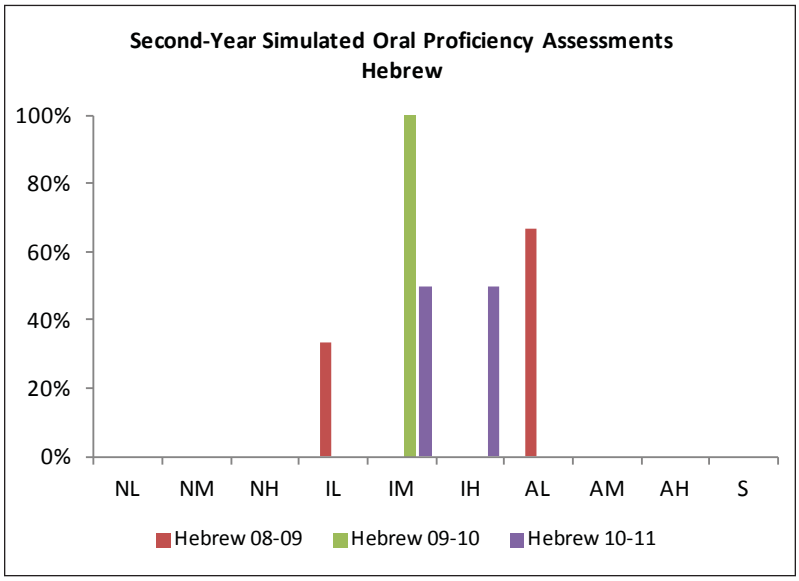

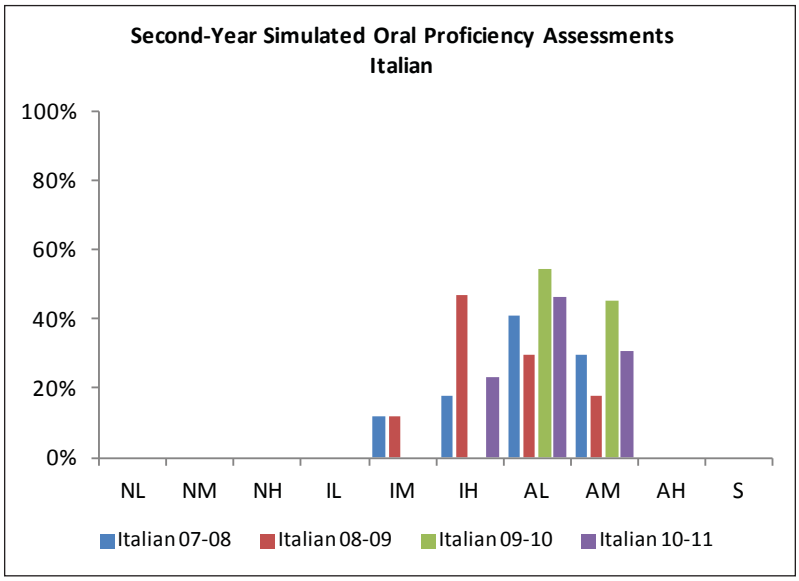

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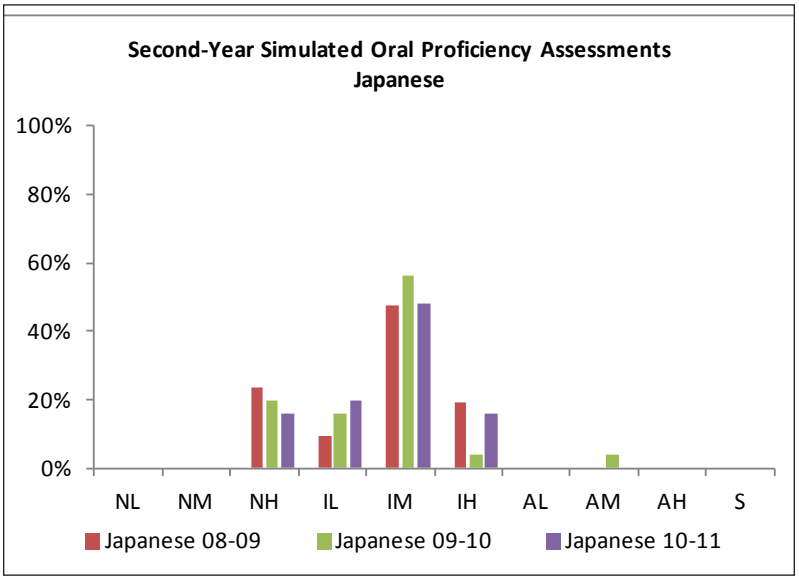

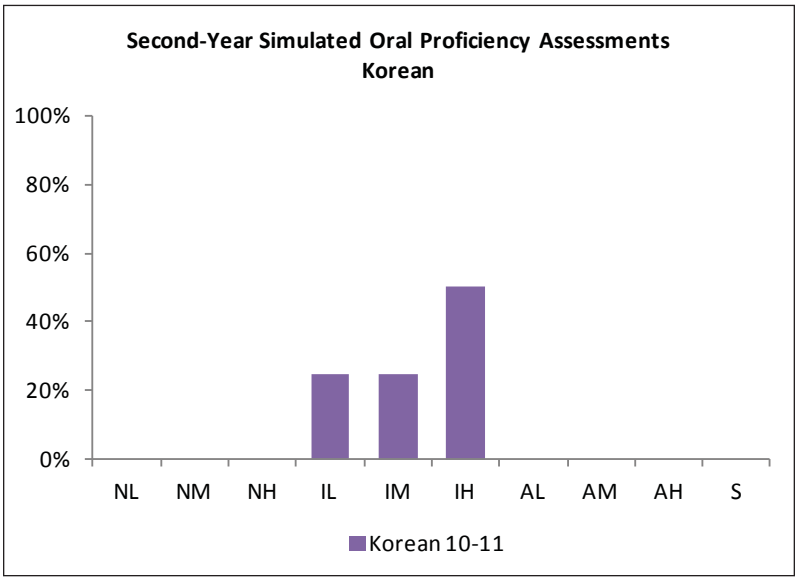

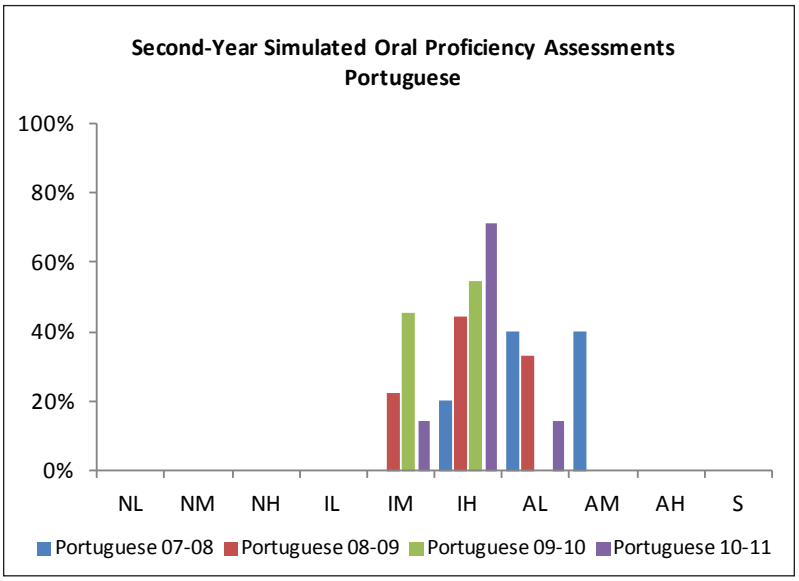

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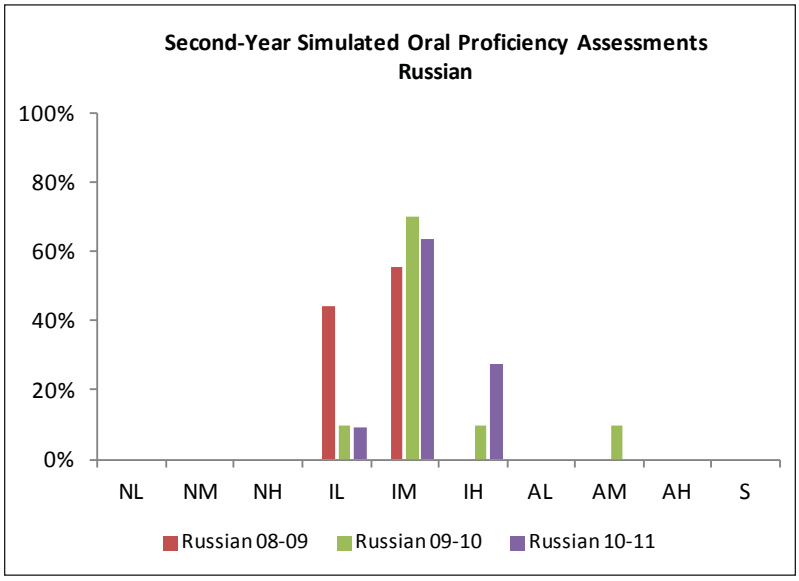
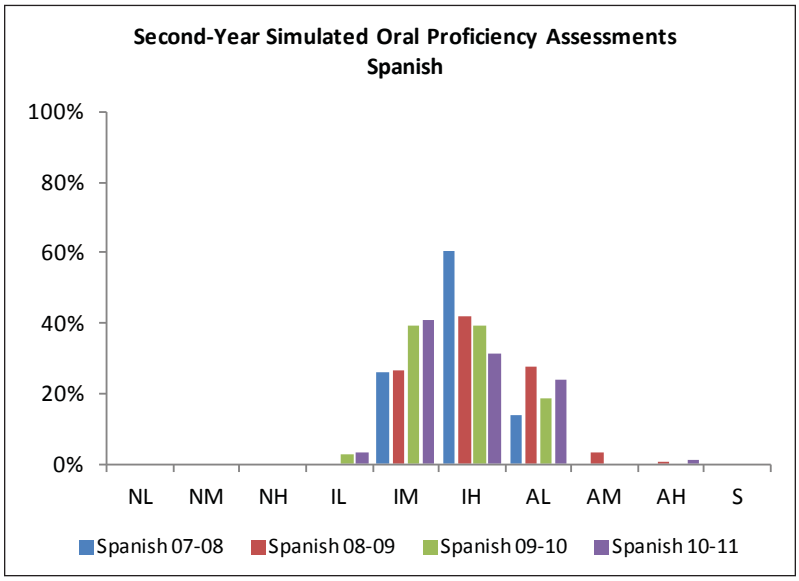
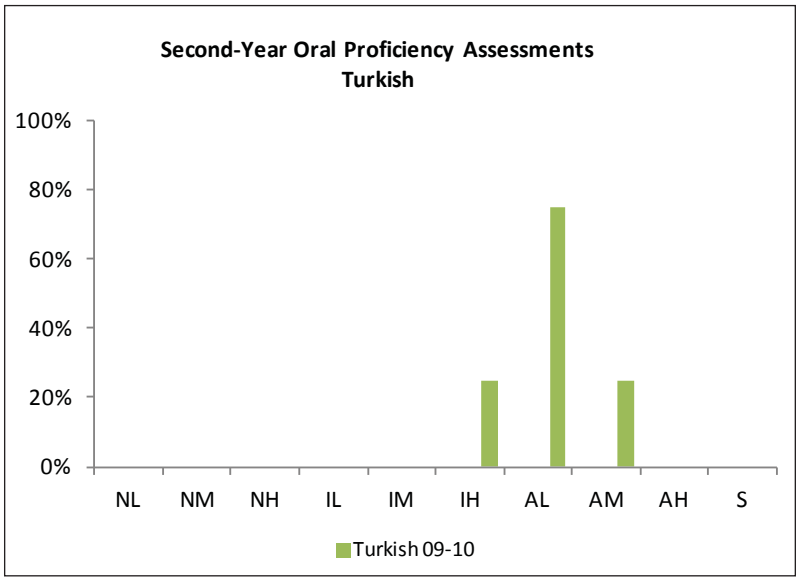
Appendix A - Second-Year Oral Proficiency Assessments

