



Stanford Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

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Overview

The 2015-2016 academic year marked the beginning of the 21st 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 (2016-2017).

Mission Statement and Program Structure

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

In order to accomplish this goal for Stanford students, language programs are proficiency-oriented and standards-based. A proficiency orientation refers to emphasizing doing rather than knowing. We try to make sure that students learn to speak, listen, read, and write in ways that are immediately useful in a real world setting. Based in research and theory on language and on discourse functions, this orientation is adaptive, compensatory, and developmental, not additive. Standards-based refers to the World Readiness 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 target 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, oral proficiency is the most difficult skill to acquire in a formal setting and is, therefore, worthy of significant attention; second, oral proficiency was the dimension of language study perceived as lacking by the wider university community at the founding of the Language Center; and third, a nationally recognized scale and a concomitant training program were available. This third reason enabled the Language Center to compare Stanford student performance across languages, programs, and institutions.

In recent years, a national assessment for the development of writing proficiency was finalized and made available. This scale follows the general outline of the oral proficiency scale. It focuses on functional writing ability, measuring how well a person writes in a language by comparing the performance of specific writing tasks with the criteria stated in the ACTFL Proficiency Guidelines – Writing (Revised 2012). In parallel to the oral proficiency process, this scale also has a certification procedure attached to it, described below in the section on Teaching Effectiveness. The Language Center now routinely assesses both oral and writing proficiency.

Self-study

In Spring Quarter of each year, the Language Center initiates a self-study of language programs to document whether third quarter students, i.e., students completing one year of language study, do indeed meet the articulated standards. Oral proficiency data in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Russian and Spanish are collected via a Simulated Oral Proficiency Interview (SOPI) administered through CourseWork, (as of AY2016-2017, Canvas), Stanford's online course management tool. **Appendix A** displays the oral proficiency ratings generated over the past twenty-one academic years averaged in five-year segments, illustrating that the majority of students meet or exceed expected ranges. Each program analyzes its performance data annually and discusses ways in which to bring ever more students to target levels and beyond. 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.

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 2016, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, and Spanish assessed first- and second-year students. 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.

A validated measure of foreign language reading comprehension is now available through Language Testing International in a number of languages. We have begun to analyze our student ratings working from higher levels (i.e., PhD students sitting for PhD reading exams in French, German, and Russian) to students in their second- and third-year of instruction in French, Italian, Russian, and Spanish. Twenty-two students had their reading comprehension levels assessed: 3 students rated Intermediate High; 3 rated Advanced Low; 12 rated Advanced Mid; 1 rated Advanced High; and 3 (all graduate students) rated Superior. These ratings are consistent with the objectives of the programs in which these students are enrolled. The Language Center will embark on an analysis of student comprehension in the early years of instruction in the coming academic year.

Teaching Effectiveness

The Director of the Language Center reads each instructor's course evaluations each quarter. In cases of concern, the Director contacts the relevant language coordinator as well as the instructor to provide pedagogical assistance.

Appendix C illustrates student responses to first-, second-, and third-year language teaching during academic year 2015-2016. These data are based in the only reliable, retrievable information obtained from the newly implemented teaching evaluation system. The data are consistent with the data reported over the past 20 years: students report learning a lot from their foreign language courses and rate the instruction as excellent. The paucity of reliable data generated by the new system, however, is regrettable. The Language Center has spent many person hours constructing common questions for all language courses; coaching staff on how to input these common questions; crafting a way for graduate students who co-teach with instructors to have individual evaluations available; and monitoring through the proxy mechanism whether questions have been input properly. For 20 years, we reported a rich data set that enabled us to monitor student perspectives on many dimensions of language teaching. We hope to return to this with a clearer, more dependable

assessment of language teaching at Stanford pending improvements in the new teaching evaluation system.

Further, all teaching staff (N=75) are evaluated on the content of their teaching portfolio and receive a letter from the Director of the Language Center evaluating their performance with suggestions for the coming academic year.

Appendix D contains the Language Center lecturer roster for academic year 2016-2017 ($\geq 50\%$ FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments, and ACTFL certifications. 53 benefits-eligible instructors (80%) have completed all oral proficiency interview training and have been certified; an additional five have begun the certification process. Ninety-five percent of all Stanford language instructors (lecturers and graduate students teaching assistants) have participated in the initial stages of oral proficiency training and certification. It is rare in the United States for institutions to have even a handful of instructors with such training.

The OPI 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 seven such workshops and has several staff members currently pursuing this rater certification; 40 have completed the process and been certified as raters of writing proficiency. The writing certification is an add-on to the oral proficiency certification.

Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite strong high despite Stanford's ostensible technical orientation. A high percentage of Stanford students enroll in language courses even though they have already fulfilled the language requirement. This pattern does not seem to have changed. **Table 1** lists first-, second-, and third-year enrollments per language for academic year 2015-2016. Approximately 66% of language enrollment clusters in first-year programs. Second-year programs generate about 23% of the enrollment and third-year/ advanced programs around 11%.

TABLE 1 - 1st-, 2nd- & 3rd-Year Enrollments - Academic Year 2015-2016									
	Autumn 2015-2016			Winter 2015-2016			Spring 2015-2016		
	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced
AME	65	16	7	57	19	6	52	16	2
Arabic*	34	26	14	38	23	18	39	18	8
Catalan	0	0	0	0	0	0	1	0	0
Chinese*	108	73	52	103	68	52	102	54	49
EFS	179	0	0	158	0	0	117	0	0
French	97	80	16	132	65	29	89	49	14
German	78	21	0	88	12	0	69	22	0
Italian	70	15	5	66	16	2	59	19	13
Japanese*	98	40	45	95	36	37	70	24	46
Korean	20	10	12	18	6	10	13	6	9
Portuguese	16	6	4	20	8	1	17	12	4
Slavic*	15	16	18	25	11	24	20	9	16
Spanish	275	96	21	299	109	19	235	98	19
SLP*	110	20	2	92	27	4	100	18	2
Tibetan	1	0	1	1	0	1	1	0	1
Total	1166	419	197	1192	400	203	984	345	183
	Autumn Total 1782			Winter Total 1795			Spring Total 1512		

* Enrollment data for Third-Year/Advanced courses include student enrollment in Fourth- and Fifth-Year courses.

Table 2 includes average enrollment data from academic years 1995-1999, 2000-2004, 2005-2009, 2010-2014, 2015 and 2016. We continue to detect a decline in enrollment over the past six academic years. In 2010-2011, we reported 5,961 enrollments, in 2012-2013, 5,697 enrollments, in 2013-2014, 5,458 enrollments, in 2014-2015, 5,244 enrollments and in 2015-2016, 5089 students enrolled in language courses. This is a decline of 15%.

TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments																		
Average Per Quarter, Academic Years 1995 - 1999, 2000 - 2004, 2005 - 2009, 2010 - 2014, 2014 - 2015, 2015-2016																		
	Aut 95-99	Win 95-99	Spr 95-99	Aut 00-04	Win 00-04	Spr 00-04	Aut 05-09	Win 05-09	Spr 05-09	Aut 10-14	Win 10-14	Spr 10-14	Aut 14-15	Win 14-15	Spr 14-15	Aut 15-16	Win 15-16	Spr 15-16
AME				118	119	105	137	127	112	64	61	62	70	76	66	88	82	70
Arabic*****							120	121	104	106	90	89	79	68	61	74	79	65
Basque*****										4	3	1						
Catalan****							3	3	3	4	3	2	3	1	5	0	0	1
Chinese	265	228	187	320	269	242	391	349	299	339	291	238	268	264	237	233	223	205
EFS**				216	182	176	216	178	159	182	136	116	214	142	99	179	158	117
French	230	196	173	240	227	204	251	232	189	219	207	189	199	210	186	193	226	152
German	102	108	78	92	98	74	97	107	83	111	99	96	100	115	97	99	100	91
Italian	179	164	163	236	215	192	209	170	166	141	131	116	80	76	78	90	84	91
Japanese	167	138	96	198	170	134	216	199	121	202	174	137	164	155	117	183	168	140
Korean	37	28	26	30	27	22	33	32	29	41	35	31	42	34	31	42	34	28
Portuguese	21	27	31	44	49	53	49	50	55	54	61	57	41	43	33	26	29	33
Slavic	44	43	32	54	51	45	54	56	48	51	57	54	48	47	38	49	60	45
SLP	592	551	440	632	580	473	576	534	448	442	441	362	412	404	364	132	123	120
Spanish	592	551	440	632	580	473	576	534	448	442	441	362	412	404	364	392	427	352
Tibetan***							4	3	3	5	3	2	7	7	4	2	2	2
TOTAL	1805	1628	1347	2253	2015	1746	2541	2296	1955	2118	1920	1675	1897	1788	1559	1782	1795	1512

*Average 1996-1999 does not include 3rd-year courses ** EFS included starting Autumn 2003 - ***Tibetan included starting Autumn 2006 - ****Catalan included starting Autumn 2007 - *****Arabic removed from AME Autumn 2008 - *****Basque included as independent program AY2011-2014.

