

Stanford Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

Academic Year 2011-12

Table of Contents

Language Center Staff Roster	4
Overview	5
Mission Statement and Program Structure	5
Quality of Stanford Language Programs	6
Stanford's Standards-Based Curriculum	14
The Language Requirement	16
Technology in the Language Center	21
Budget Update and Stewardship	22
Fulbright Foreign Language Teaching Assistant Orientation	22
Appendix A Oral Proficiency Assessments	23
Appendix B Writing Proficiency Assessments	30
Appendix C Teaching Evaluation Results	37
Appendix D Lecturer Roster	43
Appendix E SOPI Results from AP and SAT Scores	46
Appendix F Freshmen Communication Results	51
Appendix G Fall 2012 Language Learning Survey Responses	52

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Overview

The 2011-2012 academic year marked the beginning of the 17th 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 (2012-2013).

Mission Statement and Program Structure

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

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

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

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

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

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

Quality of Stanford Language Programs

Performance Standards

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

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

For 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 seventeen 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 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 2012, Arabic, Chinese, French, Italian, Japanese, Korean, Portuguese, Russian, and Spanish assessed first- and second-year students, while German and Hebrew evaluated students completing the first-year sequence. These writing assessment data are illustrated in **Appendix B**. The writing measure outcomes are consistent with the oral proficiency ratings across both years of instruction.

Teaching Effectiveness

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

With the advent of the electronically-delivered evaluations of teaching, teachers are now able to access their evaluations directly from the web. The Director of the Language Center continues to read each evaluation. As of Winter Quarter 2008, the online evaluation system has enabled the Language Center staff to collate student comments within language levels. References to specific individuals are removed and the collated comments are forwarded to language program coordinators. This system enables a quarterly 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 2011-2012. 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 D contains the Language Center lecturer roster for academic year 2012-2013 ($\geq 50\%$ FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments as well as ACTFL certifications. Forty-seven full-time instructors (72%) have completed all oral proficiency interview training and have been certified; an additional twelve 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 for institutions to have even a handful of instructors with such training.

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

The American Council on the Teaching of Foreign Languages (ACTFL) has developed a similar certification process in writing, which trains candidates to identify and rate writing samples of various proficiency levels, through workshops and subsequent rounds of rating practice. The Language Center has already sponsored four such workshops and has several staff members currently pursuing this rater certification; twenty-two 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 2012-2013, there were eight new inductee teachers. We anticipate another five new teachers in 2013-2014.

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 2011-2012									
	Autumn 2011-2012			Winter 2011-2012			Spring 2011-2012		
	First-Year	Second-Year	Third-Year	First-Year	Second-Year	Third-Year	First-Year	Second-Year	Third-Year
AME	47	7	2	49	8	2	44	7	3
Arabic	75	26	26	60	23	20	49	21	23
Basque	4	0	0	3	0	0	1	0	0
Catalan	2	0	0	2	0	0	0	1	0
Chinese	204	84	68	166	79	64	138	55	58
EFS	169	0	0	138	0	0	122	0	0
French	132	80	15	123	70	14	103	81	16
German	97	18	0	88	9	0	77	8	6
Italian	114	28	4	118	31	2	83	15	5
Japanese	83	66	32	66	62	31	62	36	31
Korean	26	6	10	24	7	4	19	4	9
Portuguese	36	21	6	47	16	6	36	21	5
Slavic	15	10	15	22	11	18	18	14	18
SLP	128	25	9	121	16	4	114	22	7
Spanish	261	121	31	251	121	21	178	145	25
Tibetan	5	0	0	3	0	0	3	0	0
Total	1398	492	218	1281	453	186	1047	430	206
	Autumn Total 2108			Winter Total 1920			Spring Total 1683		

Table 1 lists first-, second-, and third-year enrollments per language through academic year 2011-2012. Approximately 65% of language enrollment clusters in first-year programs. Second-year programs generate about 24% of the enrollment and third-year programs around 11%.

Table 2 includes average data from academic years 1995-1999, 2000-2004, 2005-2009, 2010, and 2011.

TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments Average Per Quarter, Academic Years 1995 - 1999, 2000 - 2004, 2005 - 2009, 2010 - 2011 and 2011 - 2012															
	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	Aut 11-12	Win 11-12	Spr 11-12
Arabic*****							120	121	104	129	110	111	127	103	93
Basque*****													4	3	1
Chinese	265	228	187	320	269	242	391	349	299	346	312	258	356	309	251
Catalan****							3	3	3	5	2	2	2	2	1
EFS**				216	182	176	216	178	159	190	141	134	169	138	122
French	230	196	173	240	227	204	251	232	189	218	206	178	227	207	200
German	102	108	78	92	98	74	97	107	83	83	78	76	115	97	91
Italian	179	164	163	236	215	192	209	170	166	177	144	147	146	151	103
Japanese	167	138	96	198	170	134	216	199	121	222	192	160	181	159	129
Korean	37	28	26	30	27	22	33	32	29	40	37	32	42	35	32
Portuguese	21	27	31	44	49	53	49	50	55	47	53	67	63	69	62
Slavic	44	43	32	54	51	45	54	56	48	56	59	57	40	51	50
Spanish	592	551	440	632	580	473	576	534	448	439	454	347	413	393	348
SLP	168	146	121	191	147	131	184	138	135	168	152	131	162	141	143
AME				118	119	105	137	127	112	76	52	61	56	59	54
Tibetan***							4	3	3	5	4	3	5	3	3
TOTAL	1805	1628	1347	2371	2134	1851	2541	2296	1955	2201	1996	1764	2108	1920	1683

*Averages (1996-1999) do not include 3rd-year courses ** EFS included starting Autumn 2003 - ***Tibetan included starting Autumn 2006 - ****Catalan included starting Autumn 2007 *****Arabic removed from AME Fall 08. *****Basque added Fall 11

Table 3 illustrates academic year 2011-2012 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 2011-2012																
ACADEMIC YEAR 2011-2012 - FIRST-YEAR																
	Arabic	Basque	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	12%	0%	4%	0%	10%	6%	6%	6%	7%	8%	18%	6%	5%	7%	6%	0%
DR/GRE	14%	0%	18%	0%	4%	31%	37%	19%	18%	14%	7%	6%	5%	38%	49%	0%
Reputation	0%	0%	0%	0%	1%	0%	0%	2%	1%	0%	0%	0%	1%	1%	0%	0%
Interest	68%	100%	73%	0%	51%	56%	47%	63%	66%	58%	71%	84%	88%	51%	36%	0%
Other	1%	0%	3%	0%	31%	5%	6%	5%	6%	3%	3%	3%	0%	2%	4%	0%
*Total Enr	139	3	304	0	364	233	156	203	148	36	95	31	80	182	420	3
*Students answered in multiple categories																
ACADEMIC YEAR 2011-2012 - SECOND-YEAR																
	Arabic	Basque	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	33%	0%	13%	0%	0%	30%	29%	46%	21%	42%	22%	39%	33%	0%	27%	0%
DR/GRE	5%	0%	0%	0%	0%	2%	5%	0%	4%	0%	0%	0%	0%	18%	2%	0%
Reputation	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%
Interest	52%	0%	80%	0%	0%	62%	57%	52%	71%	58%	66%	56%	67%	79%	61%	0%
Other	10%	0%	0%	0%	0%	5%	5%	2%	1%	0%	6%	6%	0%	0%	6%	0%
*Total Enr	42	0	158	0	0	183	21	54	84	12	32	18	6	28	262	2
*Students answered in multiple categories																
ACADEMIC YEAR 2011-2012 - ALL ADVANCED																
	Arabic	Basque	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	AME	SLP	Spanish	Tibetan
Majors	30%	0%	20%	0%	0%	38%	50%	0%	29%	30%	0%	47%	50%	0%	21%	0%
DR/GRE	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%
Reputation	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Interest	63%	0%	71%	0%	0%	48%	50%	0%	65%	65%	0%	53%	75%	0%	73%	0%
Other	0%	0%	1%	0%	0%	5%	0%	0%	3%	0%	0%	0%	0%	0%	2%	0%
*Total Enr	56	0	152	0	0	42	4	5	69	23	16	36	4	0	48	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 Arabic as growing in the number of students in Social Science, Portuguese in Humanities, and Japanese in Engineering. In general, the second-year language programs meet the needs of more Social Science students and the third-year programs meet the needs of more Humanities students. These data reflect the larger student population in programs with second-year language requirements such as International Relations as well as majors enrollment in the various languages. The data help the Language Center to insure that the language programs are aligned with the needs and interests of students enrolled.

Table 4 - Areas of Study - ACADEMIC YEAR 2011-2012

ACADEMIC YEAR 2011-2012 - FIRST-YEAR

Area of Study	Arabic	AME	Basque	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish	Tibetan
Science	8%	33%	33%	21%	0%	20%	11%	11%	16%	18%	15%	14%	25%	12%	21%	0%
Social Science	27%	20%	67%	17%	0%	5%	24%	11%	14%	13%	31%	32%	0%	13%	17%	0%
Humanities	35%	27%	0%	13%	0%	8%	28%	22%	23%	13%	31%	22%	25%	22%	13%	0%
Engineering	13%	7%	0%	34%	0%	61%	17%	43%	25%	32%	8%	30%	0%	42%	17%	0%
Education	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Other	17%	13%	0%	14%	0%	0%	15%	10%	22%	17%	0%	3%	50%	8%	25%	0%

*Total enrollment: students answered in multiple categories

ACADEMIC YEAR 2011-2012 - SECOND-YEAR

Area of Study	Arabic	AME	Basque	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish	Tibetan
Science	11%	33%	0%	16%	0%	0%	13%	0%	9%	13%	40%	0%	0%	33%	21%	0%
Social Science	44%	67%	0%	23%	0%	0%	27%	18%	36%	16%	20%	25%	43%	13%	22%	0%
Humanities	17%	0%	0%	23%	0%	0%	34%	45%	23%	18%	20%	50%	43%	13%	21%	0%
Engineering	17%	0%	0%	30%	0%	0%	11%	36%	5%	39%	0%	13%	14%	40%	10%	0%
Education	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%	0%	0%
Other	6%	0%	0%	6%	0%	0%	15%	0%	23%	13%	20%	0%	0%	0%	22%	0%

*Total enrollment: students answered in multiple categories

ACADEMIC YEAR 2011-2012 - THIRD-YEAR

Area of Study	Arabic	AME	Basque	Chinese	Catalan	EFS	French	German	Italian	Japanese	Korean	Portuguese	Slavic	SLP	Spanish	Tibetan
Science	0%	0%	0%	6%	0%	0%	15%	0%	50%	4%	10%	0%	0%	0%	24%	0%
Social Science	41%	0%	0%	31%	0%	0%	15%	0%	50%	39%	40%	20%	25%	0%	47%	0%
Humanities	32%	0%	0%	21%	0%	0%	38%	0%	0%	39%	40%	80%	42%	0%	24%	0%
Engineering	14%	0%	0%	19%	0%	0%	8%	0%	0%	13%	0%	0%	33%	100%	0%	0%
Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	5%	0%	0%	19%	0%	0%	15%	0%	0%	4%	10%	0%	0%	0%	6%	0%

*Total enrollment: students answered in multiple categories

Background

One of the challenges set for the Stanford Language Center when it was established in 1995 was to develop a curriculum for language learning that met the needs of students across campus and that insured that students were prepared to listen, read, speak, and write in the language of their choice. This challenge was set at precisely the same time that the initial draft of the *National Standards for Foreign Language Learning (Standards for Foreign Language Learning in the 21st Century, 1996, 2002, 2012)* was published. We were fortunate that a member of the original National Standards committee, Dr. Guadalupe Valdes, was, and continues to be, a Stanford faculty member. She generously committed herself to working with staff in the Language Center and her influence is unsurpassed in the curriculum that was developed. Spanish and Portuguese were the first languages to develop curricula reflective of the National Standards. Most other language programs taught at Stanford have followed suit. Over the years, the Language Center has submitted to C-USP the curricular documents that emerged and all of the documents are readily available at language.stanford.edu.

The National Standards endorse a curriculum organized according to five goal areas that provide descriptions of what students should be able to do in the languages they are learning. The goal areas are Communication, Cultures, Connections, Comparisons, and Communities. The Communication goal refers to traditional areas of language learning (listening, speaking, reading, and writing) but acknowledge the social contexts in which those linguistic areas are rooted –in interpersonal, interpretive, and presentational dimensions. The Cultures goal focuses on whether learners are familiarized with the products and practices of different societies; Connections refers to students' understanding that the languages they learn should enable them to learn content pertaining to other disciplines through the language they are studying. The Comparisons goal seeks to enable students to establish both linguistic and cultural links between their native language and culture and what they are learning; and Communities places attention on whether learners are using their newly learned language to establish relationships with others who speak the language and who represent its culture(s).

Present Survey

Within the past half-decade, the profession of foreign language teaching and learning in the United States has begun to investigate the efficacy of the goal statements in terms of how well the goal statements reflect actual student aspirations and whether students feel empowered to meet the goals as stated.

In Summer, 2012, scholars at the University of Wisconsin, Madison, developed a questionnaire to probe precisely these issues (Magnan, Murphy, Sahakyan, & Kim, 2012, Student Goals, Expectations, and Standards for Foreign Language Learning, *Foreign Language Annals* 45, pp. 170-192). Given the time and effort we have invested in curricular development as well as the exceptional proficiency levels Stanford students are able to meet (cf. Appendices A and B), we thought the time was appropriate to also probe these issues. We asked and were permitted to administer the questionnaire to our own students.

We administered the questionnaire during Fall Quarter 2012 in sections representing 32 different languages. Spanish, Chinese, French, and Japanese students comprise almost half of the enrollment. 1798 students responded, two-thirds of them in first-year; one-third in second-year and beyond. Our intention was to get an assessment in general of Stanford student reaction and to help us gauge which areas we need to enhance or modify. Consolidated responses to 11 questions that target the five goal areas are provided in **Appendix G**.

Students ranked each goal area on a five point scale, from “extremely” to “not at all”. The results show that four areas are extremely important to students. Ranked at 4.55 is “to engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions;” next is “to use the language I am studying both within and beyond the school setting,” at 4.51; “to understand and interpret written and spoken language on a variety of topics” at 4.49; and at 4.27, “to become a life-long learner by using the language for personal enjoyment and enrichment.” These are areas that encompass the traditional language areas of listening, speaking, reading, and writing and two affective/personal areas, using the language throughout life, and well beyond the classroom.

The area to which the students responded with the least enthusiasm (2.92) is “to reinforce and further my knowledge of other disciplines through the foreign language.” Other areas such as culture learning and making comparisons were skewed toward the ‘somewhat’ and ‘slightly’ end of the scale. Students reported a high confidence level about attaining the goal of speaking (4.00) and of using the language beyond the school setting (3.9).

Preliminary Analysis

We were pleased to read the positive reaction of students to the focus areas of the Language Center curriculum. The primary curricular emphasis of speaking and writing skills in their interpersonal dimensions and listening

and reading as interpretive language skills was met with enthusiasm on the part of the students. We were particularly pleased to see that students seem to be integratively motivated in their language learning and perceive it as a key area of global citizenship.

Each language program received its own specific data along with the consolidated report and has been asked to discuss and reflect on it. This process will ensure that any language-based nuances are not lost.

In March 2013 the entire Language Center teaching staff will meet in order to discuss the questionnaire's findings. This discussion will help us to target interest areas for development during our biennial retreat, scheduled for September 2013.

The Language Requirement

Placement and assessment, Academic Year 2012-2013

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 2012-2013 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 2012-2013

Language	Raw Number	Percentage
1738		
SPANISH	860	49%
PORTUGUESE	3	0%
FRENCH	300	17%
ITALIAN	40	2%
GERMAN	63	4%
RUSSIAN	23	1%
CHINESE	196	11%
JAPANESE	57	3%
KOREAN	24	1%
LATIN	73	4%
ANCIENT GREEK	4	0%
MODERN GREEK	1	0%
ASL	5	0%
HEBREW	6	0%
ARABIC	26	1%
TURKISH	2	0%
SWAHILI	3	0%
YORUBA	1	0%
TAGALOG	4	0%
HINDI	16	1%
INDONESIAN	1	0%
THAI	2	0%
VIETNAMESE	4	0%
SWEDISH	1	0%
LAKOTA	1	0%
NAVAJO	1	0%
BULGARIAN	1	0%
POLISH	1	0%
NONE	19	1%
	1738	100%

Table 6 illustrates the distribution of on-line placement versus on-campus placement testing for Fall 2012. 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 three hundred eleven (1,311) students completed the on-campus/oral portion of the examination and were placed officially or exited from the requirement before classes began in Fall 2012.