Academic Years 2007-2011







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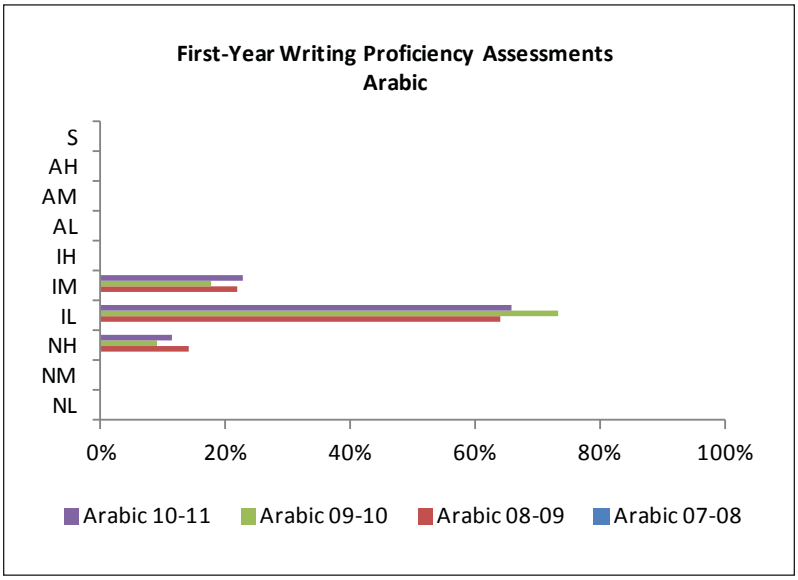
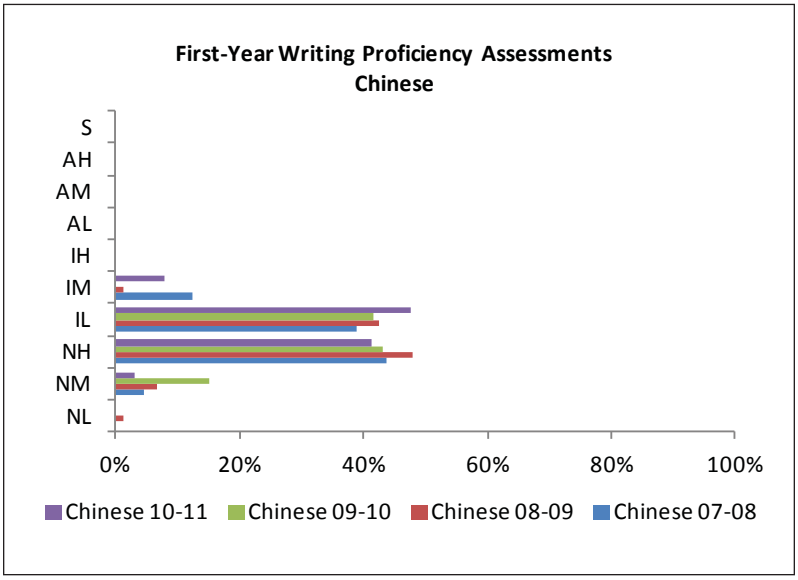
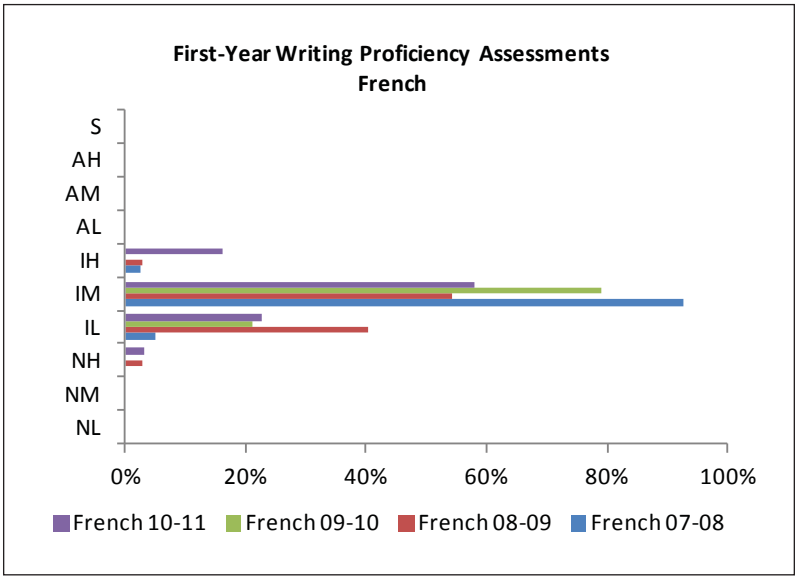
Appendix B - First-Year Writing Proficiency Assessments

Academic Years 2007-2011







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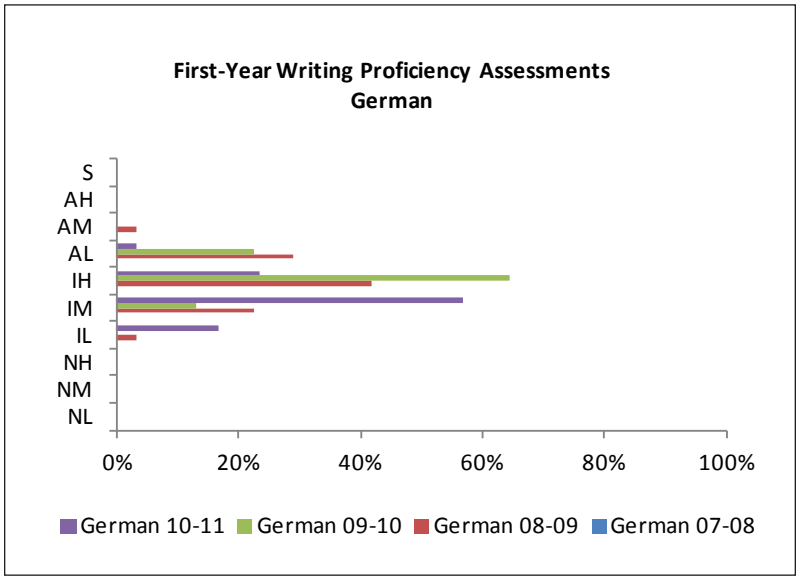
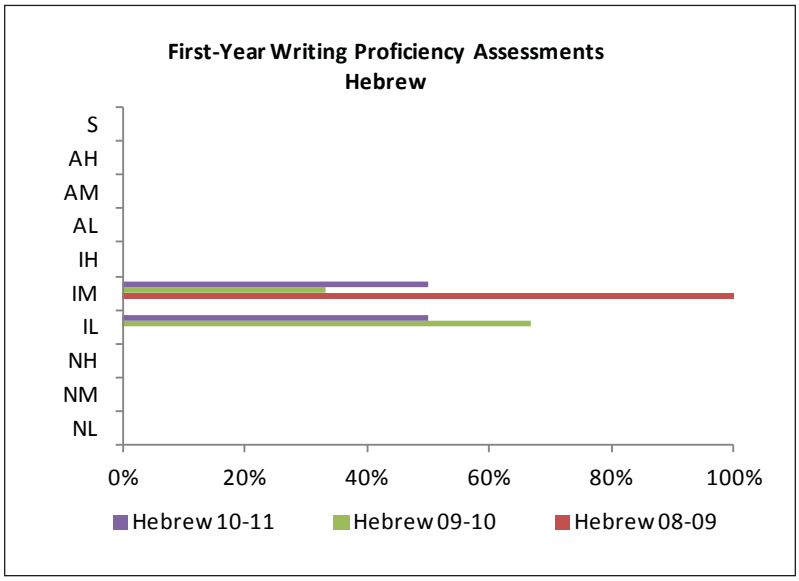
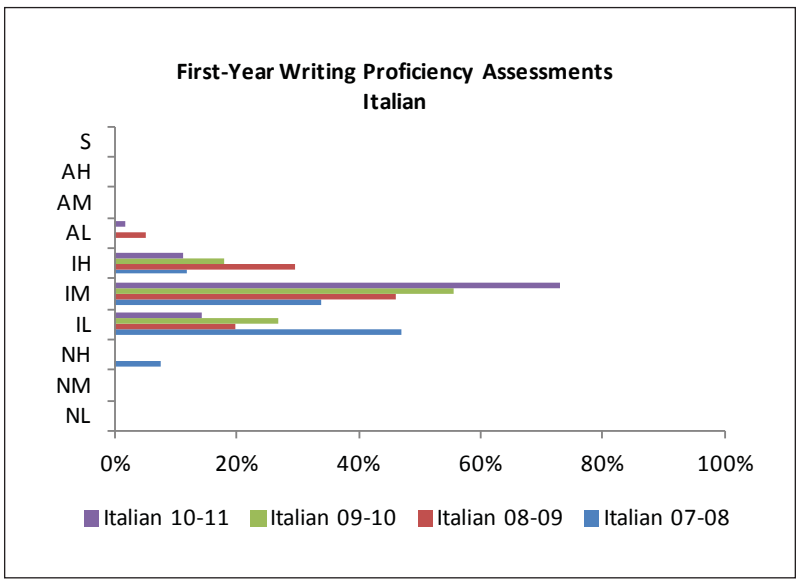
Appendix B - First-Year Writing Proficiency Assessments