Table 3 illustrates academic year 2015-2016 demographic data collected from language teaching evaluations. Due to the inaccessibility of the data for the Autumn quarter, this report provides information for the Winter and Spring quarters only. Students continue to report “interest” considerably more frequently than “requirement” as the reason for being in their classes. Table 3 also provides some evidence as to which language (i.e. Spanish) is used most often to fulfill the language requirement.

Table 3 - Student Self Reports - ACADEMIC YEAR 2015-2016													
ACADEMIC YEAR 2015-2016 - ALL FIRST-YEAR													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
GER	27%	7%	25%	54%	36%	23%	28%	16%	11%	0%	19%	68%	43%
Interest	52%	67%	65%	36%	51%	58%	53%	70%	72%	95%	65%	24%	50%
Major/Minor	13%	24%	9%	2%	7%	6%	10%	12%	17%	0%	16%	6%	6%
Other	6%	2%	1%	4%	4%	10%	7%	3%	0%	5%	0%	2%	0%
Reputation	0%	0%	0%	3%	0%	0%	2%	0%	0%	0%	0%	0%	2%
Total Responses	64	42	141	214	160	115	109	109	18	21	31	401	107
ACADEMIC YEAR 2015-2016 - ALL SECOND-YEAR													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
GER	14%	0%	1%	0%	3%	6%	3%	0%	0%	0%	13%	0%	4%
Interest	50%	33%	73%	0%	62%	24%	53%	85%	87%	63%	50%	67%	78%
Major/Minor	29%	67%	23%	0%	31%	53%	34%	10%	13%	38%	38%	28%	13%
Other	7%	0%	0%	0%	4%	18%	3%	3%	0%	0%	0%	3%	0%
Reputation	0%	0%	1%	0%	0%	0%	6%	3%	0%	0%	0%	1%	4%
Total Responses	14	18	71	0	91	17	32	40	15	8	8	156	23
ACADEMIC YEAR 2015-2016 - ALL ADVANCED													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
GER	0%	0%	0%	0%	0%		0%	0%	0%	0%	0%	0%	0%
Interest	0%	0%	3%	0%	0%		0%	3%	0%	0%	0%	0%	0%
Major/Minor	0%	75%	57%	0%	59%		0%	63%	43%	0%	16%	83%	0%
Other	0%	25%	38%	0%	38%		88%	31%	43%	0%	74%	13%	0%
Reputation	0%	0%	2%	0%	3%		13%	3%	14%	0%	10%	4%	0%
Total Responses	0	28	61	0	37	0	8	35	7	0	31	23	0

Table 4 illustrates the academic background of students in the language programs in academic year 2015-2016. Students are distributed fairly evenly across academic areas, with higher concentrations of Engineering students in German, Japanese, and Chinese in first-year programs. The data help the Language Center to ensure that the language programs are aligned with the needs and interests of students enrolled.

Table 4 - Areas of Study - ACADEMIC YEAR 2015-2016														
2015-2016 - ALL FIRST-YEAR														
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP	Tibetan
Education	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Engineering	6%	8%	29%	71%	10%	29%	11%	23%	10%	23%	17%	12%	19%	0%
Humanities	20%	12%	2%	8%	10%	8%	14%	7%	19%	19%	7%	5%	5%	100%
Science	10%	3%	17%	10%	5%	4%	7%	14%	6%	0%	0%	13%	13%	0%
Social Science	9%	17%	6%	7%	6%	5%	7%	4%	16%	19%	19%	6%	18%	0%
Undecided	55%	61%	46%	1%	69%	55%	61%	51%	48%	38%	57%	64%	44%	0%
Total Responses	99	66	214	364	227	170	163	171	31	26	42	606	165	1
2015-2016 - ALL SECOND-YEAR														
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP	Tibetan
Education	0%	0%	0%		0%	0%	0%	0%	0%	0%	0%	0%	0%	
Engineering	24%	18%	33%		8%	30%	25%	24%	0%	0%	0%	9%	21%	
Humanities	29%	11%	8%		14%	30%	27%	16%	46%	38%	31%	3%	18%	
Science	0%	0%	12%		8%	3%	16%	24%	23%	0%	0%	11%	24%	
Social Science	12%	29%	12%		14%	17%	18%	8%	0%	25%	31%	9%	6%	
Undecided	35%	43%	36%		56%	20%	14%	28%	31%	38%	38%	68%	32%	
Total Responses	17	28	101	0	145	30	44	50	13	8	13	230	34	0
2015-2016 - ALL ADVANCED														
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP	Tibetan
Education	0%	0%	0%		0%		0%	0%	0%		0%	3%		0%
Engineering	0%	10%	20%		12%		27%	32%	4%		0%	14%		0%
Humanities	0%	10%	20%		14%		36%	24%	25%		72%	8%		100%
Science	0%	5%	5%		6%		27%	17%	8%		7%	3%		0%
Social Science	0%	41%	14%		22%		9%	16%	46%		12%	19%		0%
Undecided	100%	34%	42%		46%		0%	11%	17%		9%	54%		0%
Total Responses	3	41	111	0	50	0	11	75	24	0	43	37	0	1