TABLE 6 - On-campus testing, September 19-25, 2012			
Language	Expected	Online Written	On Campus/Oral
ARABIC	23	8	8
CHINESE	127	162	134
FRENCH	158	303	263
GERMAN	44	50	37
GREEK	4	1	1
HEBREW	6	4	4
HINDI	8	7	8
ITALIAN	38	13	9
JAPANESE	48	59	59
KOREAN	10	20	17
LATIN	23	30	30
PORTUGUESE	1	4	12
RUSSIAN	22	21	19
SPANISH+SHBS	477	719	708
VIETNAMESE	2	2	2
	991	1403	1311

Table 7 recaps data concerning students who completed the language requirement through some form of testing. Fifty-three (53%) percent of incoming students exited from the language requirement in Fall 2012. 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
ARABIC	3	4	7
CHINESE	69	93	162
FRENCH	142	67	209
GERMAN	19	6	25
GREEK	0	1	1
HEBREW	5	2	7
HINDI	8	6	14
ITALIAN	2	5	7
JAPANESE	9	24	33
KOREAN	8	12	20
LATIN	50	8	58
PORTUGUESE	2	9	11
RUSSIAN	1	13	14
SPANISH+SHBS	172	177	349
VIETNAMESE	2	0	2
	492	427	919

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. Most AP/SATII students are well beyond expected oral proficiency levels. The 2011-2012 academic year was somewhat inconsistent with previous years, particularly in Spanish. These data are listed in **Appendix E**. We have some concerns based on the most current figures, and will be investigating this throughout the year. Presently however, 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** catalogued over eight thousand email exchanges throughout the summer of 2012, 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 2011-2012.

The Language Center also approves credit transfers from other domestic and international institutions.

Table 8 illustrates the number of students requesting credit transfers. The number of students requesting credit transfers for Spanish has been reduced, and will presumably continue to decline given the popularity of the Madrid campus.

TABLE 8 - Credit Transfers - 1997-1998 through 2010-2012																				
	1997-1998	1998-1999	1999-2000	IB Transfer 1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2008-2009 Preapprovals	2009-2010	2009-2010 Preapprovals	2010-2011	2010-2011 Preapprovals	2011-2012	2011-2012 Preapprovals
AME					8	3	3	7	4	3	2	2	1	1					1	
Greek										1		5	1			3	3	1	1	
Arabic											5	8	9	7		1	4	1	2	1
Catalan																		1		
Chinese	1	3	3		6	3	7	9	8	4	5	5	17	3	6	3	9	2	8	2
French	10	8	16	1	8	4	12	17	6	12	11	10	5		2	4	1	2	1	1
German	6	5	1	1	5	4	4	8	4	5	3		1		1	1		1	2	2
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	5	
Japanese	2	1	6			4	4	6	1	2	6	1	1							1
Korean	1				3	2	2	1					1	1	2			1	1	1
Latin	3	4			1				1	3	2		1	1	1	4	3			2
Portuguese		1			3	4		4	2	1	1	1	1	1	1			2	2	
Russian	1	2	1		3	1	3	1	3	1	2	4	2		2				3	2
Spanish	13	32	31		47	70	60	84	42	53	49	54	25	19	22	18	19	13	24	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	51	24

Language Center Student 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 39th Annual Japanese Speech Contest in November 2012. Two students, Scott Parks and Pearly Meixel, who were enrolled in the Japanese language program during the 2012 Fall quarter, participated in the contest and were awarded first and third place, respectively.

A handful of graduate teaching assistants, Cynthia Malik in Spanish, Keara Harman in German and Gregory Haake in French, have received OPI tester certification, with others in process.

Language Center Recognition

In September, 2012, the Stanford Language Center was named by “The Best Colleges.org” as an institution that is “unique, innovative, or just plain awesome for foreign language learners”. In praising the Language Center and listing it as number 4 in its rankings, the Best Colleges.org stated:

At Stanford, language learning is focused on practical skills, and students can expect their education to revolve around activities that engage them in speaking, reading, and listening to a language in a real-world setting. At present, Stanford offers 14 common modern languages and 30 less commonly taught languages like Basque, Hawaiian, Lakota, Uzbek, Vietnamese, and Swahili, though over the years 70 different languages have been taught at the school. Stanford is another school taking language learning high-tech through their Digital Language Laboratory, with which all students can expect to get some experience during their time at the school. The DLL allows Stanford teachers to easily determine students’ oral performances in foreign language on a daily basis through oral assessments online and conducting Simulated Oral Proficiency Interviews.

Proficiency Notation for Undergraduates

Student interest in pursuing the Proficiency Notation in a foreign language has increased since the guidelines were codified and publicized more widely. This notation, which appears on the official transcript, recognizes a nationally-certified level of oral proficiency and equivalent written academic work. The Language Center supports undergraduates who pursue the notation by financing the required telephonic proficiency interview and computer-based writing assessment. Students in cognate languages must achieve minimally a rating of Advanced-Low in their oral and written proficiency; students in non-cognate languages, a rating of Intermediate-High. In Spring 2012, 16 students applied for the proficiency notation with 9 students receiving such notation in the following languages: Chinese (1), Italian (1), Japanese (1), Russian (1) and Spanish (5).

Technology in the Language Center

Following up on our successful pilot in 2011, online writing tests were expanded to all sections of European languages, and pilots of Chinese, Japanese, and Korean were introduced. Minor changes were made to the Windows 7 image on the 40 small notebook computers, but the restriction of only being able to access CourseWork was not modified. Security was enhanced and ease of use was increased by implementing several non-software measures, such as a unique user ID and password that was only available in the classroom for each test. In the course of making physical preparations, it was discovered that the electrical system for Building 30, where they were to be administered, was not rated for the amount of electricity required at peak usage, so measures were taken to draw power from a neighboring building. Of the 731 students who took writing tests, 438 used this online method, including 31 in Asian languages. Although there were several instances of network-related problems, thorough planning and comprehensive instructions to test-takers meant that only 11 students had to re-type one or two sentences. Overall the results were satisfactory and we hope to expand to all second year Chinese, Japanese, and Korean courses in 2013.

The CourseWork tutorial continues to be a useful tool for orienting new instructors to technology in the Language Center. An additional section detailing the basic motivations, goals, and precautions surrounding technology use was introduced in the graduate teaching and learning course, and has since been implemented with all new instructors.

Several new sites were introduced in CourseWork to help facilitate student and instructor needs. In order to accommodate students with special scheduling needs, especially athletes, three programs have started offering extra face-to-face meetings and online materials. These measures allow students to keep up with their colleagues during certain periods of the year, such as tournament season. Also, in order to administer schedules, announcements, and material on a program-wide level, “gateway” sites were created for the English for Foreign Students and Japanese programs. Tasks that were previously handled on paper or via email were made available to all instructors and enrolled students online, allowing for much better coordination on placement testing and special events.

The Language Center continues to explore new ways of using technology to facilitate instruction. The Italian program ran several very successful private blogs in second year courses, a direct result of the recent re-classification of student data in privacy guidelines allowing more use of interactive tools in instructional settings. Lessons learned from these experiences have been relayed on to other units on campus in the hope of increasing ease of use of these and other instructional technology. Finally, in a continuing effort to ensure the security of Language Center websites, a thorough review of existing sites was conducted and, while several sites were upgraded to newer systems, other unused spaces were deleted.

Budget Update and Stewardship

The Language Center filled 5 full time positions (Arabic, French, Hindi, Persian, and Portuguese) in academic year 2011-2012. In 2012-2013, it is searching for new lecturers in English for Foreign Students, German, Japanese, and in Spanish. The positions in German, Japanese and Spanish are replacements for staff who have moved on; the English for Foreign Students search is filling the lost EFS position from the 2009 required cutbacks.

The payout from the Hale Chair has been used to buttress the Portuguese program and to enable Vietnamese to become a full time position. The payout also enables the replacement of computers in the Digital Language Lab in Meyer Library and the continuation of the writing assessment program, and the purchase of updated servers.

Fulbright Foreign Language Teaching Assistant Orientation

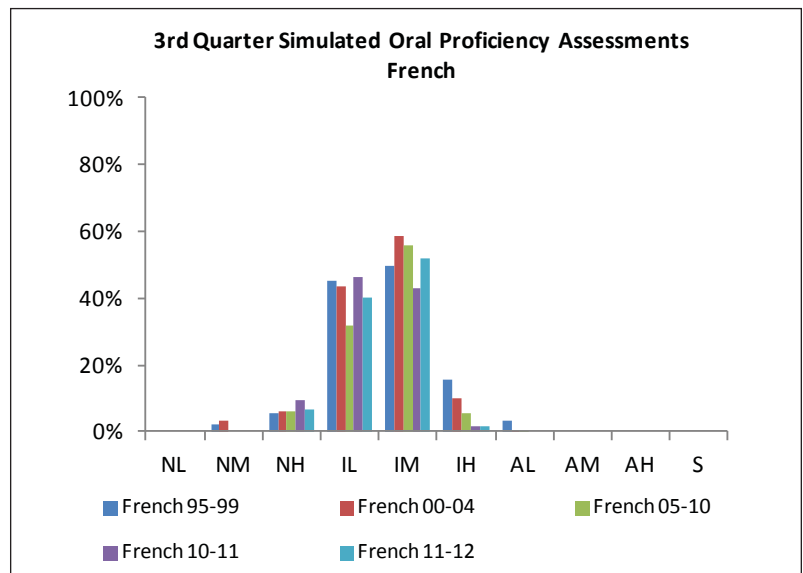
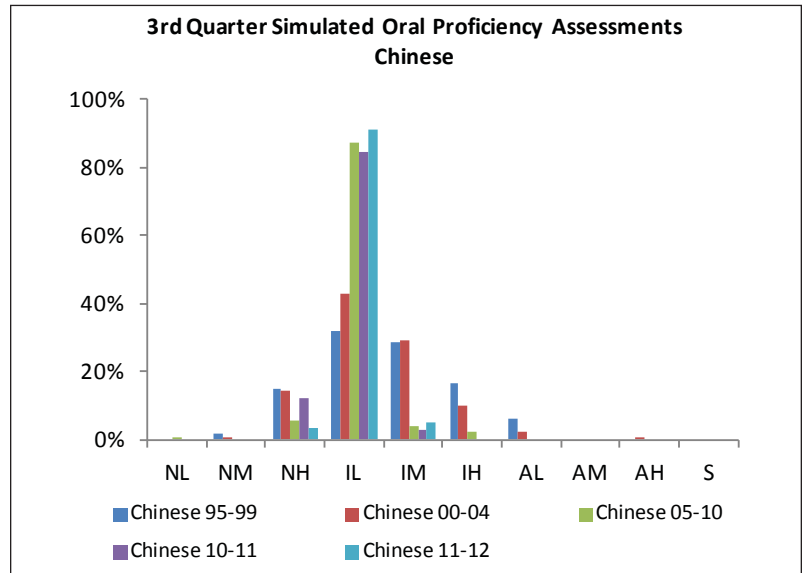
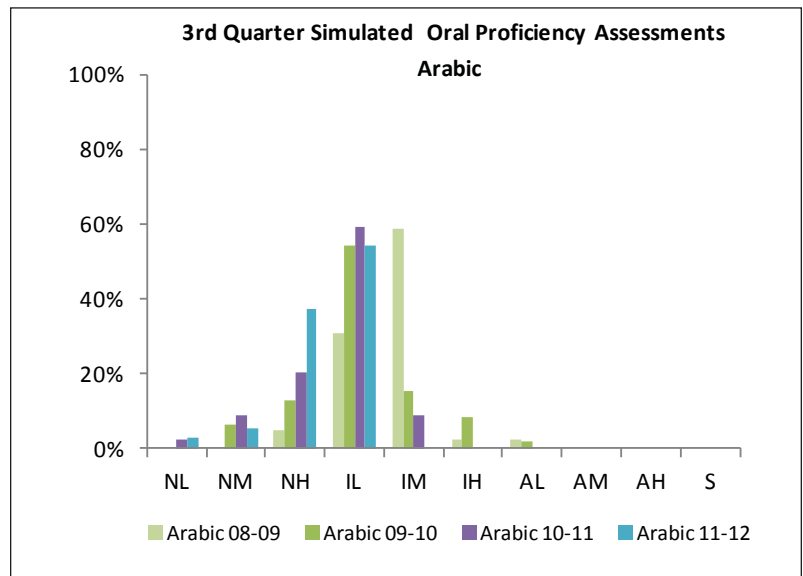
The Language Center hosted another extremely successful orientation for international language teaching assistants on August 12-13, 2012. Fifty-six students from twenty countries participated in the five day orientation. Sessions for the FLTAs were offered by the following Language Center teaching staff members: Elizabeth Bernhardt, Connie Rylance, Andrea Kevech, Ken Romeo, Eva Prionas, Joan Molitoris, Salem Aweiss, Ali Miano, Eugenia Khassina, Paul Nissler, Heather Howard, Nina Lin, Hee-Sun Kim, and Joseph Kautz and ably assisted by the Language Center staff, Tracey Riesen, Amy Keohane, and Monica Brillantes.

Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2012

Key:

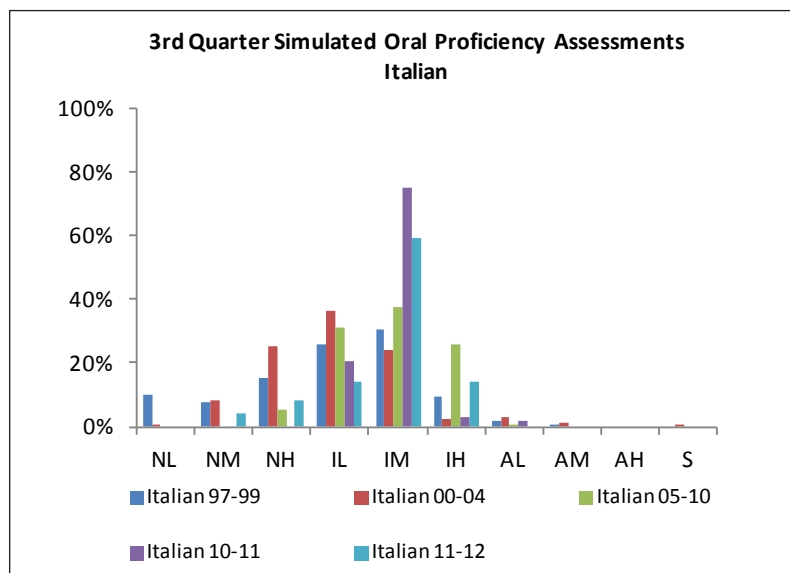
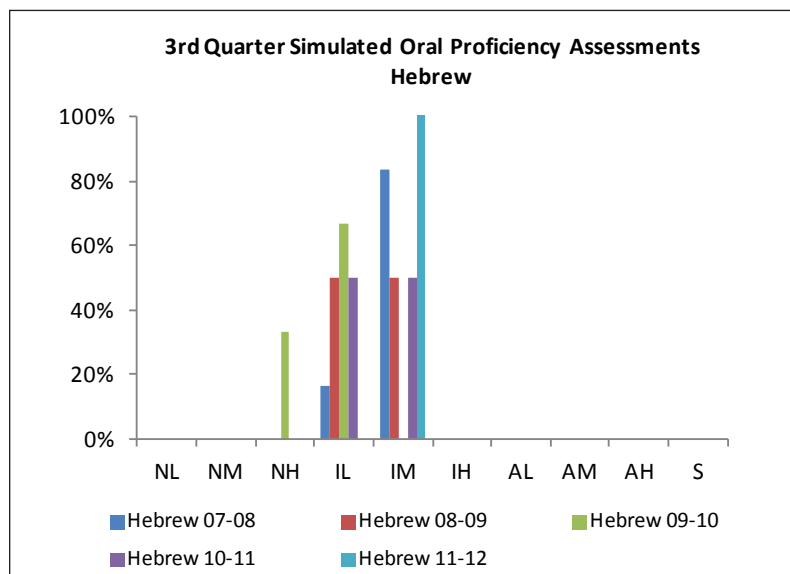
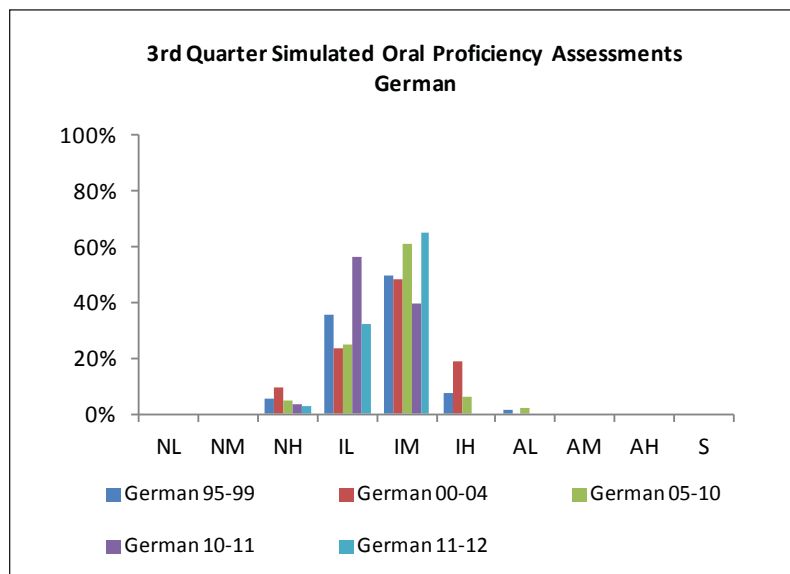
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2012