Academic Years 2007-2011



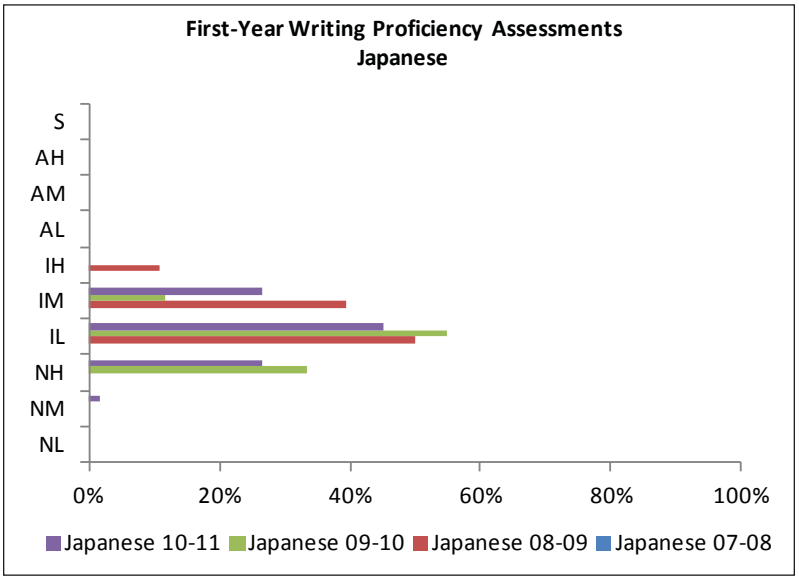


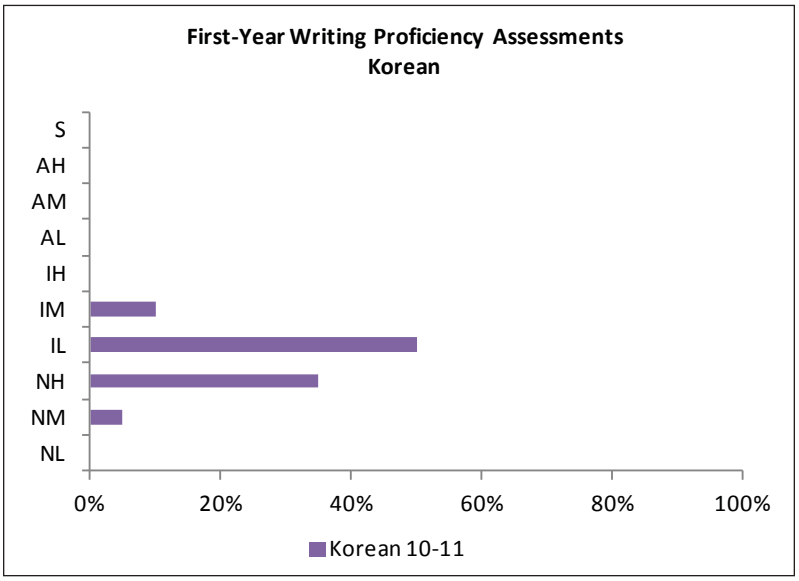


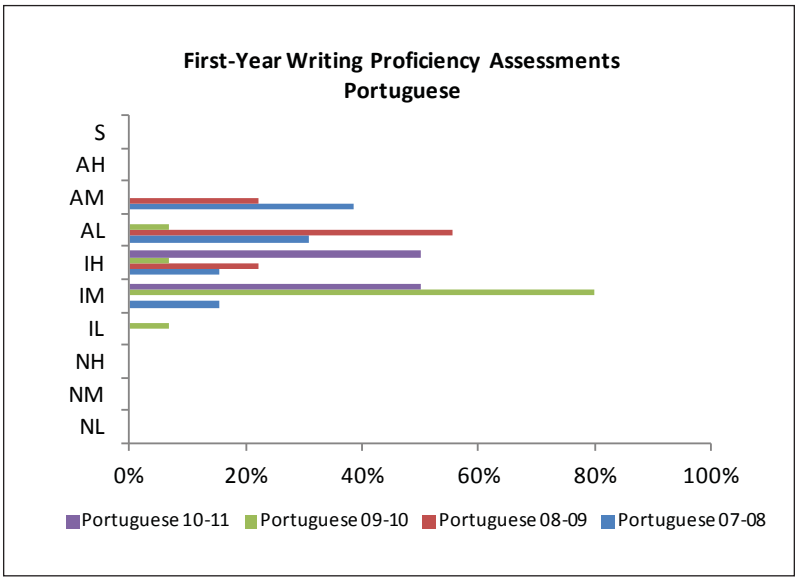
Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

Appendix B - First-Year Writing Proficiency Assessments

Academic Years 2007-2011







Key:	
NL	Novice Low
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NH	Novice High
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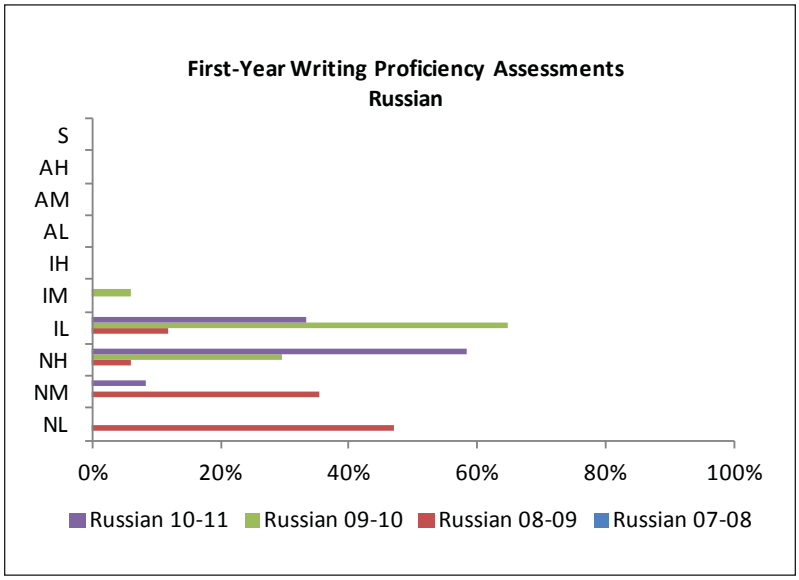
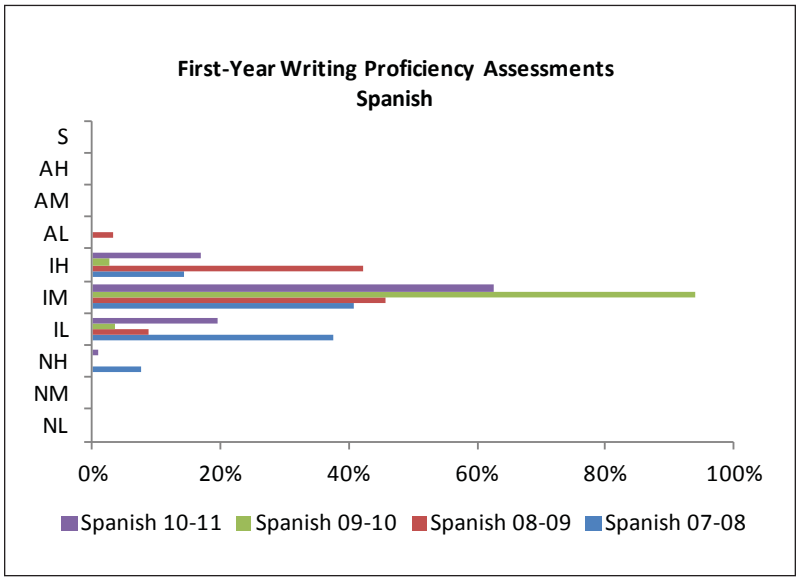
AM	Advanced Mid
AH	Advanced High
S	Superior

Appendix B - First-Year Writing Proficiency Assessments

Academic Years 2007-2011





Key:	
NL	Novice Low
NM	Novice Mid
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IH	Intermediate High
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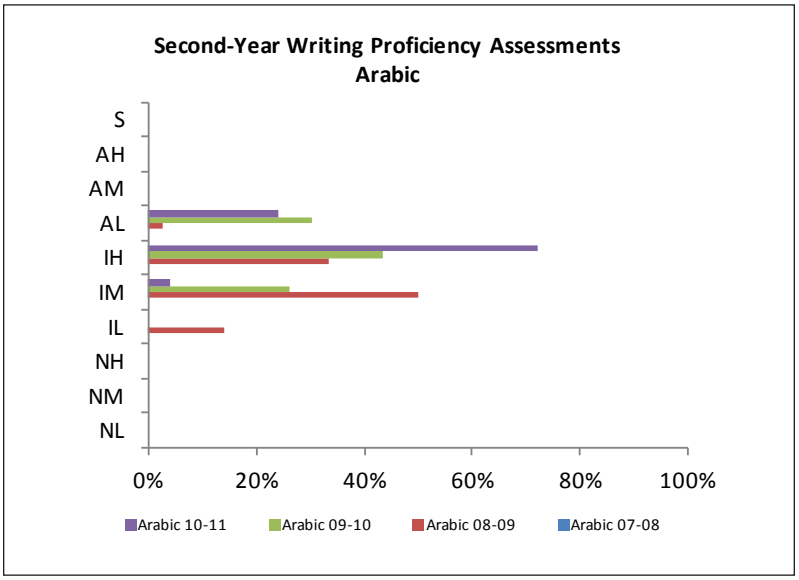
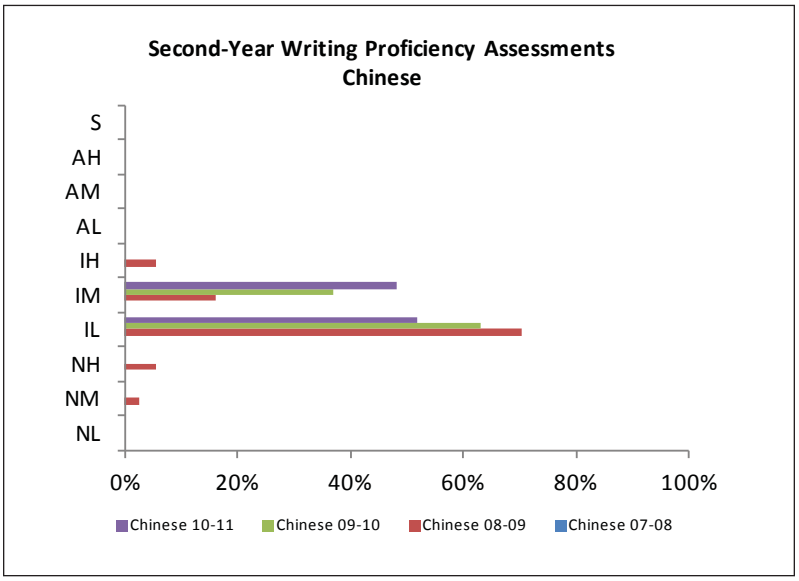
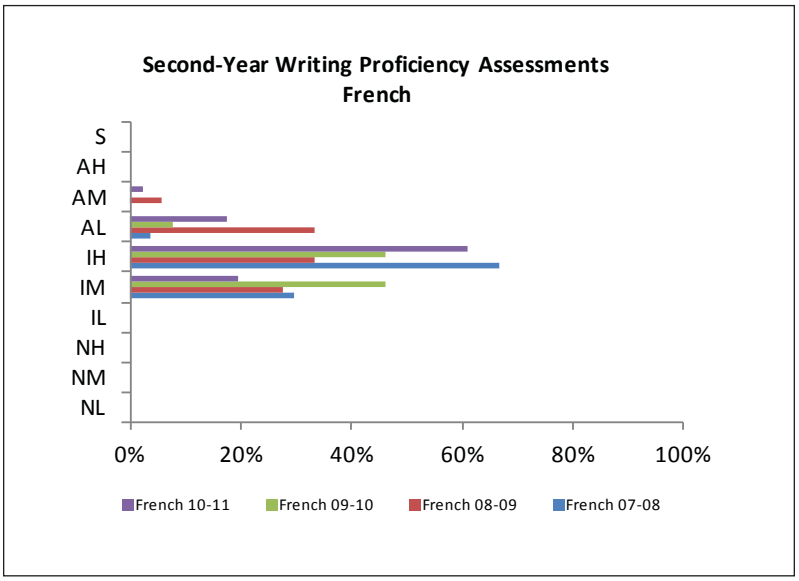
AM	Advanced Mid
AH	Advanced High
S	Superior

Appendix B - Second-Year Writing Proficiency Assessments

Academic Years 2007-2011







Key:	
NL	Novice Low
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AM	Advanced Mid
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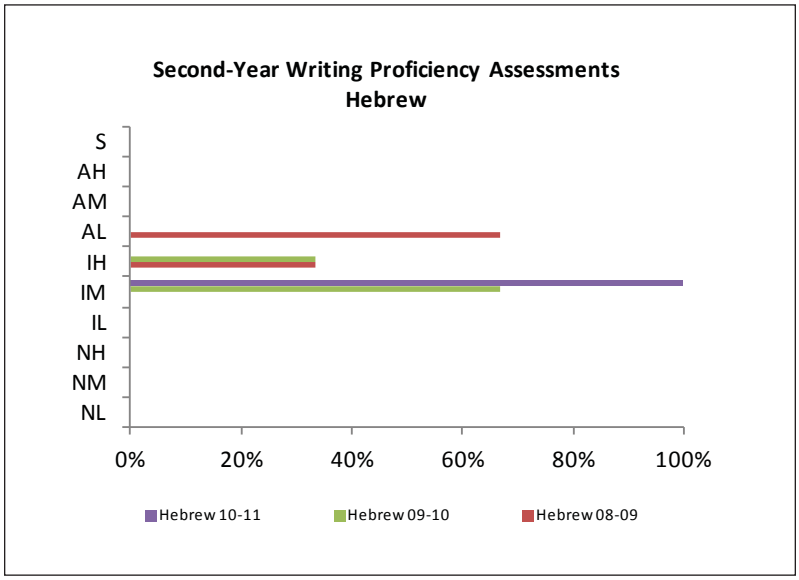
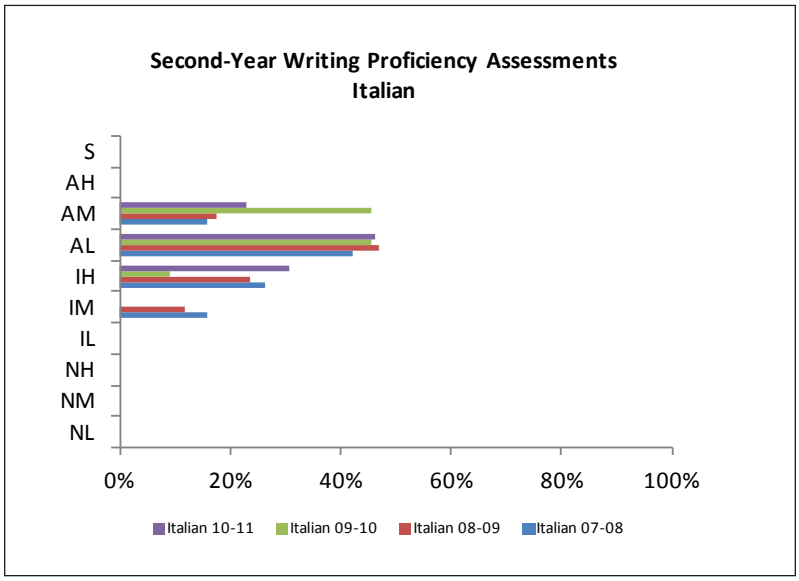
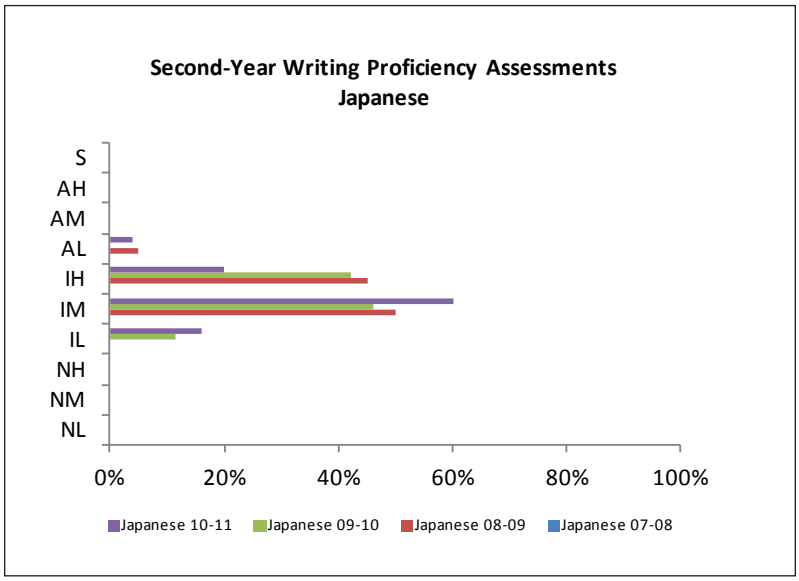
S	Superior