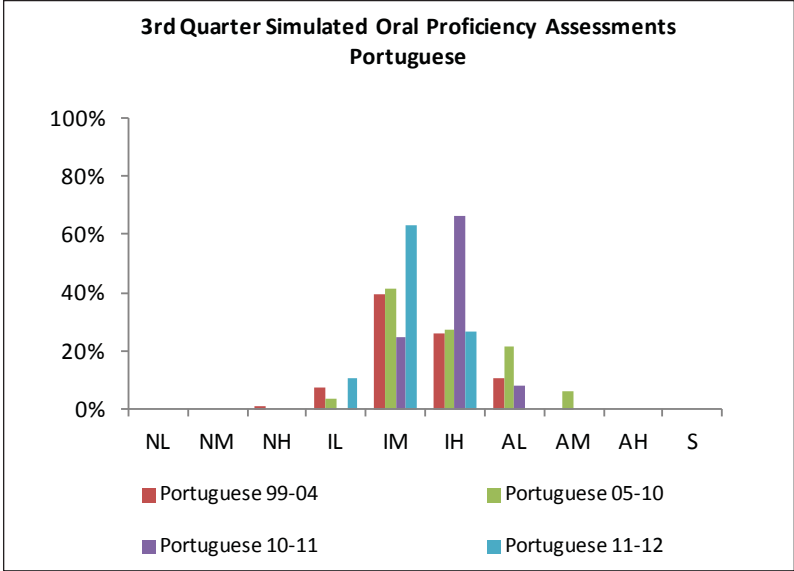
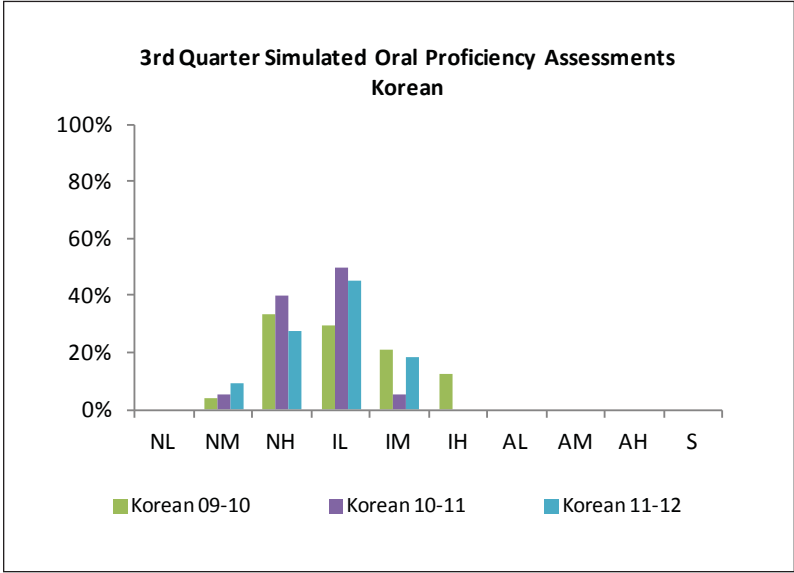
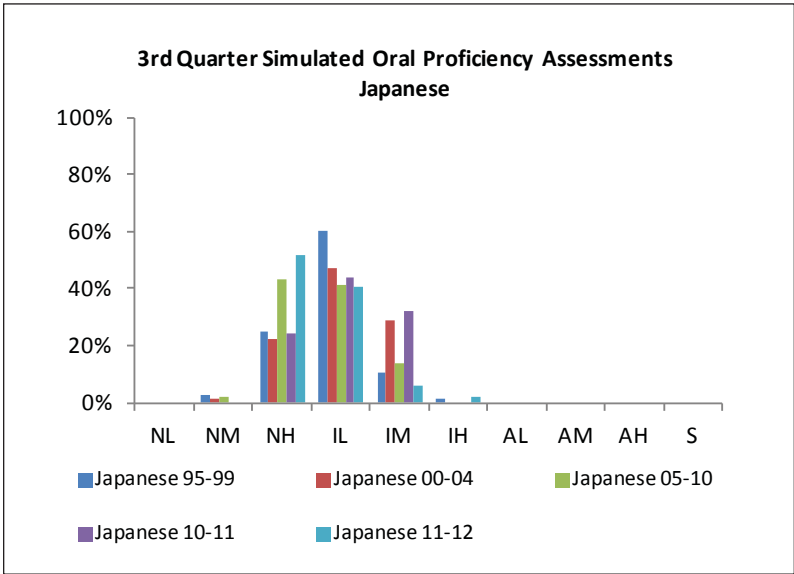
Key:	
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NM	Novice Mid
NH	Novice High
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IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
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AH	Advanced High
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Appendix A - First-Year Oral Proficiency Assessments

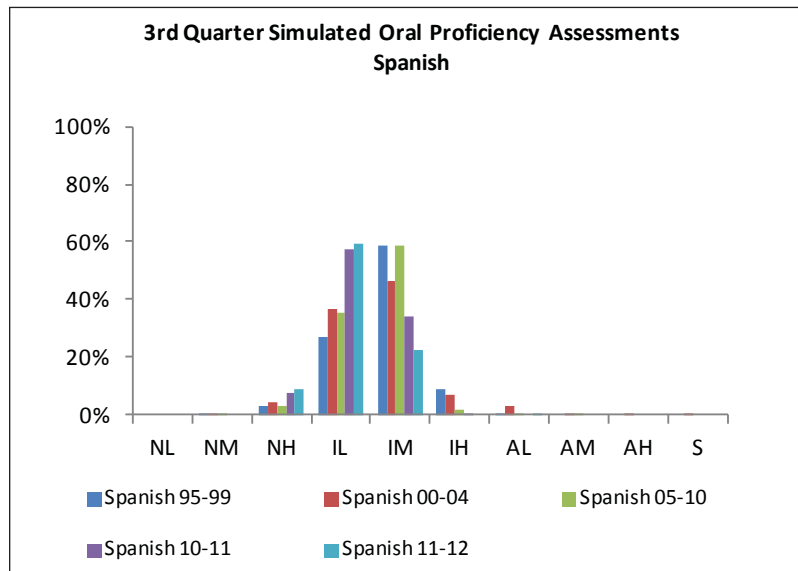
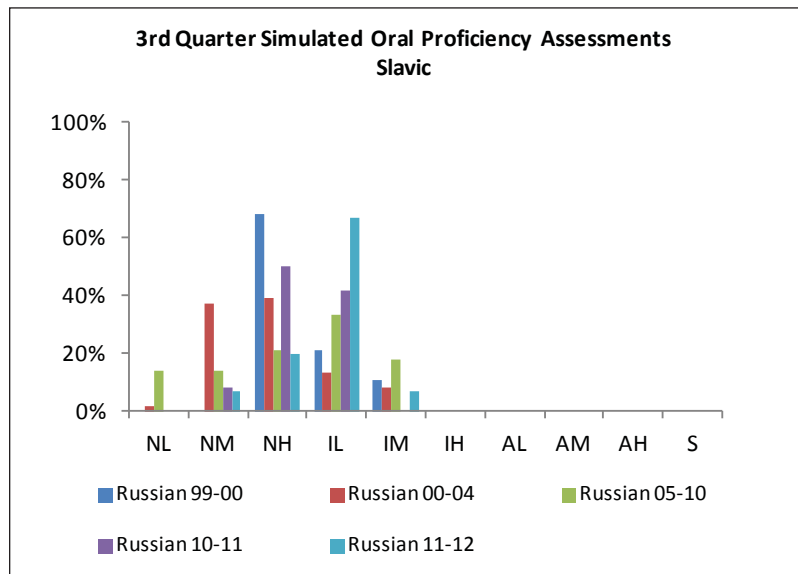
Academic Years
1995-2012

Key:	
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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
1995-2012



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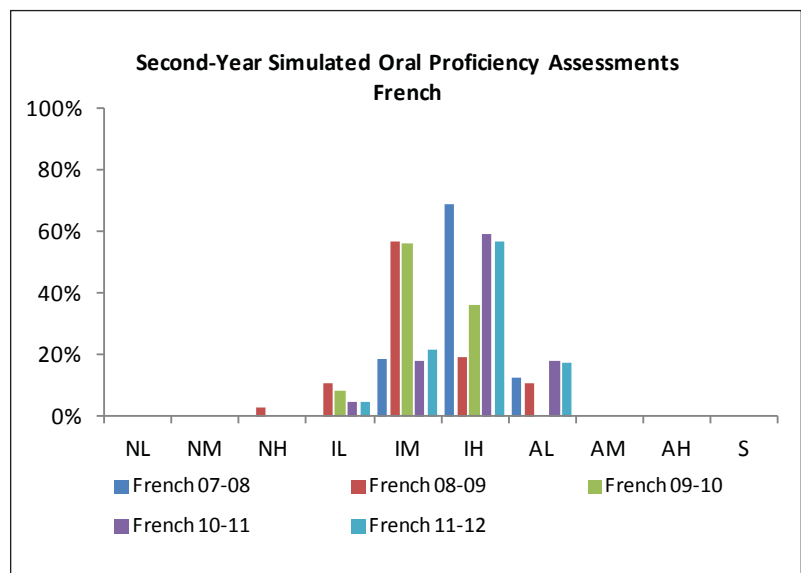
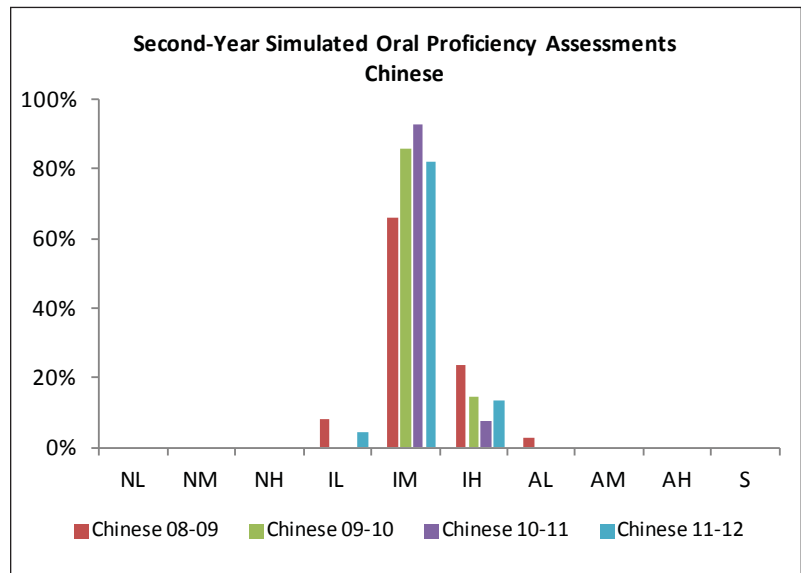
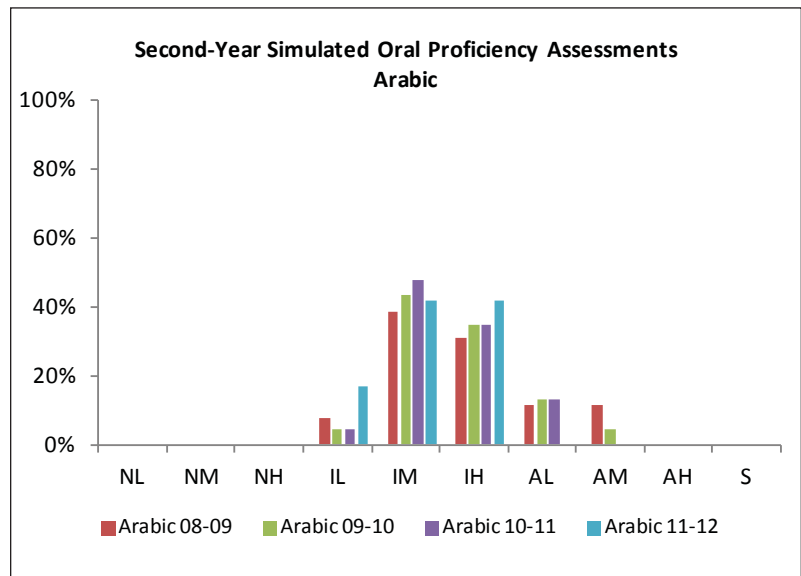
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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2012

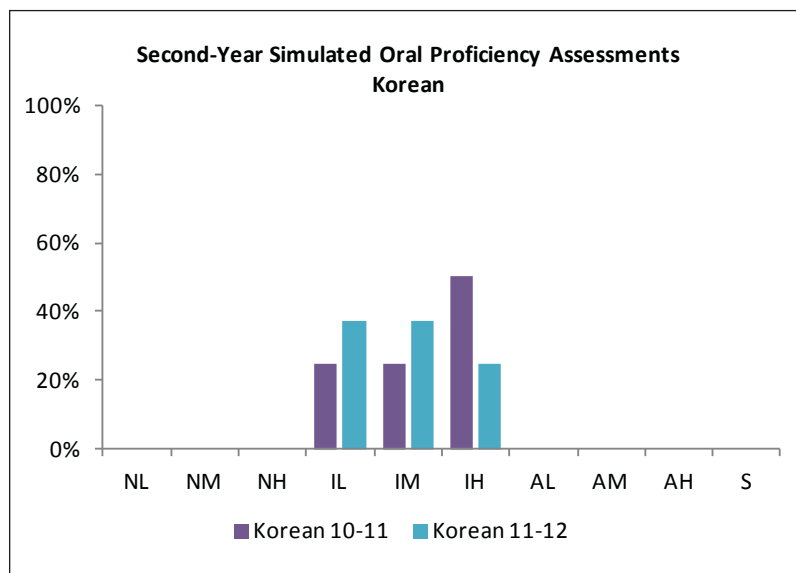
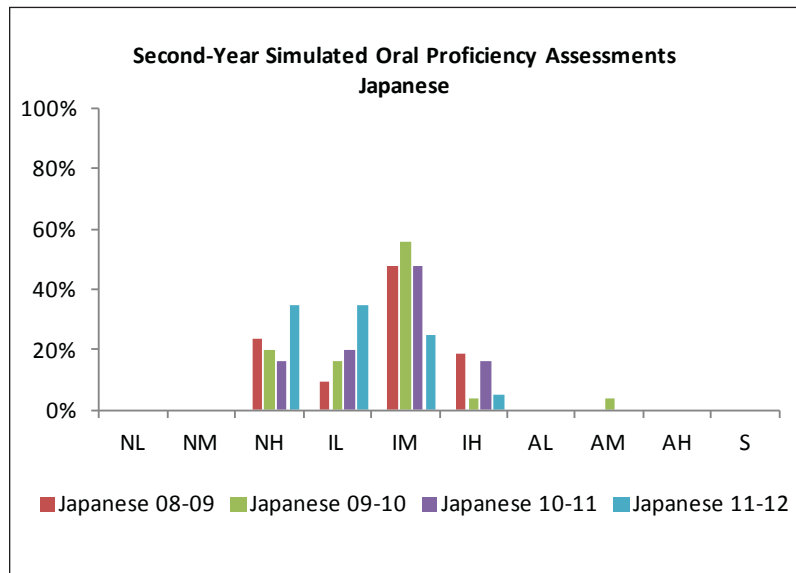
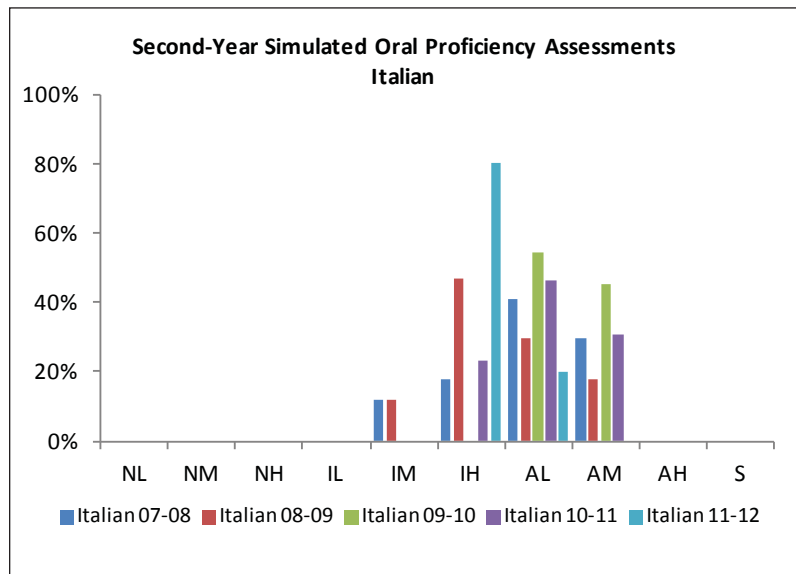
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NH	Novice High
IL	Intermediate Low
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AL	Advanced Low
AM	Advanced Mid
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S	Superior



Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2012

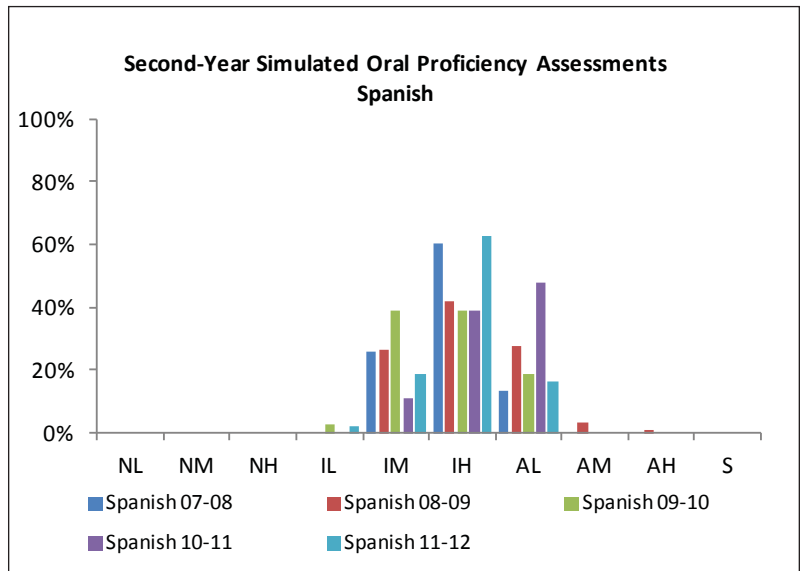
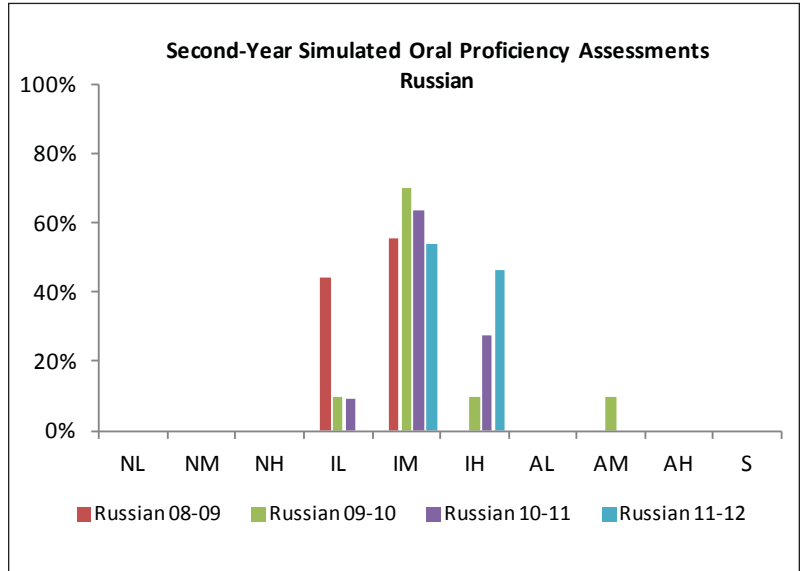
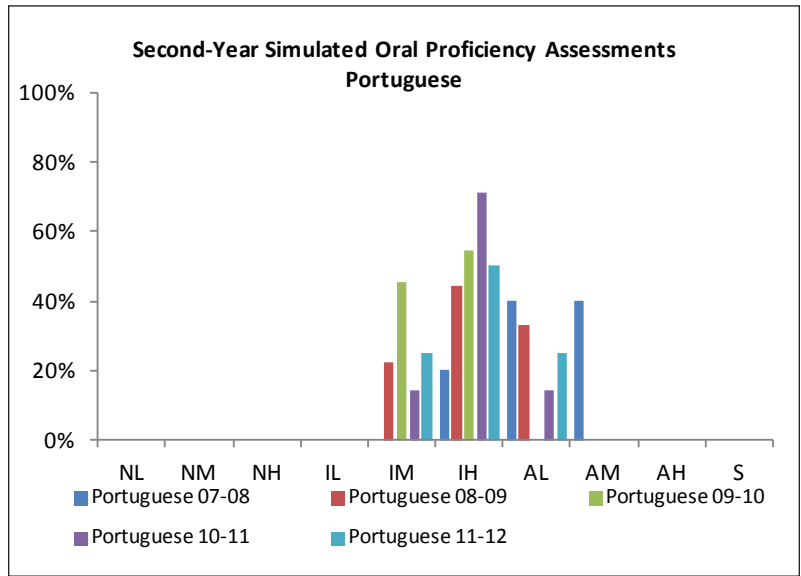


Key:

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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
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Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2012



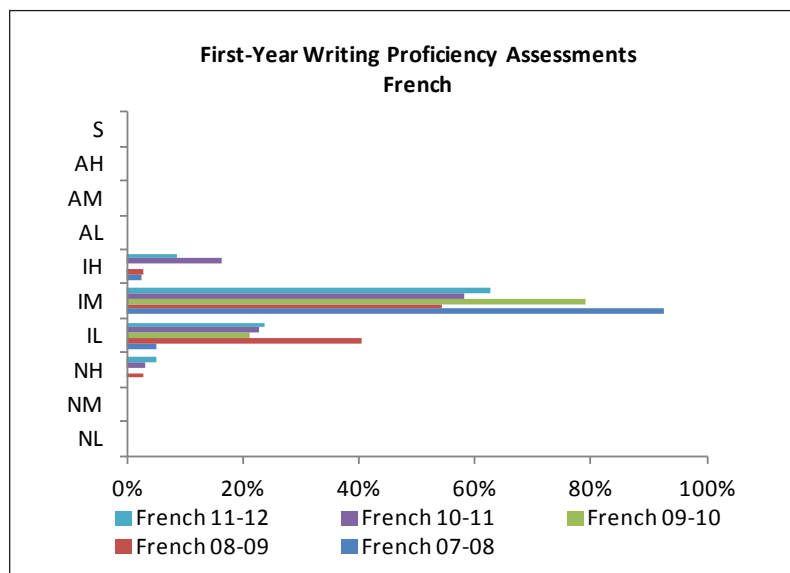
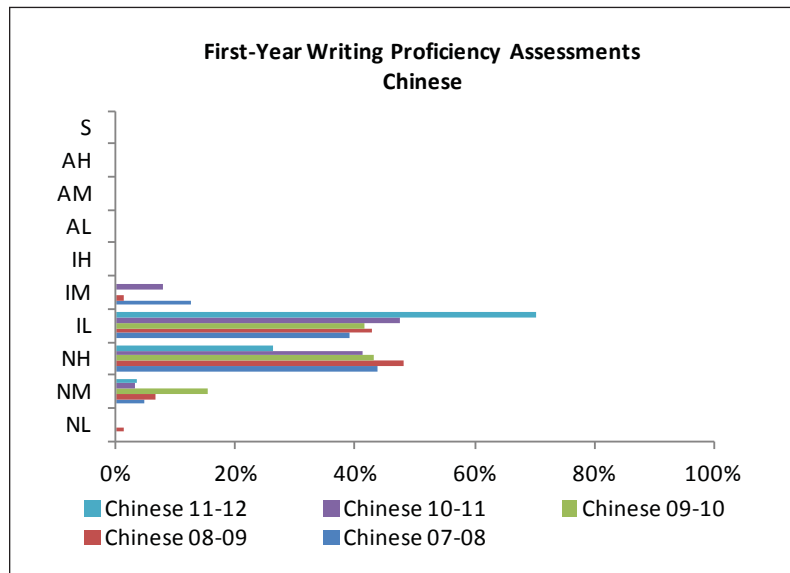
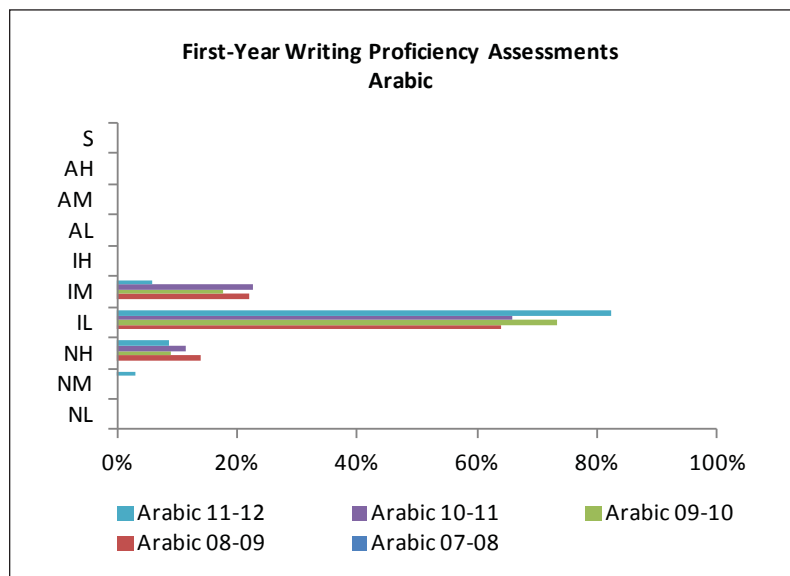
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NH	Novice High
IL	Intermediate Low
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AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
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Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2012

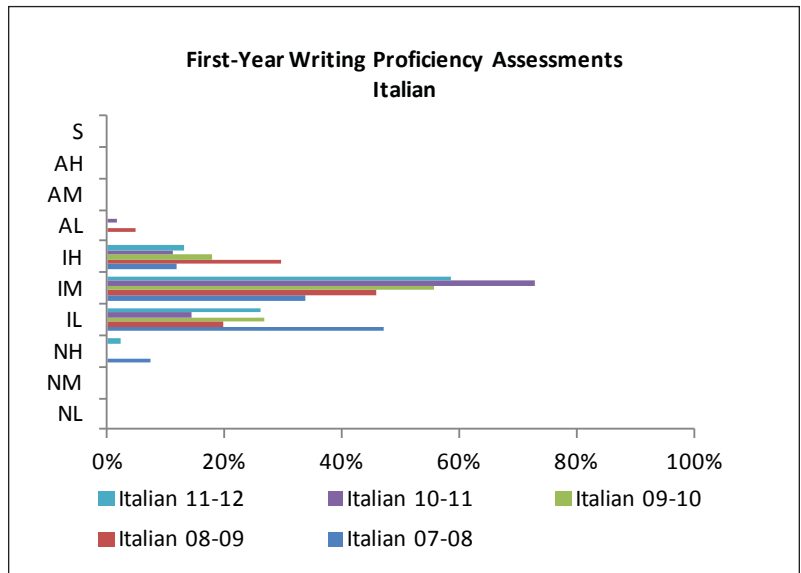
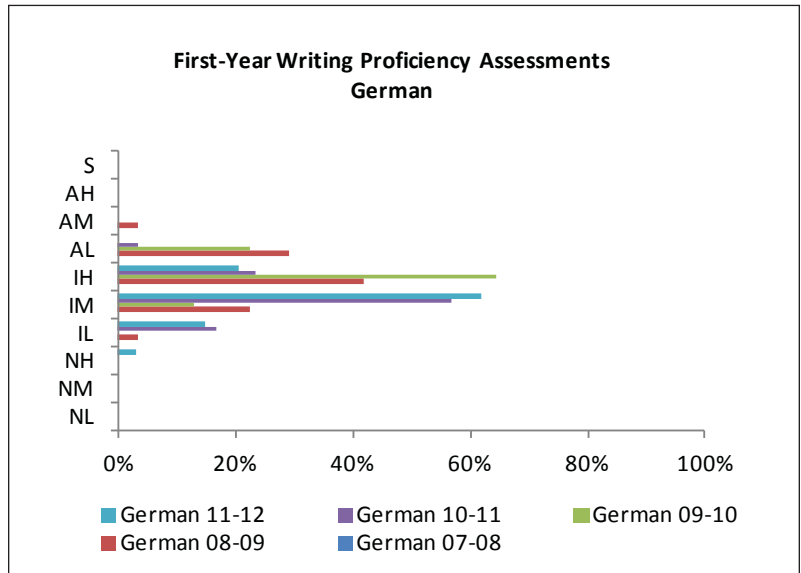
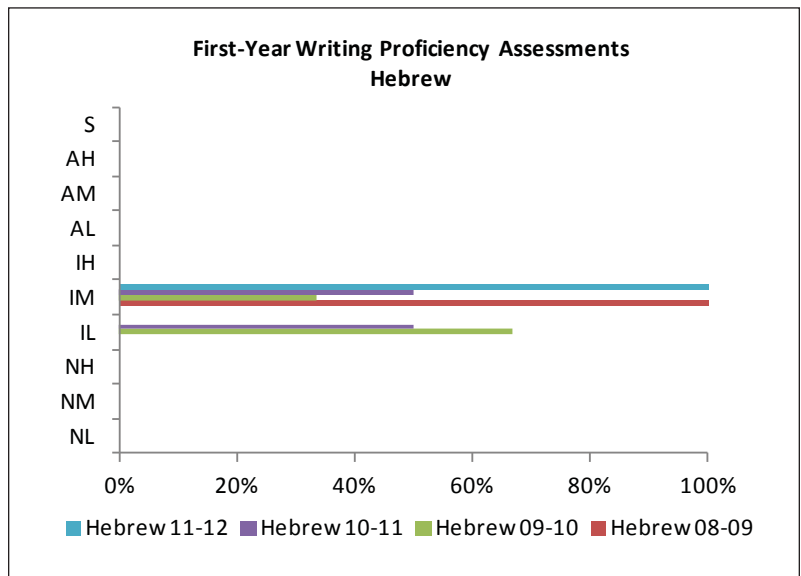
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NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior



Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2012

Key:	
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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
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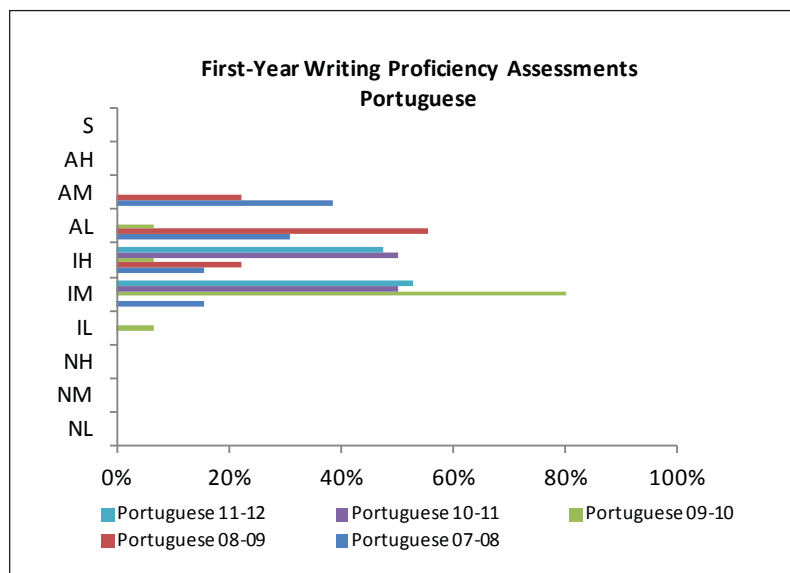
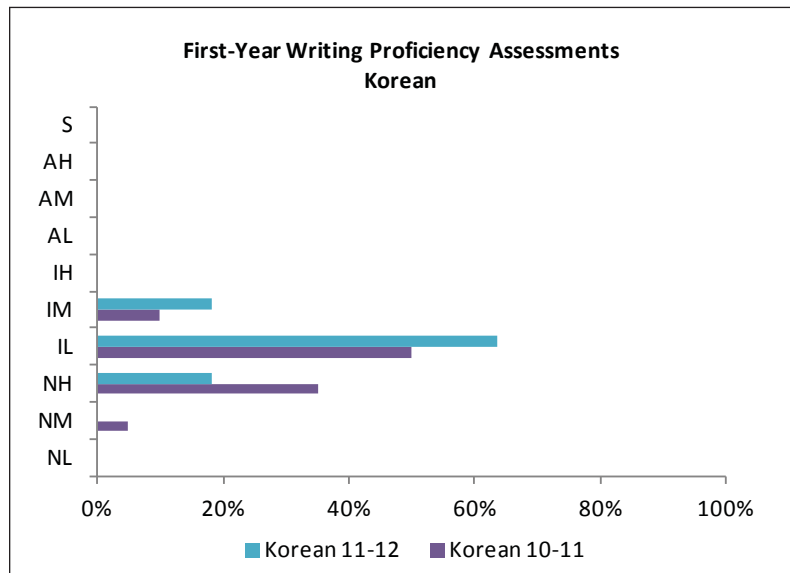
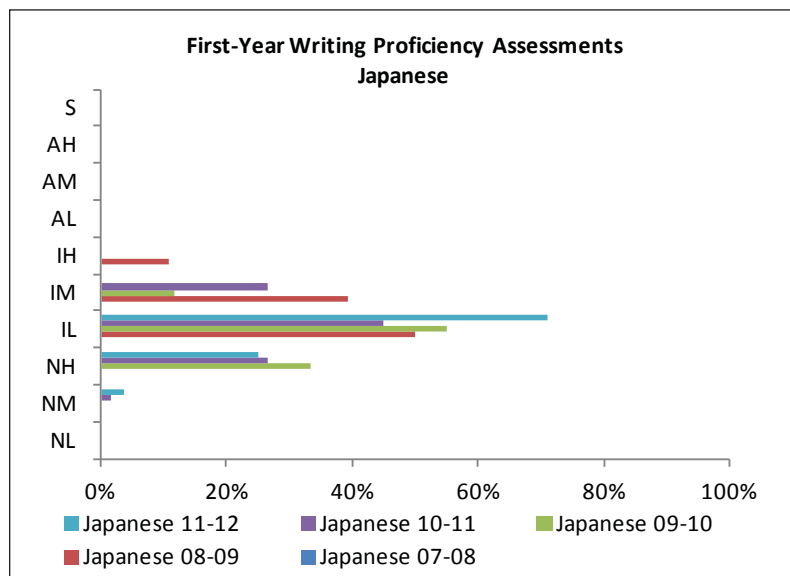


Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2012

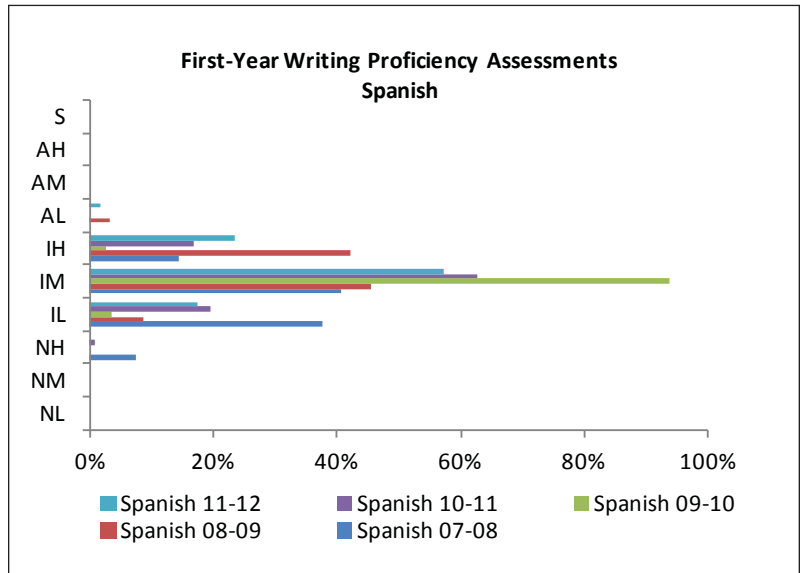
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Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2012

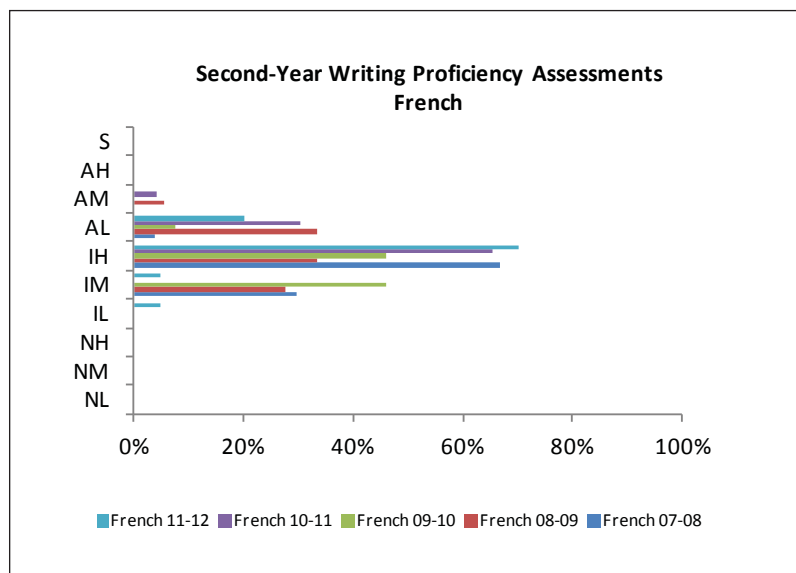
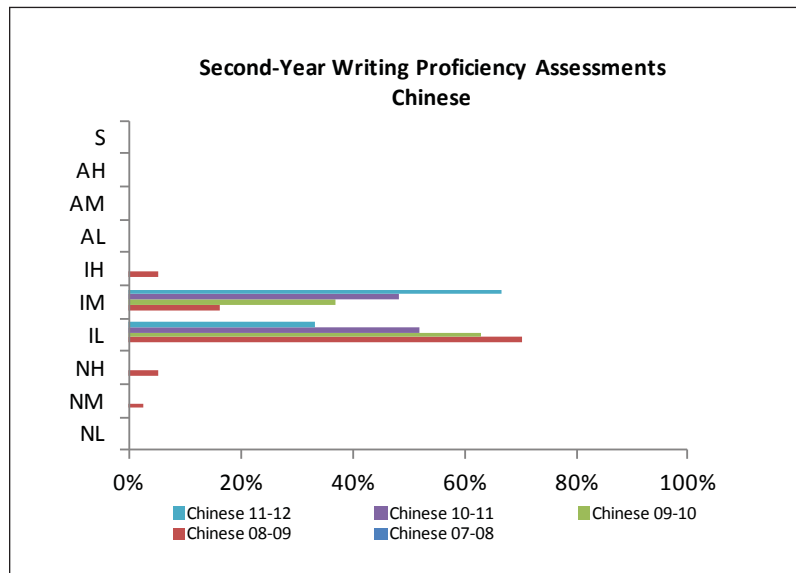
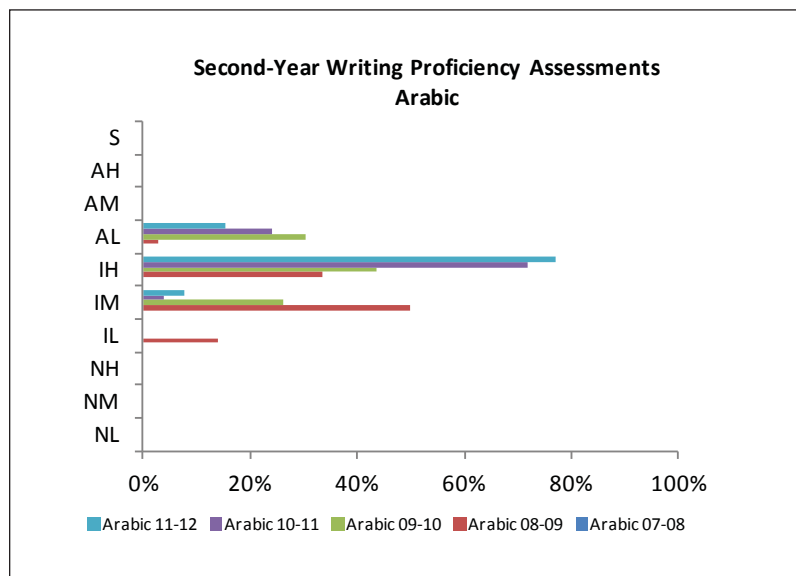


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Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2012



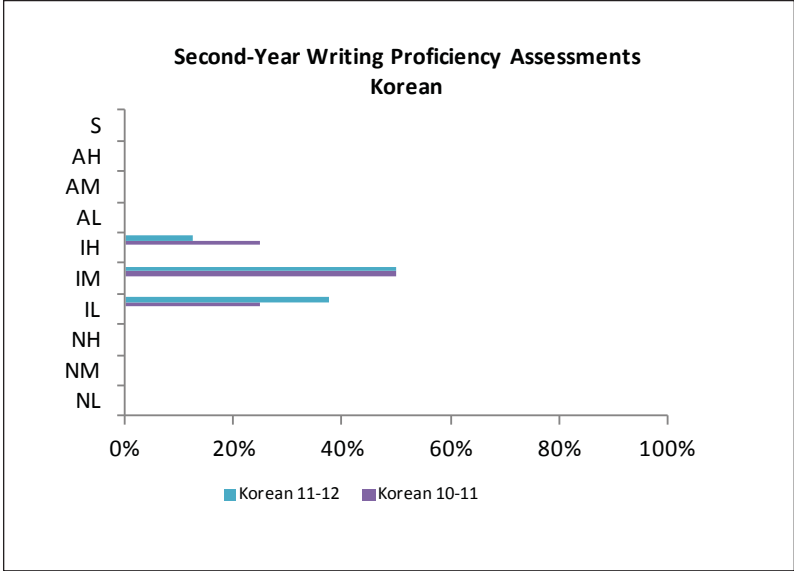
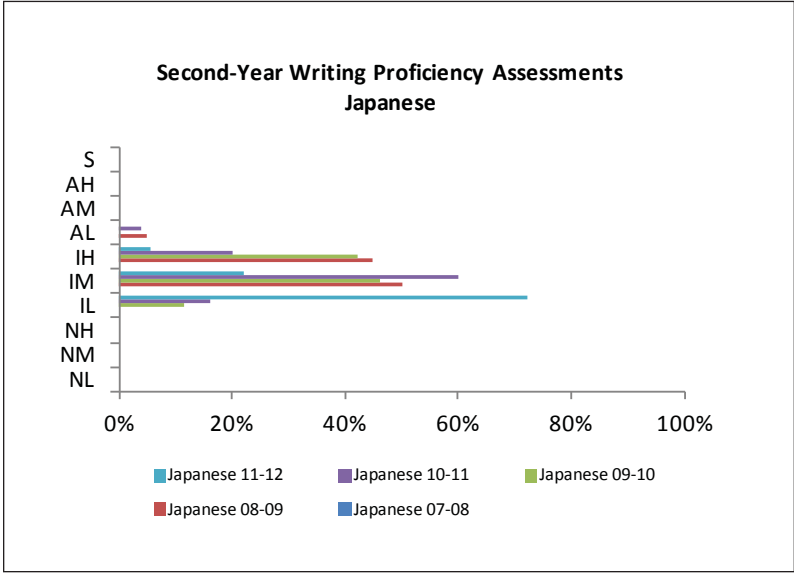
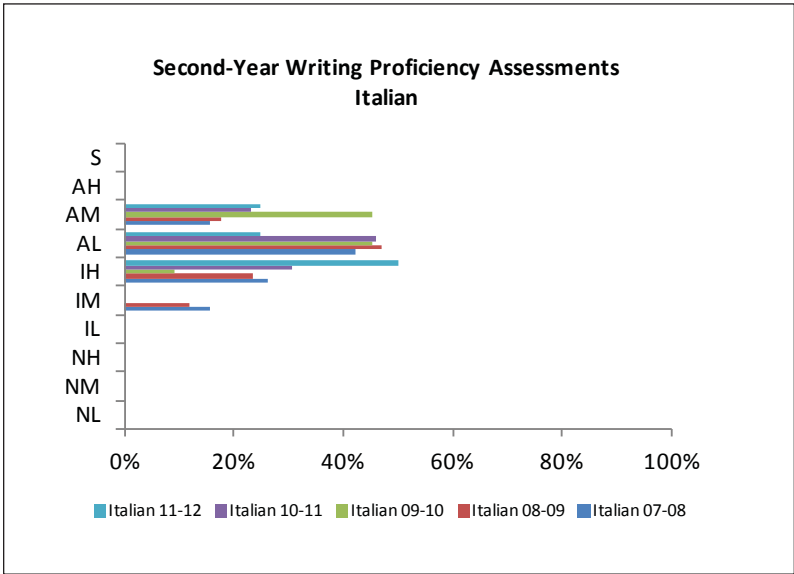
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Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2012

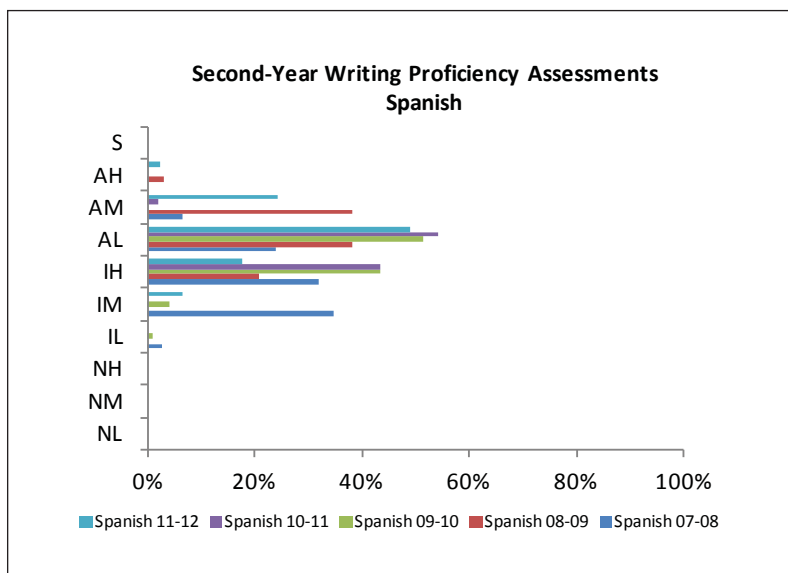
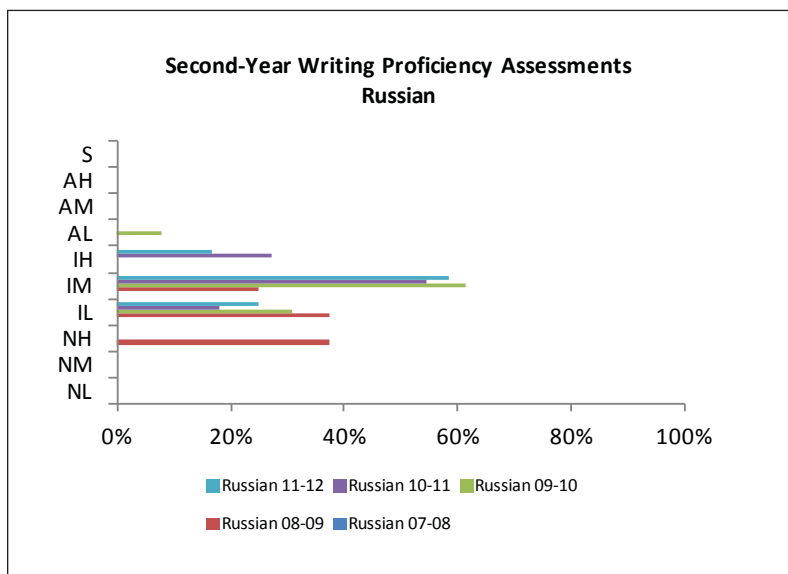
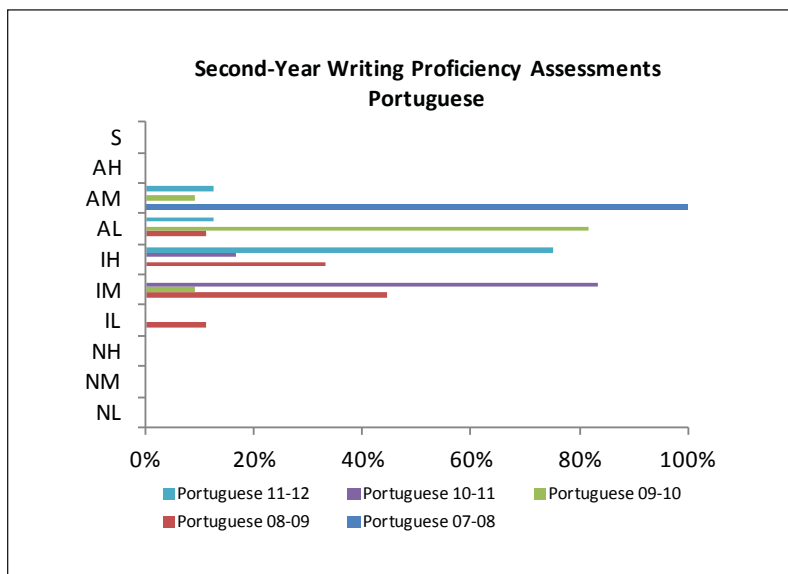
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Appendix B - Second-Year Writing Proficiency Assessments