Appendix B - Second-Year Writing Proficiency Assessments

Academic Years 2007-2011







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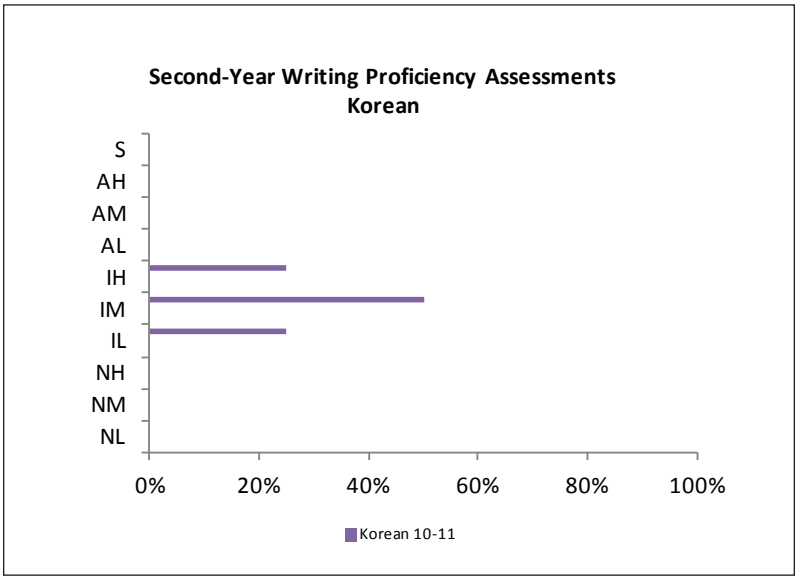
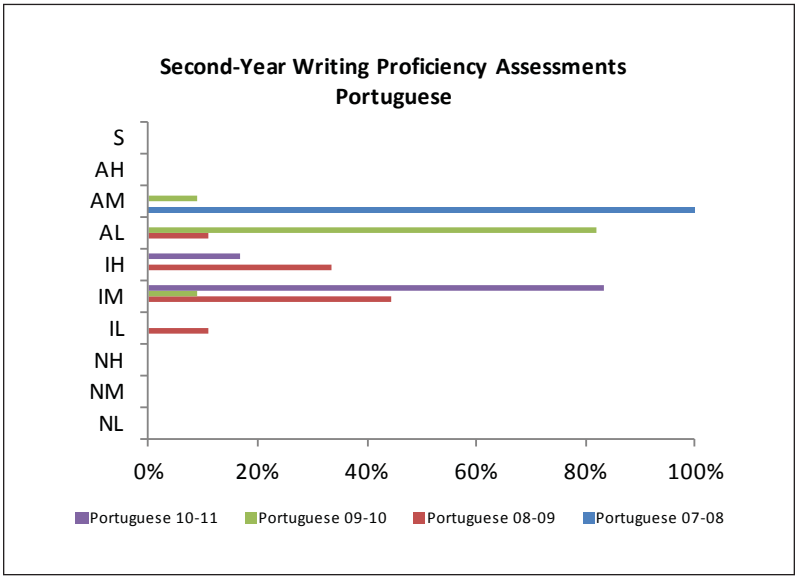
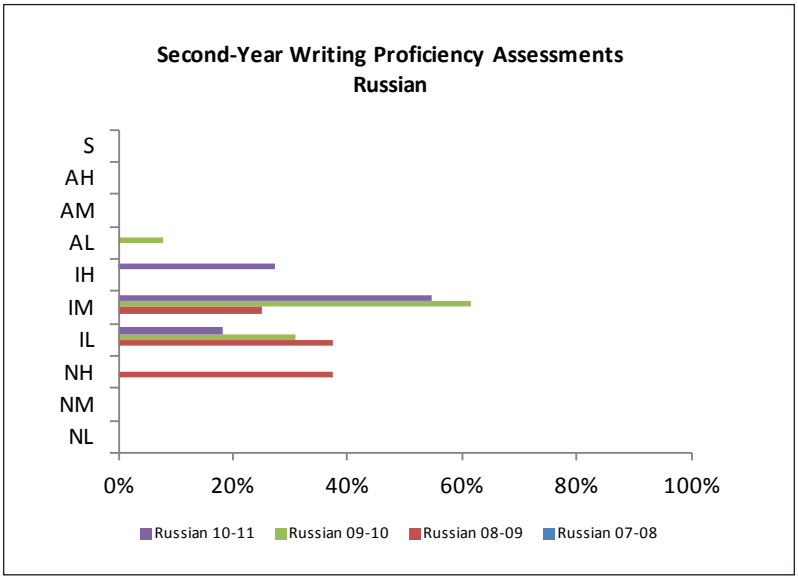
Appendix B - Second-Year Writing Proficiency Assessments

Academic Years 2007-2011







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AL	Advanced Low
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AH	Advanced High
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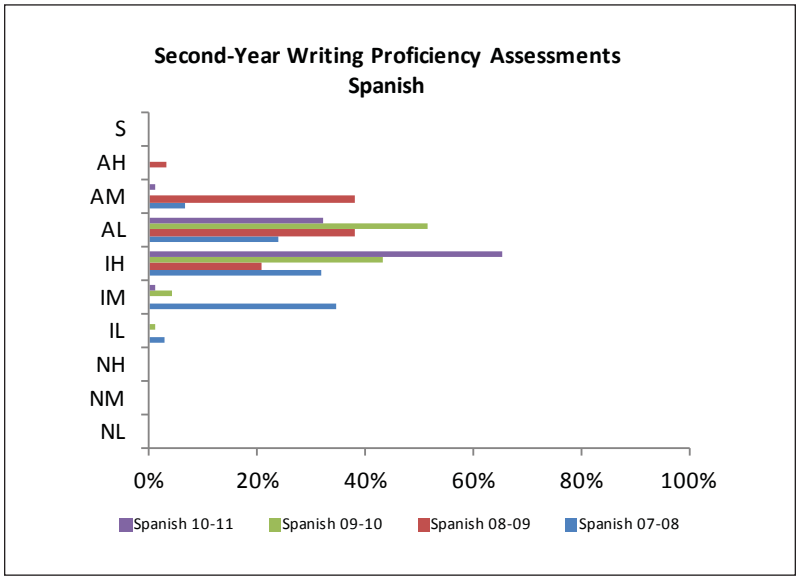
Appendix B - Second-Year Writing Proficiency Assessments

Academic Years 2007-2011



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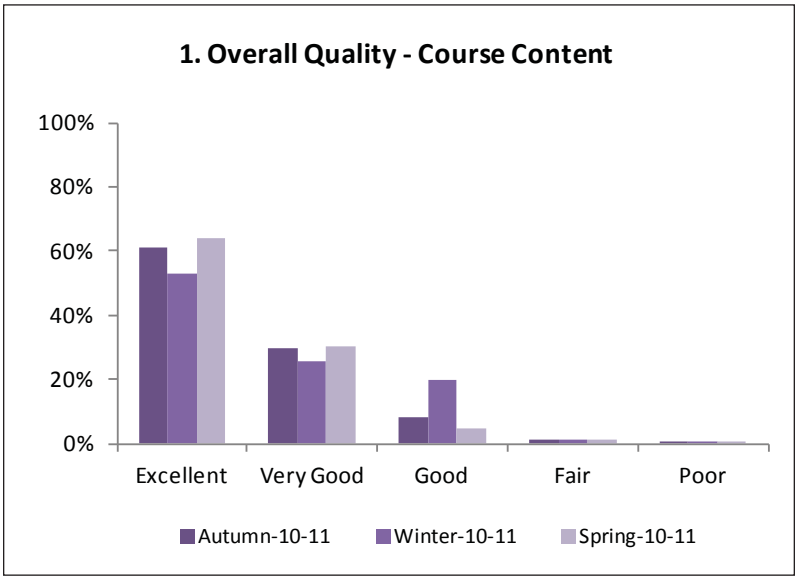
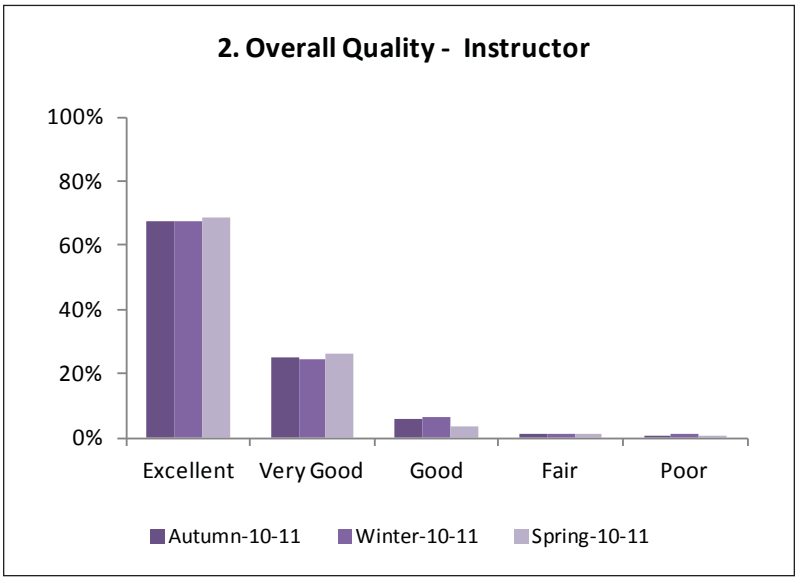
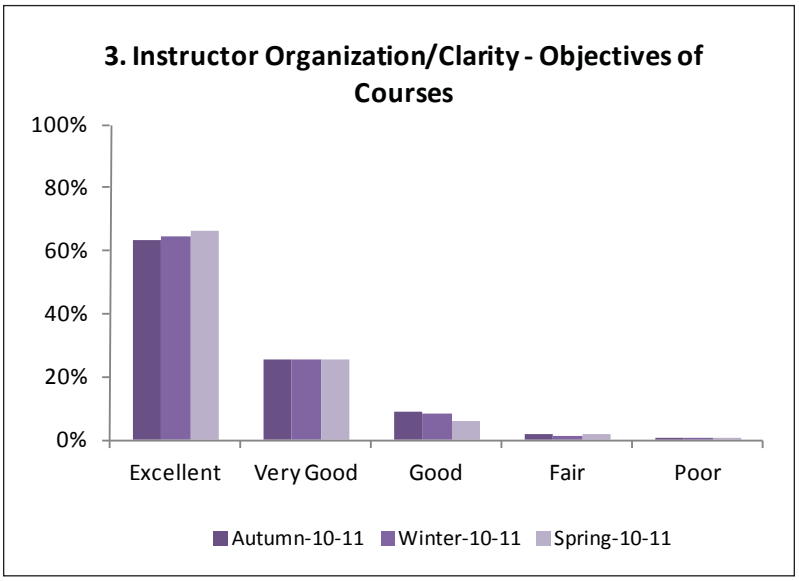
Appendix C - Teaching Evaluations

Academic Years 2010-2011

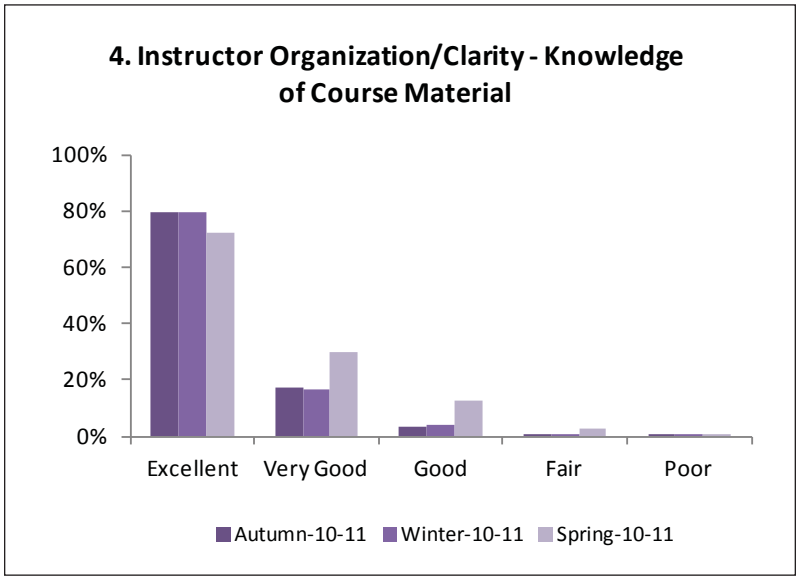


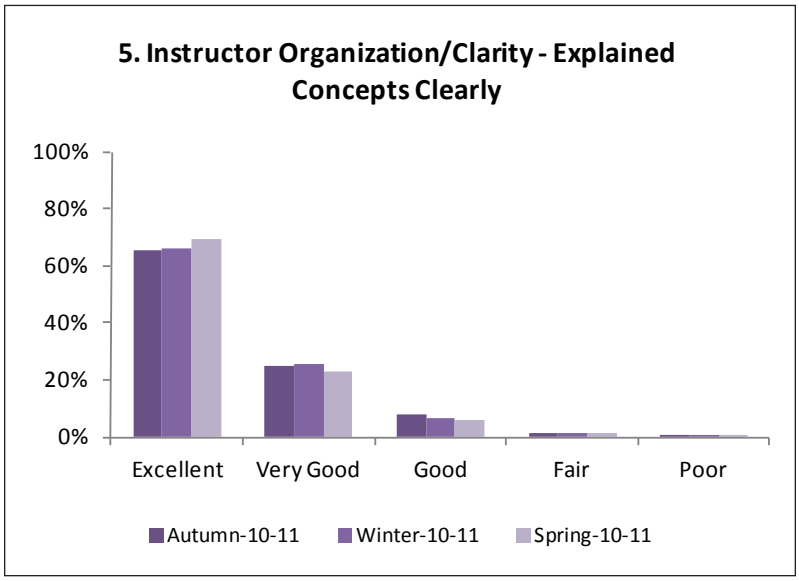


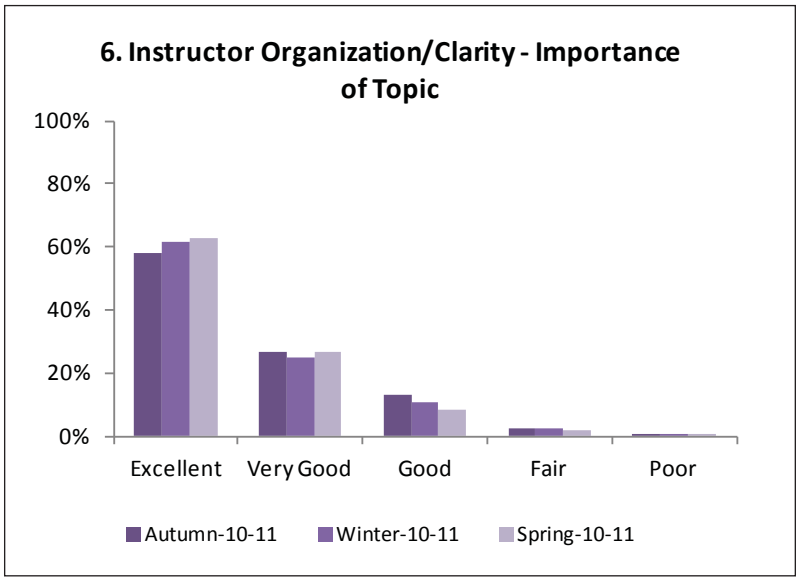


Appendix C - Teaching Evaluations

Academic Years 2010-2011

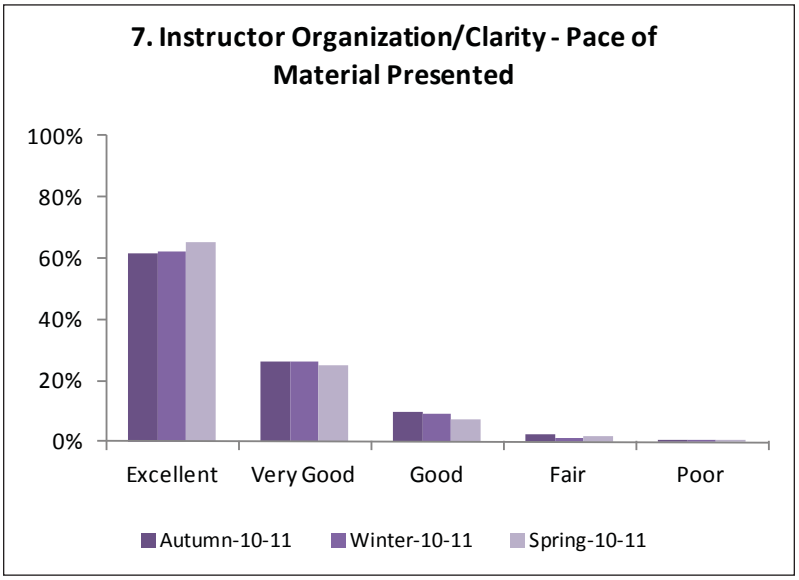


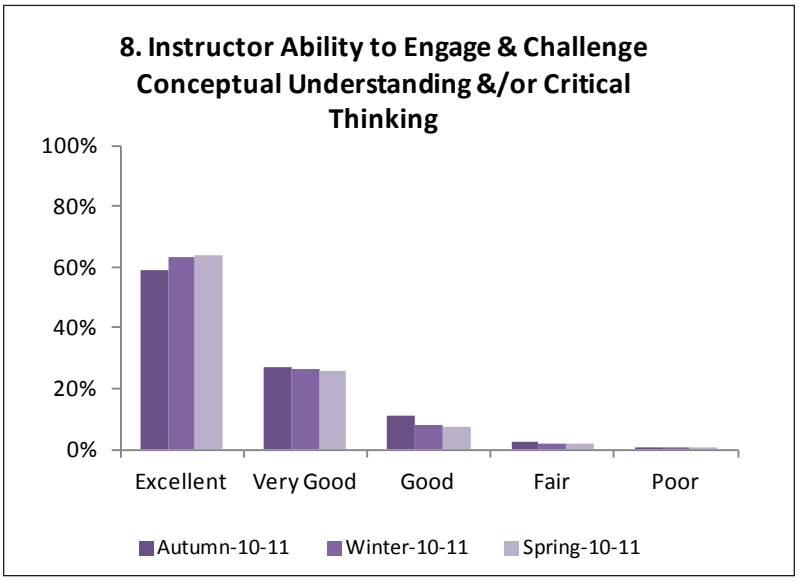


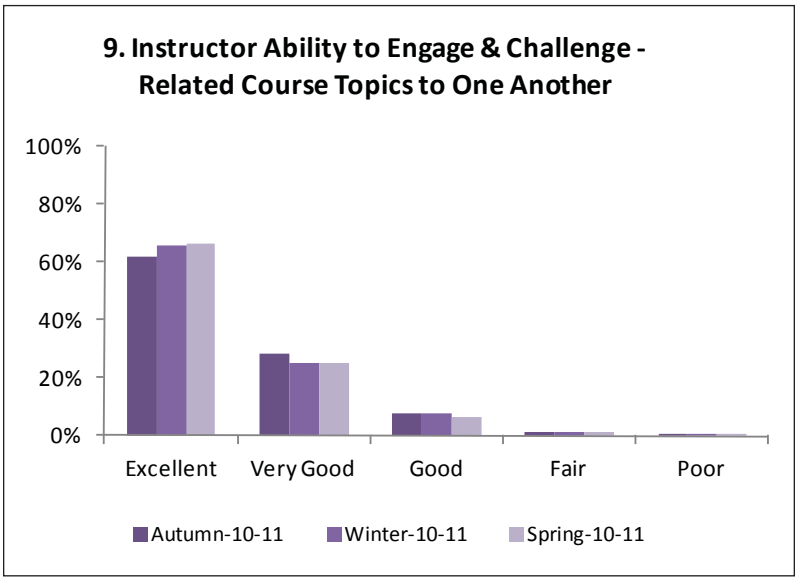


Appendix C - Teaching Evaluations

Academic Years 2010-2011

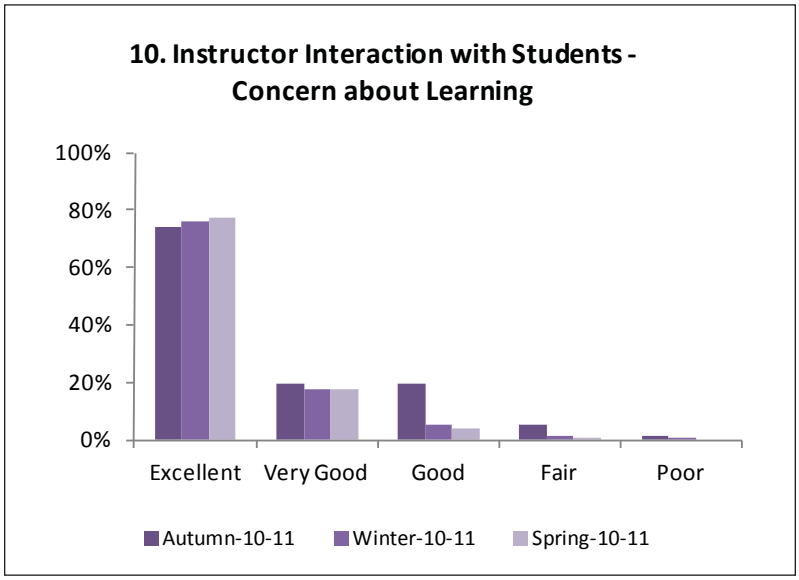


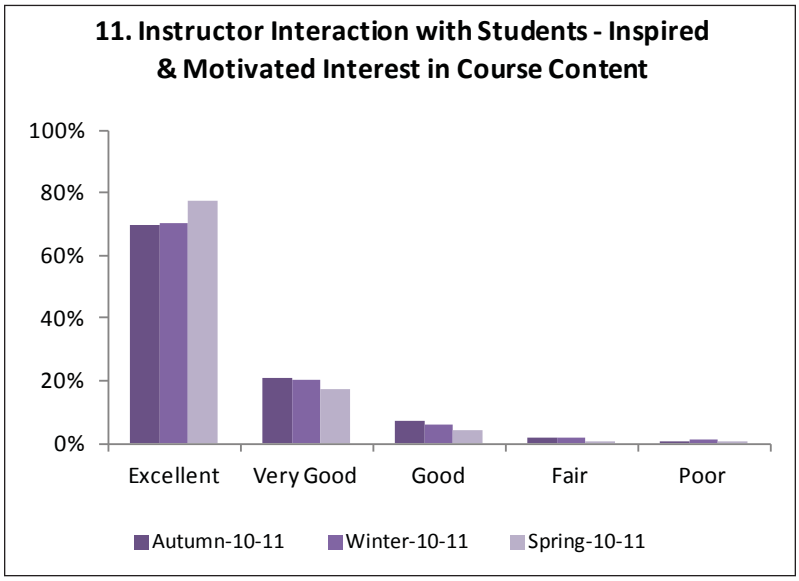


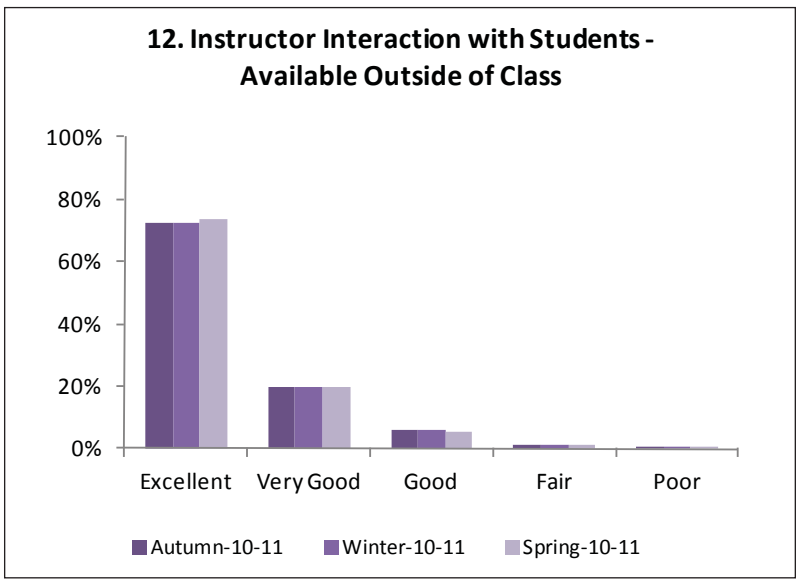


Appendix C - Teaching Evaluations

Academic Years 2010-2011

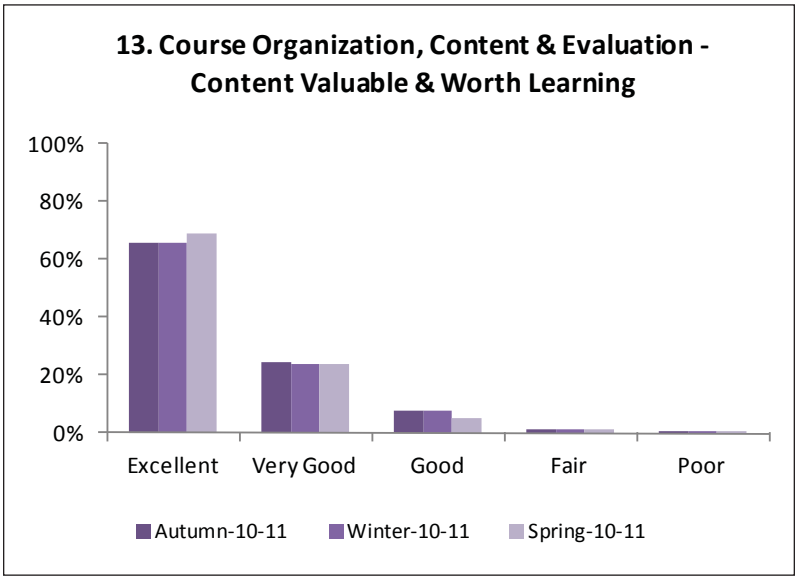


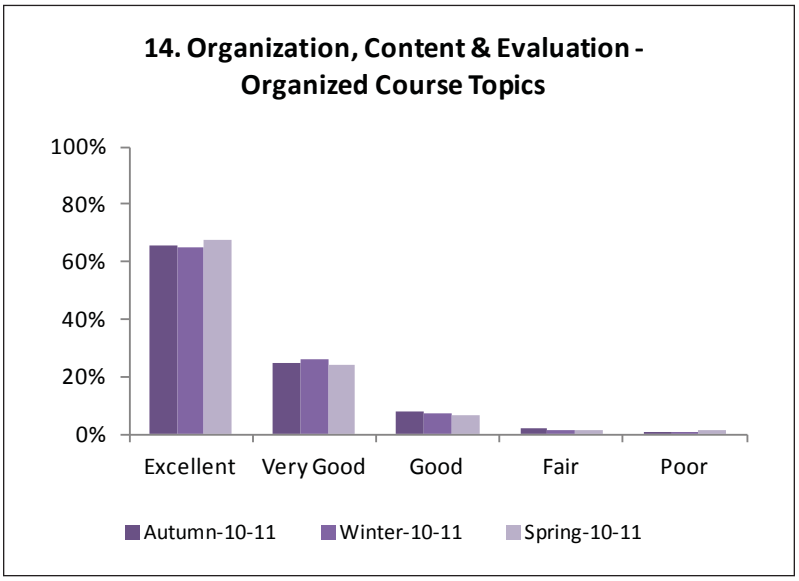


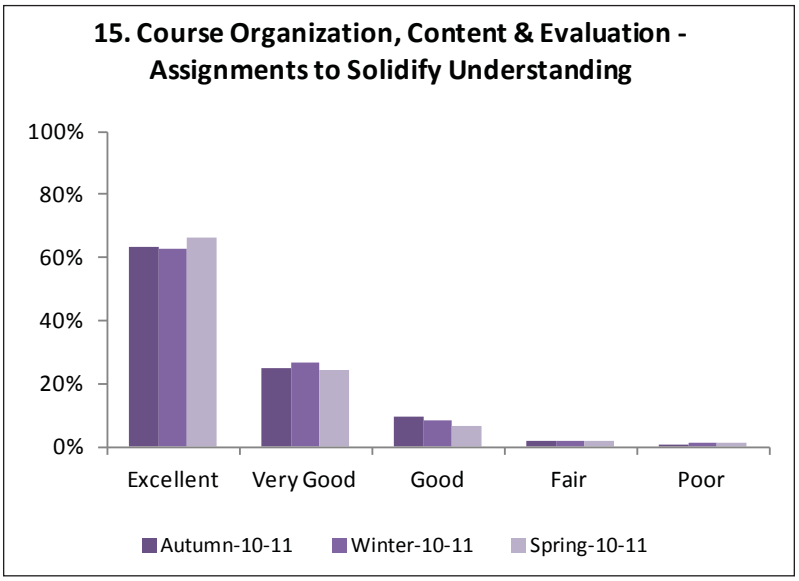


Appendix C - Teaching Evaluations

Academic Years 2010-2011

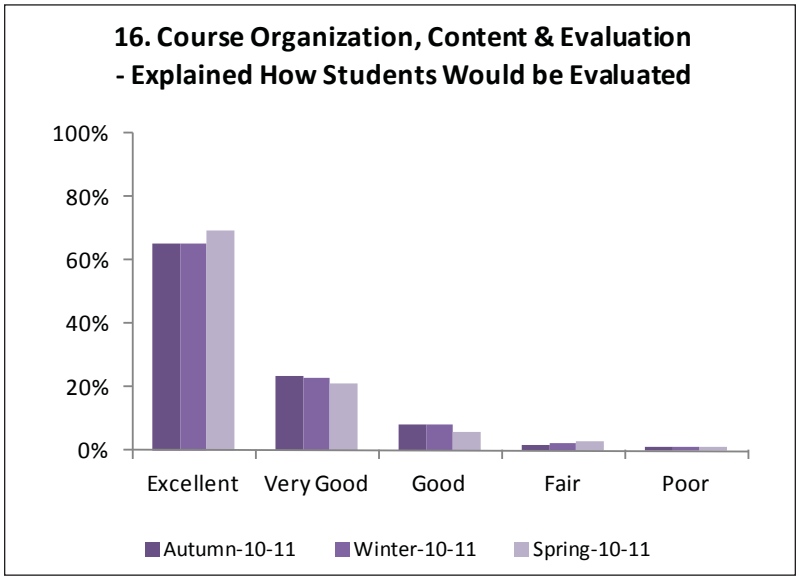


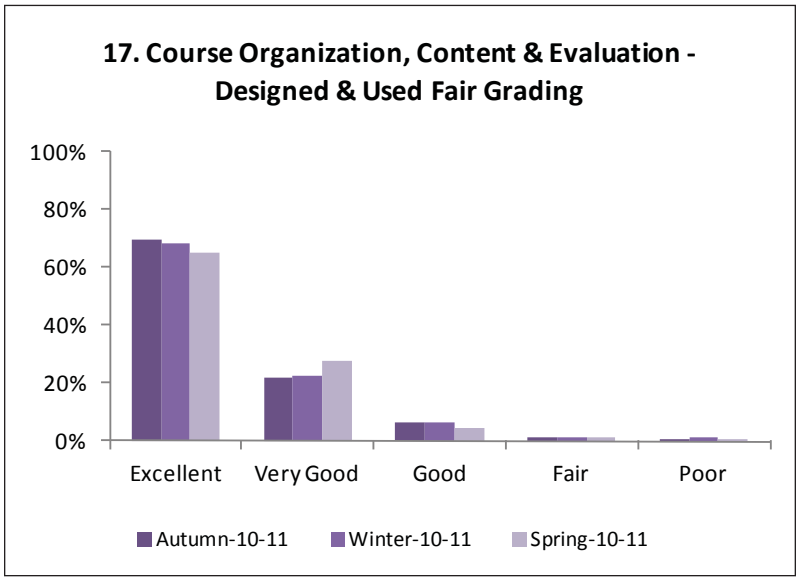




Appendix C - Teaching Evaluations

Academic Years 2010-2011





Appendix D - Language Center Lecturer Roster

Academic Years 2010-2011

						Certification		
Language	Name	Appt Year	Degree	Degree Date	Institution	OPI	Writing	Other
AME	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
AME	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
AME	Ergul, Ebru	2010	MA	2005	Texas Tech University	in process		
AME	Fahimi, Shala Fate	2005	MS	2006	San Jose State University			
AME	Hashem-Aramouni, Eva	2011	PhD	2011	Sacramento State University	in process		
AME	Mukoma, Samuel	2011	MA	2002	University of Nairobi, Kenya			
AME	Obeid, Khalid	2007	PhD	1998	University of San Francisco	full		
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	limited		
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	limited		
Chinese	Lin, Nina Yuhsun	2004	PhD (ABD)	expected 2012	Stanford University	full	full	
Chinese	Rozelle, Yu-Hwa L	1990	MA	1980	San Francisco State University			
Chinese	Tang, Le	2011	MA	2004	People's University, Beijing	in process		
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	limited		
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	limited	full	
Chinese	Zhang, Youping	2006	Ed.D	2009	Rutgers University	full	full	
Chinese	Zhou, Xiaofang	2010	MA	2008	Beijing Language & Culture University			
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	in process	
EFS	Lockwood, Robyn	2007	MA	1993	Northwest Missouri State University	in process		
EFS	Mawson, Carole	1979	MAT	1965	Harvard University	full		
EFS	Rylance, Constance R	1989	MA	1981	San Francisco State University	in process		
EFS	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor	in process		

Appendix D - Language Center Lecturer Roster

Academic Years 2010-2011

						Certification		
Language	Name	Appt Year	Degree	Degree Date	Institution	OPI	Writing	Other
French	Dozer, Jane Blythe	1995	PhD	1980	University of California, Los Angeles	full	full	
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Kershaw, Miranda	2010	PhD	2008	University of California, Berekeley	in process		
French	Lasnier, Marie	2010	PhD	2010	Stanford University	limited		