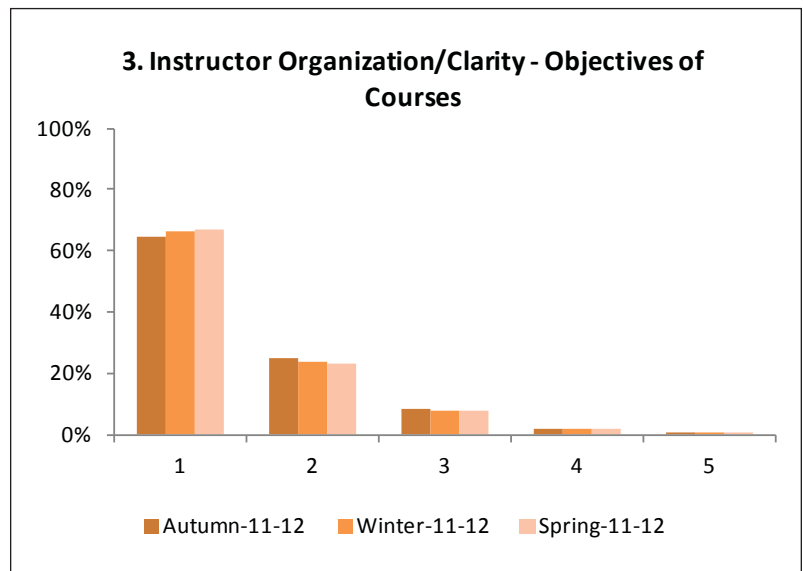
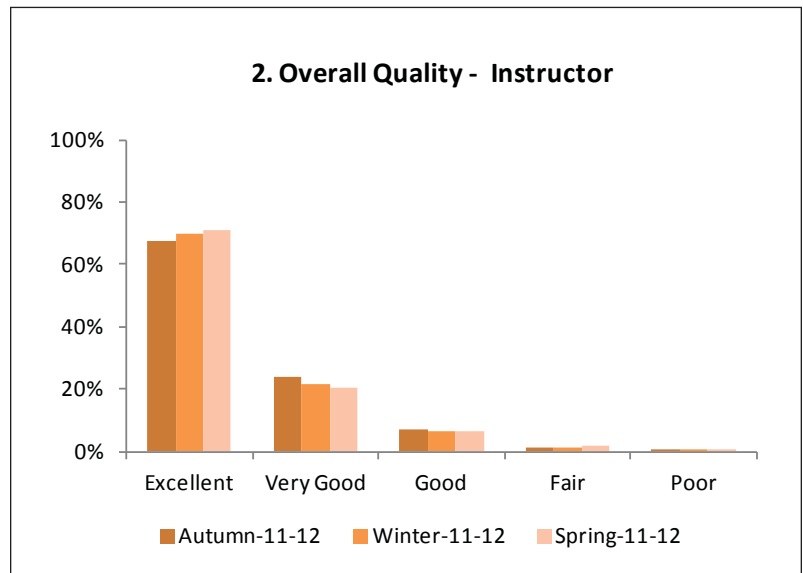
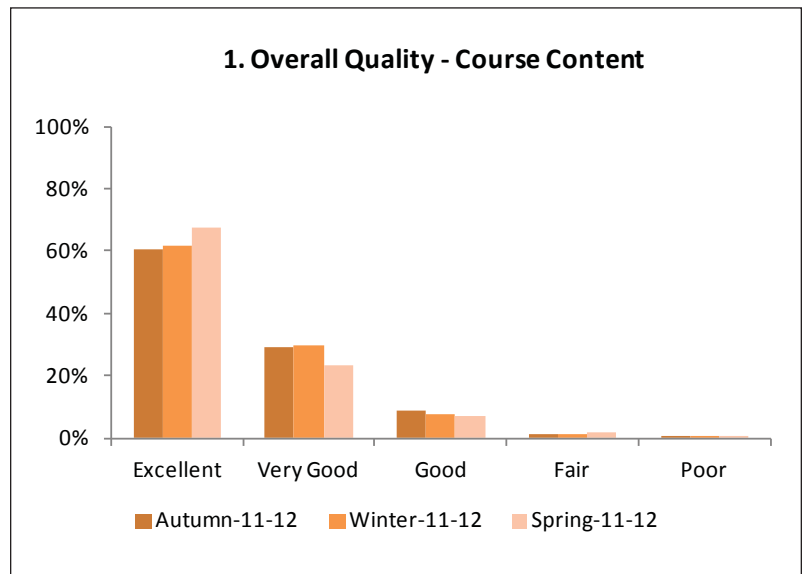
Academic Years
2007-2012

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



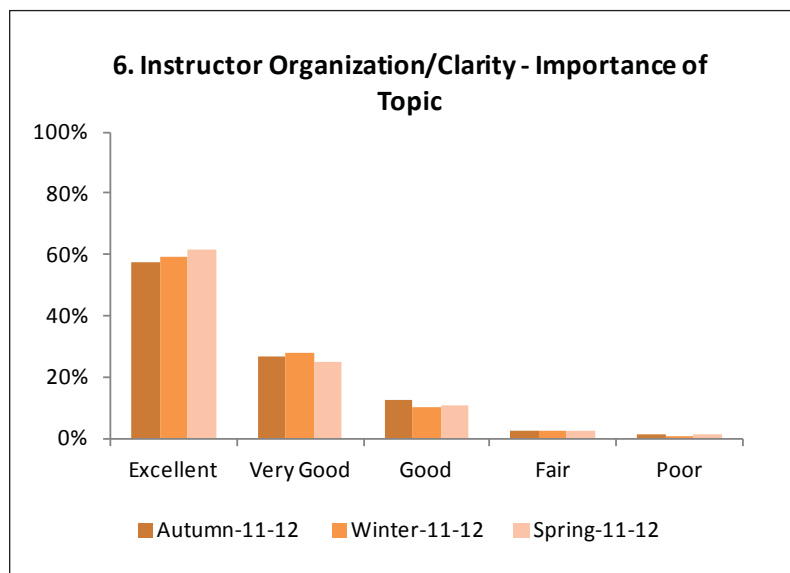
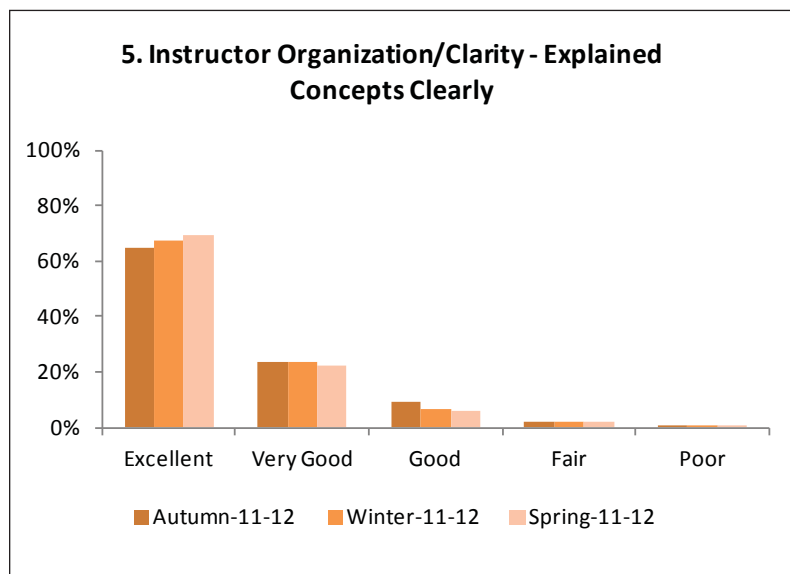
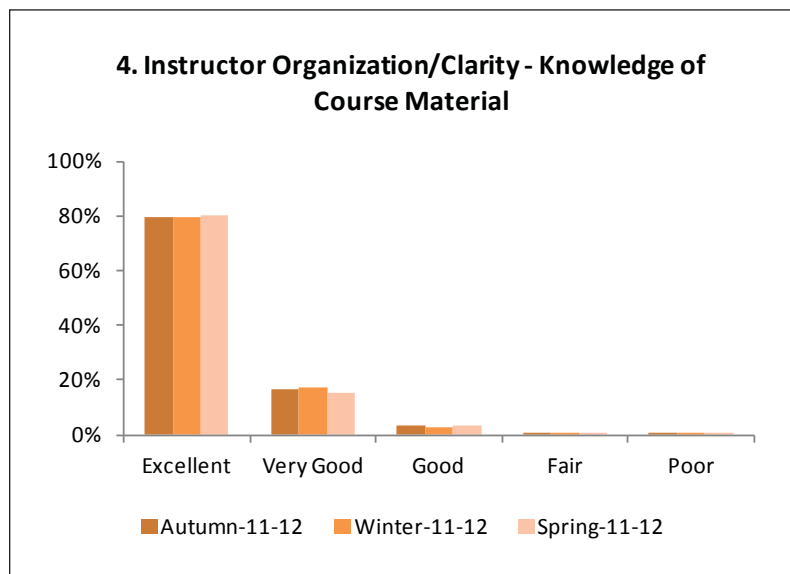
Appendix C - Teaching Evaluations

Academic Year
2011-2012



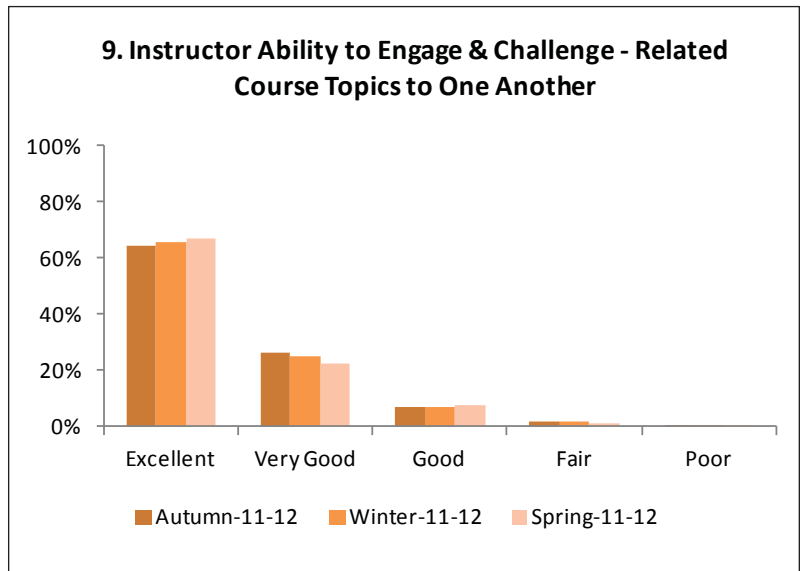
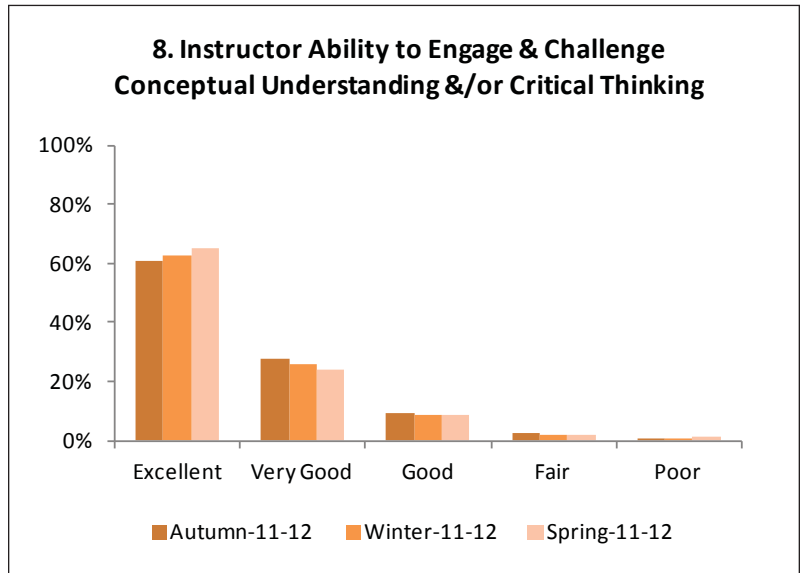
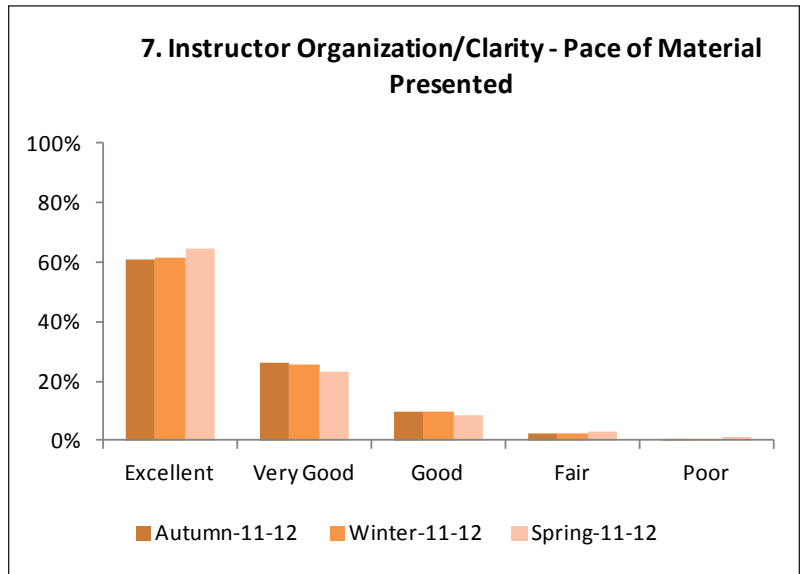
Appendix C - Teaching Evaluations

Academic Year
2011-2012



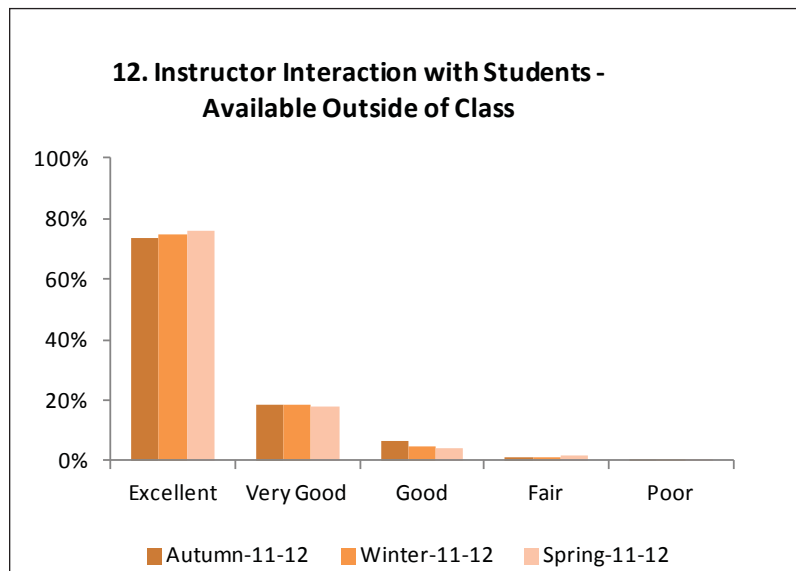
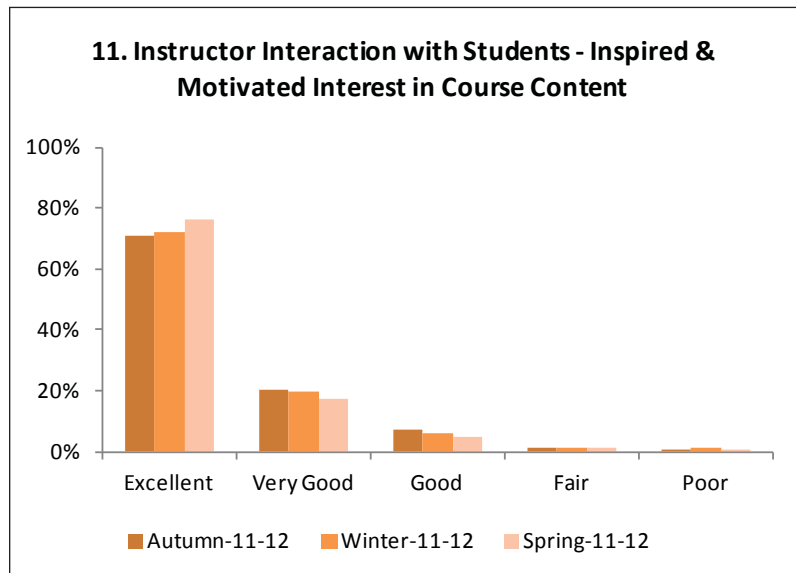
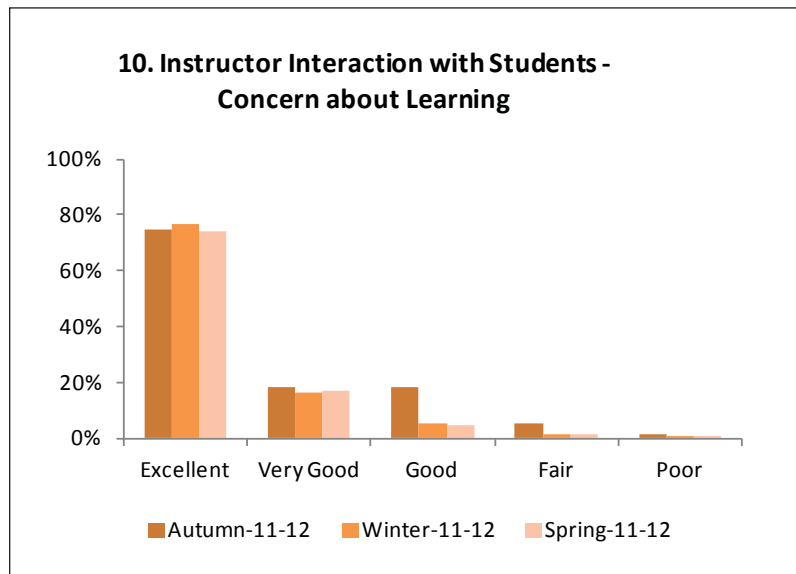
Appendix C - Teaching Evaluations