French	Shapirshteyn, Vera	2011	MA	2005	University of California, Berekeley	in process		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	limited	limited	
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
German	Strachota, Kathryn A	1972	MA	1969	Stanford University	full		
Iberian	Lopez de Luzuriaga, Joseba Inaki	2011	BA	1996	University of Duesto, San Sebastian			
Italian	Baldocchi, Marta	1997	MA	1988	Universita degli studi de Bologna, Italy	full	full	
Italian	Cellinese, Anna	2005	PhD	2005	Stanford University	full	full	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	limited		
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Busbin, Kazuko Morooka	1983	MA	1980	University of San Francisco			
Japanese	Knickerbocker, Noriko	2011	MA	1989	California State University, Chico			
Japanese	Lipton, Hisayo Okano	1997	MA	1993	San Francisco State University	full		
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis	limited		
Japanese	Nakamura, Kiyomi	2002	MA	1991	Lesley College	full		
Japanese	Tomiyama, Yoshiko	2004	PhD	2009	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	OPI Trainer training - in process
Portuguese	Silveira, Agripino	2011	PhD	2011	University of New Mexico - Albuquerque	in process		
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	

Appendix D - Language Center Lecturer Roster

Academic Years 2010-2011

						Certification		
Language	Name	Appt Year	Degree	Degree Date	Institution	OPI	Writing	Other
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full	in process	
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	full		
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Nguyen, Dzuong	2008	MA	1982	University of San Francisco			
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
SLP	Sirasao, Pranjali	2011	MA	1994	Ravishankar University	in process		
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Catoira, Loreto	2006	MA	2002	University of Texas, Austin	limited		
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	limited	full	
Spanish	Miano, Alice A	1991	PhD	2010	University of California, Berkeley	full	full	OPI Trainer training - in process
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	limited		
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	Dual OPI certification (German)
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	limited	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain	full	full	
Tibetan	Clark, Robert W.	2006	PhD	1994	University of Virginia			

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic Years 2010-2011

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
640	IL+	4	IL
630	IM	4	IL+
640	IH	4	IL+
650	IL+	4	IL+
670	IM	4	IL+
700	IM	4	IL+
700	IH	4	IL+
710	IM	4	IL+
710	IM+	4	IL+
710	IH	4	IL+
720	IH	4	IM
720	IL+	4	IM
720	IM	4	IM
720	IM	4	IM
720	IM	4	IM
720	IM	4	IM
730	IL+	4	IM
730	IM	4	IM
730	IM+	4	IM
740	IL+	4	IM
740	IH	4	IM
740	IM	4	IM
740	IM	4	IM
740	IM+	4	IM
740	IM+	4	IM
740	IH	4	IM
750	IH	4	IM
750	IH	4	IM
750	IH	4	IM+
750	IH	4	IH
760	IM+	4	IH