Academic Year
2011-2012



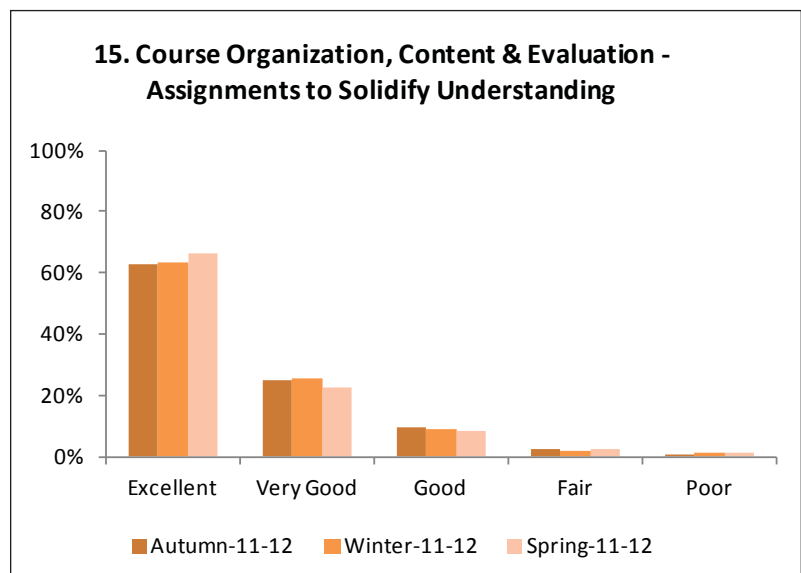
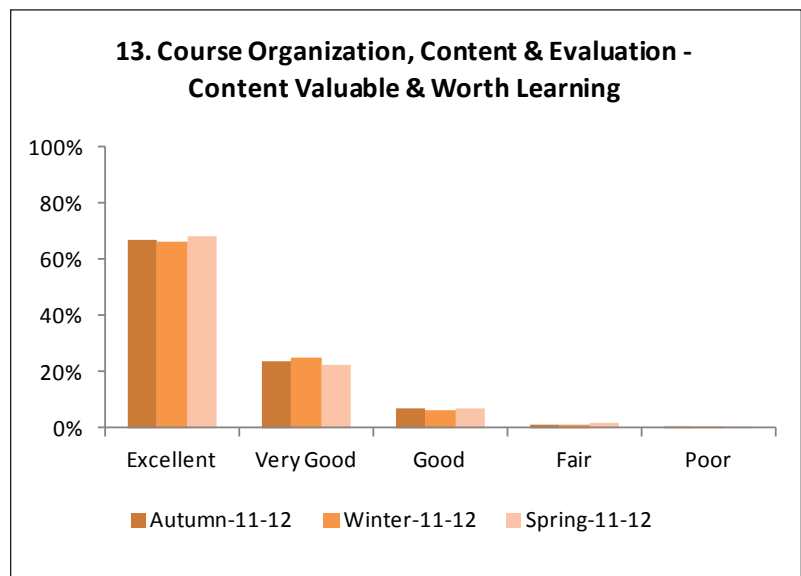
Appendix C - Teaching Evaluations

Academic Year
2011-2012



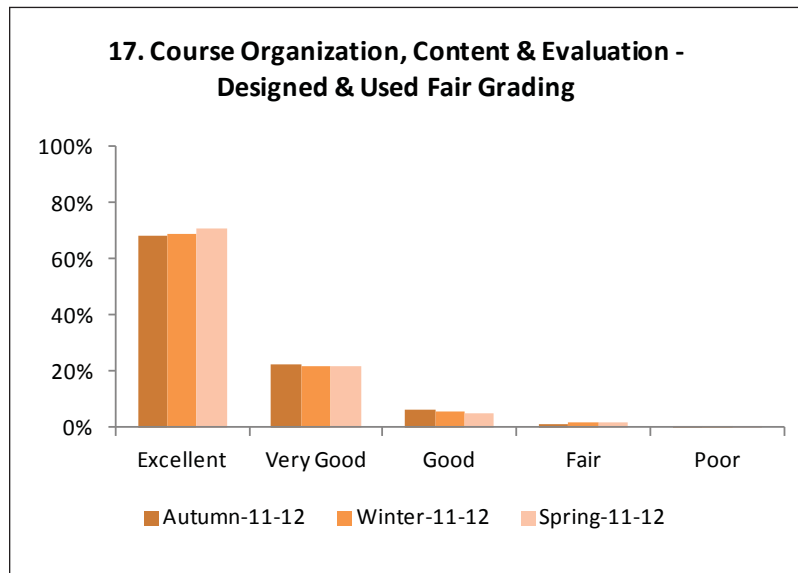
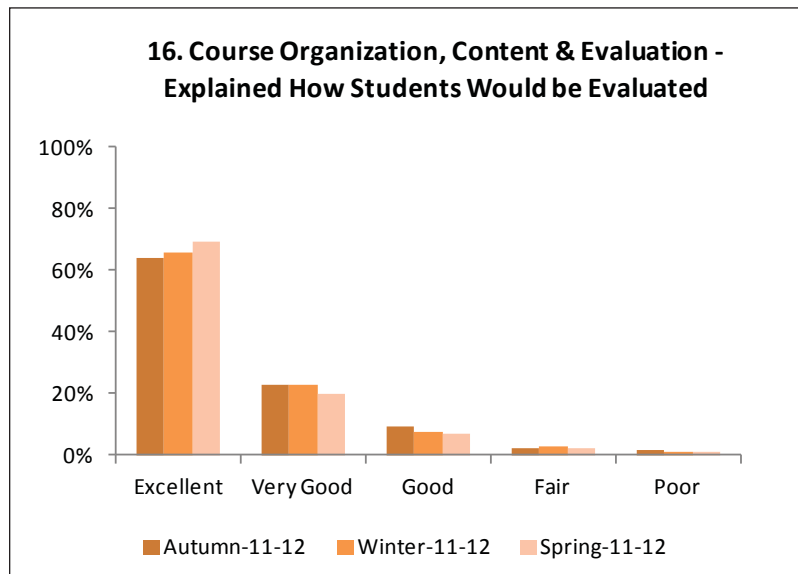
Appendix C - Teaching Evaluations

Academic Year
2011-2012



Appendix C - Teaching Evaluations

Academic Year
2011-2012



Appendix D - Language Center Lecturer Roster

Academic
Year
2011-2012

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
AME	Emami, Ameneh Shervin	2012	PhD	expected 2013	University of California, Los Angeles			
AME	Ergul, Ebru	2010	MA	2005	Texas Tech University	limited		
AME	Mukoma, Samuel	2011	MA	2002	University of Nairobi, Kenya	in process		
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	in process	
Arabic	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		OPI Trainer training - in process
Arabic	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
Arabic	Boumeahdi, Thoraya	2012	PhD	2010	Universite de Toulouse, France	in process		
Arabic	Hashem-Aramouni, Eva	2011	PhD	2011	Sacramento State University	in process		
Arabic	Obeid, Khalid	2007	PhD	1998	University of San Francisco	full		
Arabic	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
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 2013	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	full		
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	limited	full	
Chinese	Zhang, Youping	2006	Ed.D	2009	Rutgers University	full	full	
Chinese	Zhou, Xiaofang	2010	MA	2008	Beijing Language & Culture University	limited		

Appendix D - Language Center Lecturer Roster

Academic
Year
2011-2012

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
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	limited rater		
EFS	Mawson, Carole	1979	MAT	1965	Harvard University	full		
EFS	Romeo, Kenneth Robert	2006	PhD	2006	Stanford University	in process		
EFS	Rylance, Constance R	1989	MA	1981	San Francisco State University	in process		
EFS	Streichler, Seth	2007	MA	1989	University of Michigan, Ann Arbor	in process		
EFS	Wang, Dominic	2012	MA	1997	San Francisco State University	in process		
French	Dozer, Jane Blythe	1995	PhD	1980	University of California, Los Angeles	full	full	
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Kershaw, Miranda	2010	PhD	2008	University of California, Berkeley	full		
French	Lasnier, Marie	2010	PhD	2010	Stanford University	limited		
French	Shapirshteyn, Vera	2011	MA	2005	University of California, Berkeley	full		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	limited	limited	
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
Italian	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	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	Rogowski, Michelle	2012	MA	2010	Stanford University			
Japanese	Tomiyama, Yoshiko	2004	PhD	2009	University of California, Los Angeles	full	full	
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full	full	

Appendix D - Language Center Lecturer Roster

Academic Year 2011-2012

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	OPI Trainer
Portuguese	Consoni, Fernanda	2012	PhD	2011	University of Sao Paulo, Brazil	in process		
Portuguese	Silveira, Agripino	2011	PhD	2011	University of New Mexico - Albuquerque	limited		
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full	in process	
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	full		
SLP	Brajesh, Samarth	2012	PhD	2012	University of Wisconsin - Madison	in process		
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Nguyen, Dzuong	2008	MA	1982	University of San Francisco	in process		
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	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	full	full	
Spanish	Miano, Alice A	1991	PhD	2012	University of California, Berkeley	full	full	OPI Trainer
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	limited		
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	full OPI certification - German
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	full	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	limited OPI certification - French
Spanish	Vivancos, Ana	2012	PhD	2010	University of Illinois, Urbana Champaign	in process		
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain	full	full	
Tibetan	Clark, Robert W.	2006	PhD	1994	University of Virginia			

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2011-2012

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
640	IL	4	IL
640	IM	4	IM
640	IH	4	IH
640	IL	4	IL
650	IL	4	NH
650	IL	4	IM
650	NM	4	IM
660	IL	4	IH
670	IL	4	IL
670	NH	4	IL
670	NM	4	IL
680	NM	4	IH
680	IL	4	NM
680	IL	4	IL
680	IL	4	IL
690	NH	4	IL
690	IL	4	IL
690	NM	4	NH
690	IL	4	NH
690	IL	4	NH
700	NH	4	IL
700	IM	4	IM
700	IL	4	IL
700	NM	4	IM
700	IL	4	IL
700	IM	4	NH
700	IL	4	NH
710	IM	4	IM
710	IM	4	IH
710	IH	4	IM
710	IL	4	NM
720	IL	4	NH
720	IL	5	IL
720	IM	5	IL
730	IM	5	NH
730	AL	5	IM
730	IL	5	IL
730	IL	5	IL
730	IL	5	IM
730	NH	5	AL

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2011-2012

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
730	NM	5	IL
740	IL	5	AL
740	AL	5	IM
740	NH	5	IL
750	IM	5	NH
760	IL	5	IL
760	IL	5	NM
760	NH	5	IL
760	IL	5	IH
760	NM	5	NH
760	IL	5	IH
760	IH	5	IL
760	IM	5	NM
760	IL	5	IM
760	IL	5	IM
760	NH	5	NH
770	NH	5	IM
770	IH	5	IL
770	NH	5	IM
770	NM	5	IM
770	IM	5	NH
780	IL	5	AM
780	NM	5	NM
780	IM	5	IL
780	IL	5	IL
790	IM	5	IL
790	NH	5	IL
790	IM	5	IL
790	IL	5	NM
790	IM	5	NM
790	IM	5	IM
790	IL	5	IL
790	IM	5	IL
790	IL	5	IH
800	IH	5	IM
800	NH	5	IL
800	AM	5	IM
800	NM	5	IH
800	IL	5	IL
800	IL	5	IM

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2011-2012

Spanish			
SAT Score	SOPI Score	AP Score	SOPI Score
800	IL	5	IL
800	IL	5	IL
800	IM	5	NL
		5	NM
		5	NM
		5	IL
		5	IL
		5	IM
		5	NM
		5	NM
		5	IL
		5	IL
		5	IM
		5	IL
		5	IL
		5	IL
		5	NH
		5	IL
		5	IL
		5	IL
		5	NM
		5	NM
		5	IH
		5	NH
		5	NH
		5	IL
		5	IM
		5	IH
Japanese			
670	NH	4	IL
720	AH	5	AH
800	AH	5	IL
German			
690	AL	4	IM
700	AL	4	IL
760	IH	5	IH
760	AM	5	IM
770	AL		
800	S		

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2011-2012

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

Appendix E - SOPI Tests of AP and SAT Entering Students

Academic
Year
2011-2012

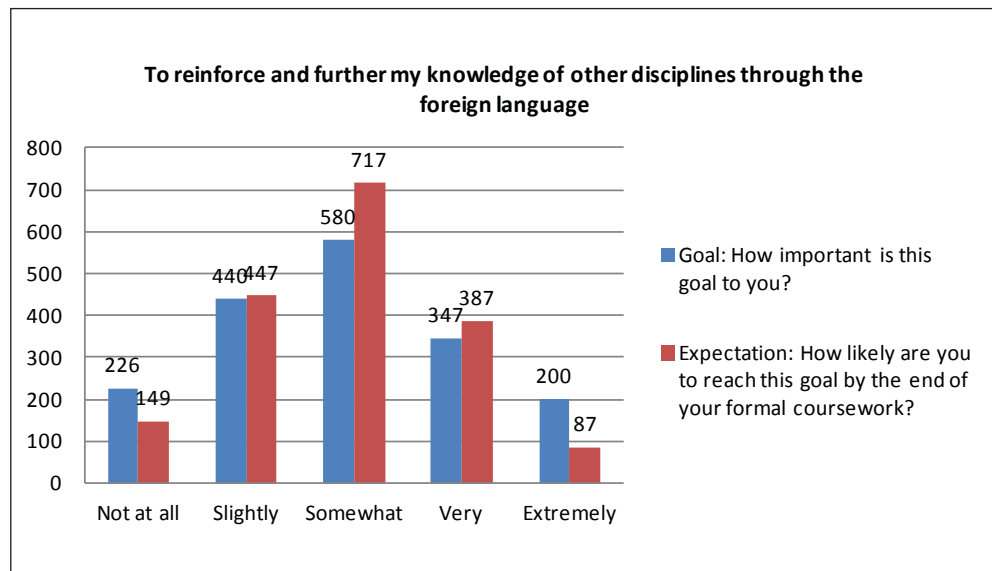
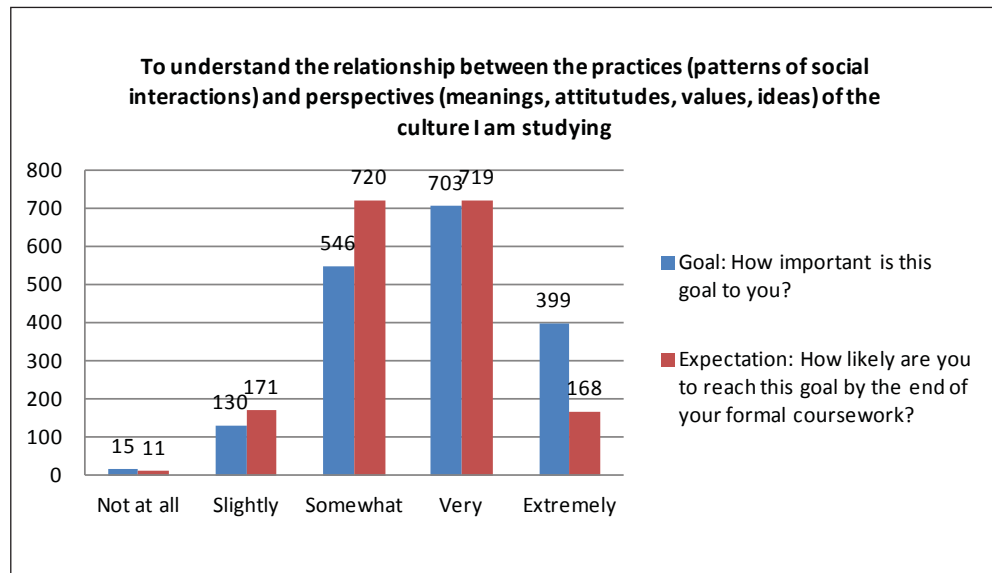
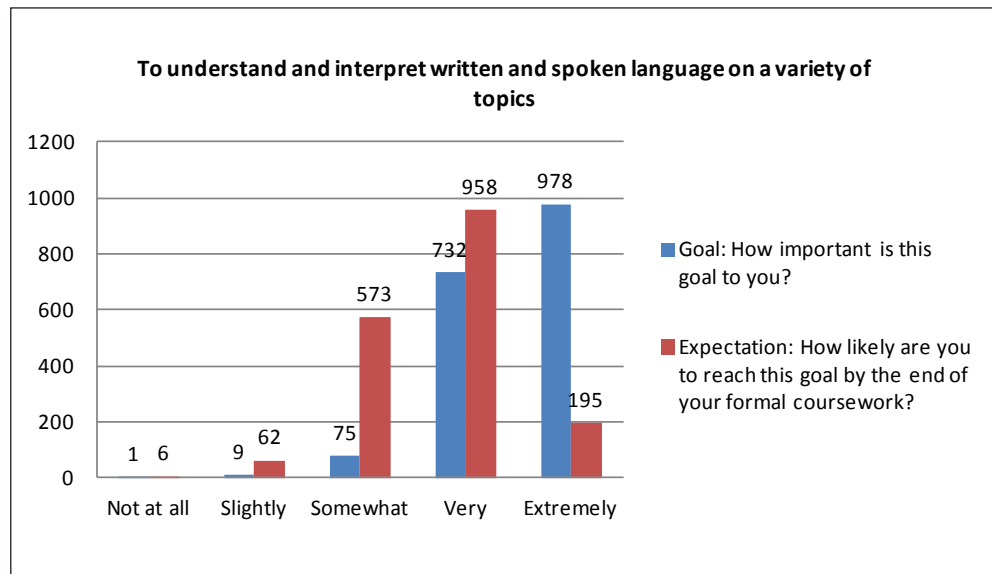
French			
SAT Score	SOPI Score	AP Score	SOPI Score
790	AL	5	AL
790	AL	5	IM
800	IH	5	AL
800	IM	5	IM
800	IH	5	AL
800	IM	5	IH
800	AH	5	IM
800	AH	5	NH
800	Heritage	5	IM
		5	IM
		5	IL
		5	AL
		5	IH
		5	AM/heritage
		5	IH
		5	AL
		5	IH
		5	IH
		5	IM
		5	IL
		5	IH
		5	NH
		5	IH
		5	IM
		5	IM
Italian			
710	IH		
Latin			
SAT Score	PT Score	AP Score	PT Score
750	2nd yr Latin 1st q	5	2nd yr Latin 1st q
770	2nd yr Latin 1st q	5	2nd yr Latin 1st q
790	2nd yr Latin 2nd or 3rd q	5	2nd yr Latin 2nd or 3rd q
790	3rd yr Latin	6	3rd yr Latin 2nd or 3rd q
800	2nd yr Latin 2nd or 3rd q	5	3rd yr Latin
800	3rd yr Latin	5	3rd yr Latin
800	2nd yr Latin 2nd or 3rd q		