760	IH	5	IL+
760	IH	5	IL+
770	IM+	5	IL+
770	IM+	5	IM
770	IM+	5	IM
770	IM+	5	IM
770	IH	5	IM
770	IH	5	IM
790	IH	5	IM

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic Years 2010-2011

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
790	IH	5	IM+
790	IH	5	IM+
790	IH	5	IM+
790	IH	5	IM+
790	IH	5	IM+
790	AL	5	IM+
790	AL	5	IM+
790	AH	5	IM+
800	IH	5	IM+
800	AL	5	IM+
800	AL	5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IM+
		5	IH
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		5	IH
		5	IH

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic Years 2010-2011

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH
		5	IH

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic Years 2010-2011

Chinese			
SAT Score	SOPI Score	AP Score	SOPI Score
650	IL	790	IL
750	IH	5	IM
760	IM	5	A
760	IM	5	A
780	A		
790	IH		
790	IL		
800	IH		
800	IH		

German			
SAT Score	SOPI Score	AP Score	SOPI Score
800	IH	4	IM
800	IH	5	IM
800	AL	5	IH
800	AL+	5	IH
		5	AL
		5	AL+

Latin			
AP Score	Placement	SAT Score	Placement
4	Int. 1st q Lat	670	Int. 1st q Lat
4	Int. 1st q Lat	680	Int. 2nd q Lat
5	Int. 1st q Lat	800	Adv. 1st q Lat
5	Int. 2nd q Lat	800	Adv. 1st q Lat
5	Int. 2nd q Lat		
5	Adv. 1st q Lat		
5	Adv. 1st q Lat		
5	Adv. 1st q Lat		
5	Adv. 1st q Lat		
5	Adv. 1st q Lat		

Italian			
SAT Score	SOPI Score	AP Score	SOPI Score
770	IH		

Korean			
SAT Score	SOPI Score	AP Score	SOPI Score
730	NH		

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic Years 2010-2011

Japanese			
SAT Score	SOPI Score	AP Score	SOPI Score
700	IL	4	IL
800	IM +	4	IM
		5	NH
		5	IM

French			
SAT Score	SOPI Score	AP Score	SOPI Score
680	IL	4	IM
660	IM-	4	IM
660	IM	4	IM
680	IM	4	IM
680	IM	4	IM
680	IH	4	IM
690	IM	4	IM
690	AL	4	IM
700	IM	4	IM
710	AL	4	IM-
710	IH	4	IH
720	IM	4	IH
740	IM	4	IH
730	IH	4	IH
740	IH	4	IH
750	IM	4	IH
750	AL	4	AH
750	AL	5	IM
760	IM	5	IM
760	IH	5	IM
770	IM	5	IM
770	IH	5	IH
770	IH	5	IH
770	IH	5	IH
790	IH	5	IH
800	IH	5	IH
800	AL	5	IH
800	AM	5	IH
800	AH	5	AL
800	AH	5	AL
800	Heritage	5	AL

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

Emails sent/received from Frosh - 6/8/11-10/7/11

Language	Initial Emailings	Subsequent Emailings	TOTAL
Akan	1	1	2
Afrikaans	4	3	7
Arabic	18	60	78
Armenian	1	1	2
ASL	10	9	19
Basque	1	1	2
Bengali	2	2	4
Bulgarian	1	1	2
Burmese	1	1	2
Chinese	184	387	571
Dutch	2	2	4
French	317	634	951
German	63	130	193
German (Swiss)	1		1
Greek (Ancient)	9	12	21
Greek (Modern)	2	1	3
Hawaiian	1	1	2
Hebrew	9	21	30
Hindi	27	29	56
Hmong	2	2	4
Hungarian	1	1	2
Indonesian	4	4	8
Italian	53	116	169
Japanese	34	118	152
Kiswahili	1	1	2
Korean	36	60	96
Latin	22	101	123
Malay	2	3	5
Navajo	2	3	5
Nepali	2	3	5
Norwegian	4	4	8
Persian	3	2	5
Polish	5	4	9
Portuguese	18	36	54
Punjabi	3	4	7
Russian	21	40	61
Sanskrit	6	6	12
Spanish	559	1386	1945
Swahili	11	9	20
Tagalog	11	11	22
Thai	5	6	11
Tamil	4	3	7
Tibetan	4	3	7
Turkish	3	4	7
Urdu	4	4	8
Vietnamese	18	17	35
Zulu	1	1	2
GENERAL	199	3991	4190
TOTAL	1692	7239	8931

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