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

Emails
sent/received
from Frosh -
6/8/12-10/7/12

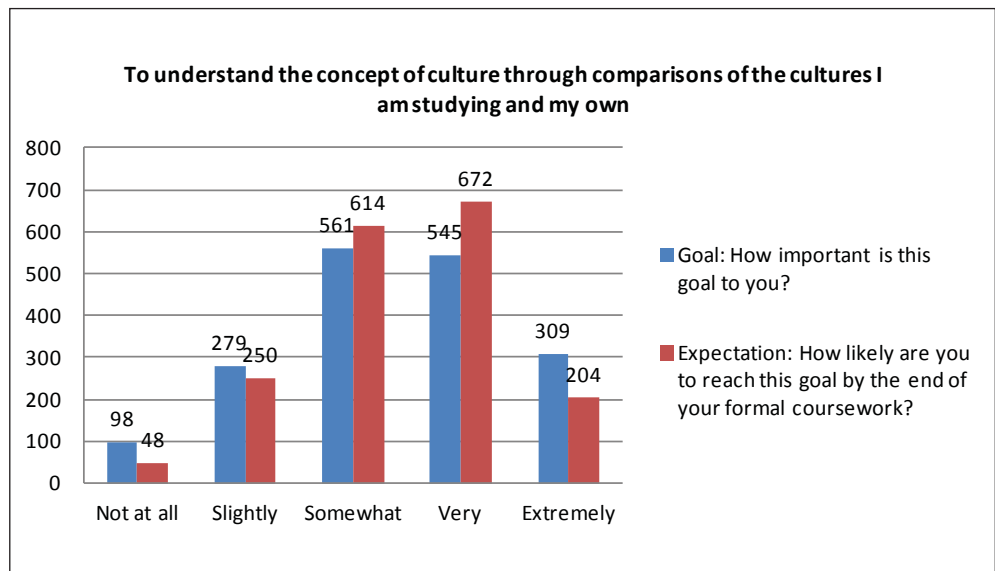
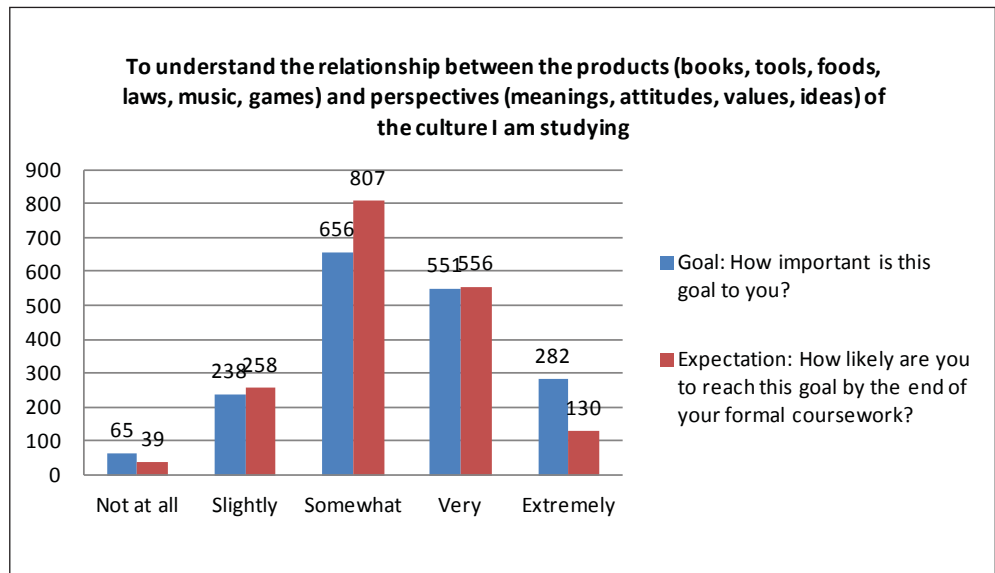
LANGUAGE	Initial Emailings	Subsequent Emailings	TOTAL
ANCIENT GREEK	8	10	18
ARABIC	86	42	128
ASL	2	4	6
BAHASA INDONESIAN	5	6	11
BULGARIAN	4	5	9
CHINESE	737	178	915
CZECH	1	1	2
DANISH	4	6	10
DUTCH	2	2	4
FRENCH	654	357	1011
GENERAL	2436	126	2562
GERMAN	148	73	221
HAWAIIAN	1	1	2
HEBREW	16	3	19
HINDI	37	49	86
INDONESIAN	1	1	2
ITALIAN	91	44	135
JAMAICAN CREOLE	1	1	2
JAPANESE	117	44	161
KOREAN	62	39	101
LATIN	136	53	189
MACEDONIAN	2	2	4
MALAYALAM	1	2	3
MOD GREEK	1	3	4
NAVAJO	1	1	2
NEPALI	3	3	6
NORWEGIAN	1	3	4
PERSIAN	4	5	9
POLISH	3	6	9
PORTUGUESE	24	16	40
PUNJABI	1	1	2
ROMANIAN	1	1	2
RUSSIAN	60	26	86
SANSKRIT	1	2	3
SERBIAN	1	2	3
SESOTHO	2	1	3
SETSWANA	7	10	17
SISWATI	2	1	3
SPANISH	1545	737	2282
SWAHILI	5	5	10
SWEDISH	3	3	6
TAGALOG	13	18	31
TAMIL	2	7	9
TELEGU	1	2	3
THAI	1	4	5
TIBETAN	5	5	10
TURKISH	17	13	30
URDU	1	6	7
VIETNAMESE	1	10	11
YORUBA	2	2	4
ZULU	2	2	4
TOTAL	6262	1944	8206

Appendix G - Fall 2012 Language Learning Survey Responses

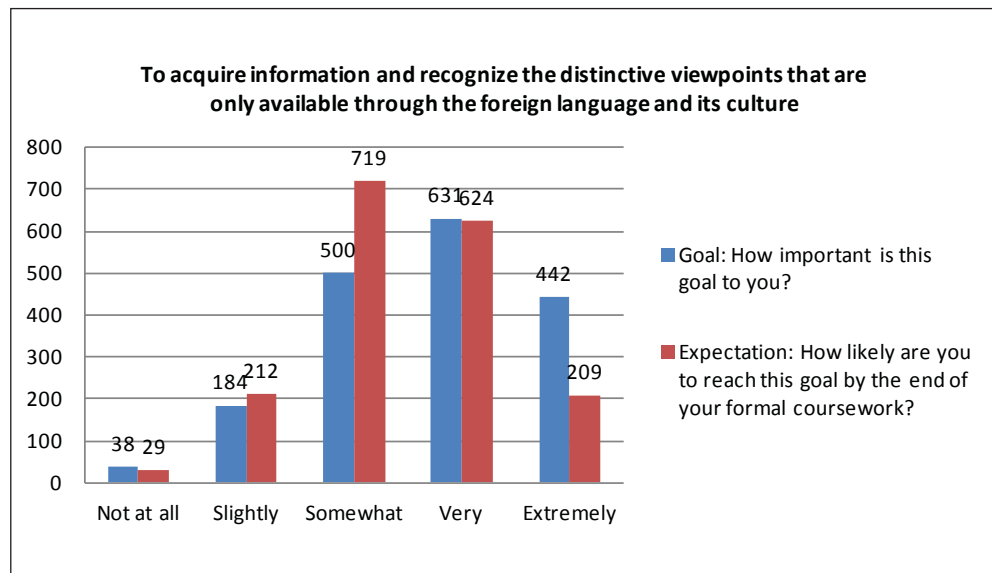
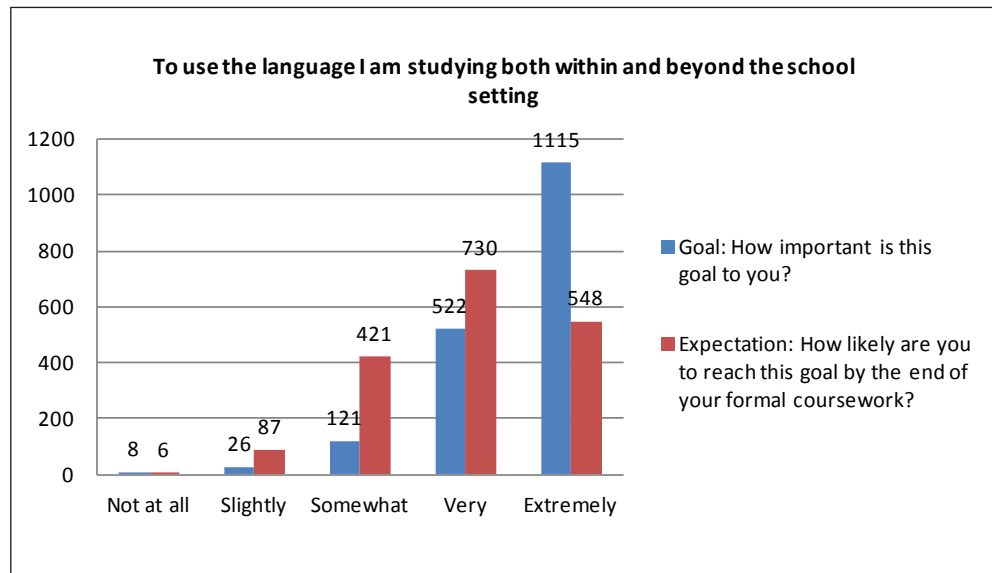
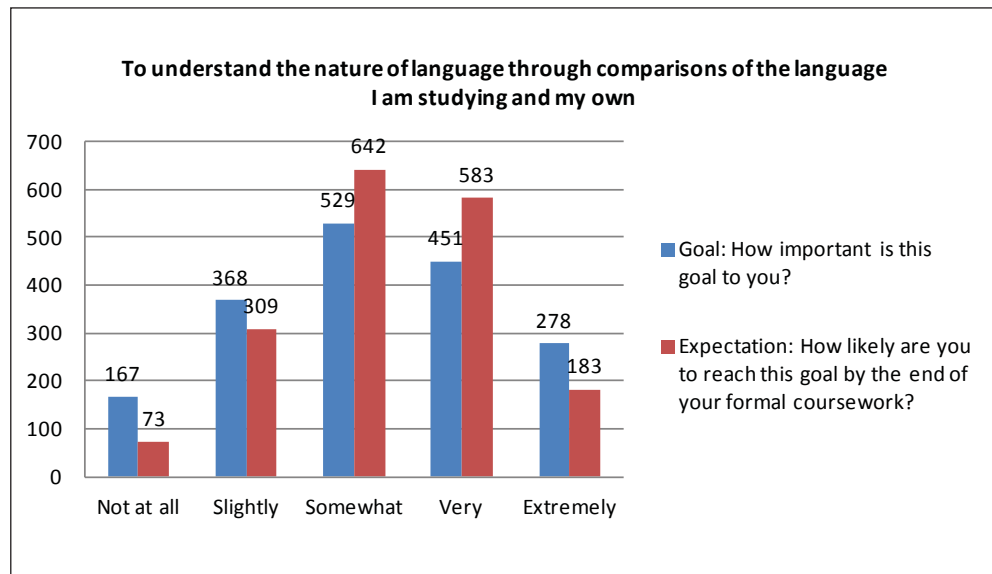


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Appendix G - Fall 2012 Language Learning Survey Responses

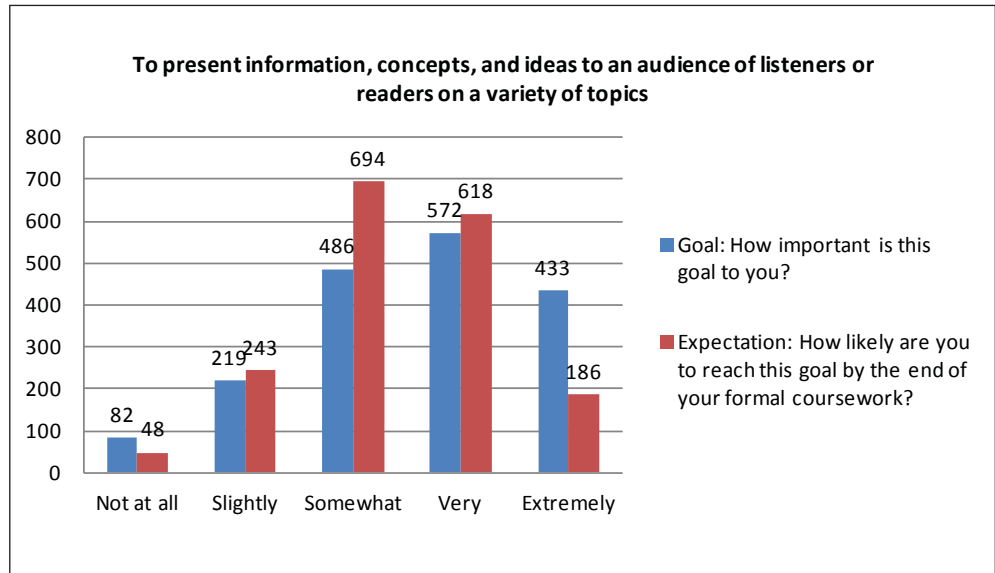
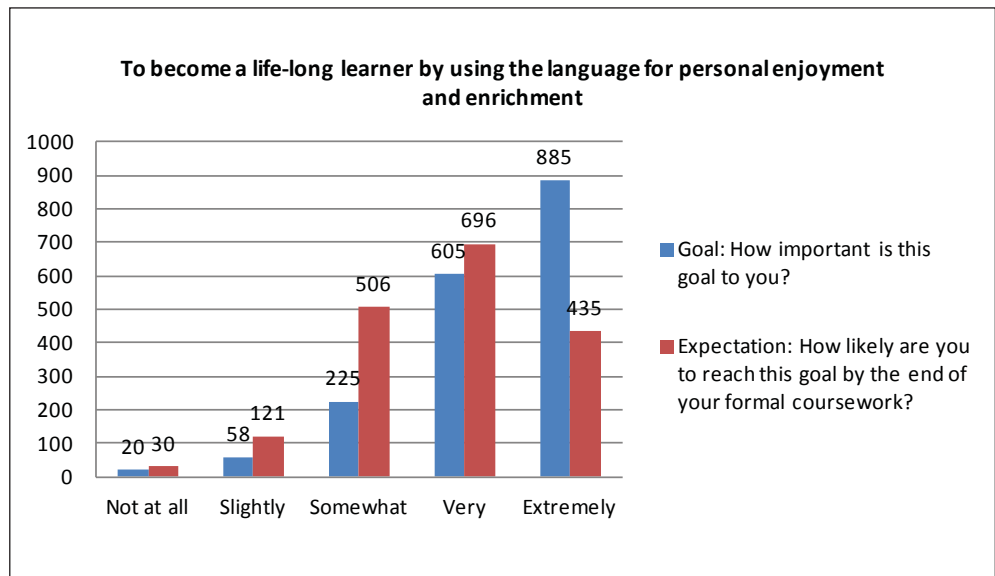


Appendix G - Fall 2012 Language Learning Survey Responses



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Appendix G - Fall 2012 Language Learning Survey Responses



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