The Language Requirement

Placement and Assessment, Academic Year 2016-2017

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 2016-2017 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 - 2016-2017 Incoming Student Responses “Which language do you plan to use to fulfill the Stanford language requirement?”		
Language	Student Responses	Percentage of Total
Spanish	851	47%
French	295	16%
Chinese	219	12%
Latin	67	4%
German	62	3%
Japanese	61	3%
Italian	40	2%
Arabic	30	2%
American Sign Language (ASL)	27	2%
Russian	18	1%
Korean	16	1%
Hindi	15	1%
Portuguese	12	1%
Hebrew	10	1%
Swahili	6	0%
Tagalog	6	0%
Vietnamese	5	0%
Greek (Classical)	4	0%
Persian	4	0%
Turkish	4	0%
Urdu	3	0%
Cherokee	2	0%
Indonesian	2	0%
Navajo	2	0%
Polish	2	0%
Thai	2	0%
Afrikaans	1	0%
Amharic	1	0%
Czech	1	0%
Greek (Modern)	1	0%
Hawaiian	1	0%
Lakota	1	0%
Norwegian	1	0%
Punjabi	1	0%
Serbo-Croatian	1	0%
Tigrinya	1	0%
Yiddish	1	0%
Yoruba	1	0%
No Response	21	1%
TOTAL	1798	

Table 6 illustrates the distribution of online placement versus on-campus placement testing for Autumn 2016. All students in need of placement in Spanish, French, Chinese, Japanese, German, Korean, Russian, and Italian were required to complete the written portion of the placement test online, leaving the oral examination for the usual placement testing period. Arabic, Chinese, Japanese and Russian also included a writing test in their on-campus placement process. One thousand one hundred sixty-three (1,163) students completed the on-campus/oral portion of the examination; 1,197 were placed officially before classes began in Autumn 2016.

TABLE 6 - Placement testing, Autumn 2016			
Language	Online Written	On Campus/Oral	Full Placements
ARABIC	n/a	24	24
CHINESE	190	151	151
FRENCH	260	191	191
GERMAN	43	33	35
GREEK (Classical)	n/a	4	4
HEBREW	n/a	11	11
HINDI	n/a	12	12
ITALIAN	16	13	13
JAPANESE	63	43	43
KOREAN	26	17	17
LATIN	n/a	29	29
PORTUGUESE	n/a	13	13
RUSSIAN	23	19	19
SPANISH+SHBS	687	599	631
TAGALOG	n/a	1	1
VIETNAMESE	n/a	3	3
TOTAL	1308	1163	1197

Table 7 recaps data concerning incoming students who completed the language requirement through some form of testing. Since many students submit qualifying standardized test scores and/or take placement tests in multiple languages, students may be counted multiple times in the table below. Controlling for this overlap, 886 individual students (49.27% of incoming students) fulfilled the language requirement through testing before the start of the autumn term. These data include international students entering Stanford as native speakers of a language other than English.

TABLE 7 - Incoming students completing the language requirement through testing, Autumn 2016			
Language	AP/SAT/IB scores	Native Speaker Exemption	Placement Test - Place Out
AME		9	11
ARABIC		4	15
CHINESE	68	17	94
FRENCH	124	6	94
GERMAN	7		11
GREEK (Classical)			4
HEBREW			8
HINDI			10
ITALIAN	3		3
JAPANESE	12	1	8
KOREAN	2	7	2
LATIN	41		11
PORTUGUESE		8	1
RUSSIAN		2	7
SLP		14	
SPANISH+SHBS	445	15	222
VIETNAMESE		3	1
Total	702	86	502

Counts of standardized test scores, native speaker proficiencies, and placement test results that exited incoming students from the language requirement in Autumn 2016. Please note that students may be counted multiple times in the table above, due to qualifying standardized test scores in multiple languages and/or placement tests in multiple languages. Controlling for this overlap, 886 individual students (49.27% of incoming students) fulfilled the language requirement through testing before the start of the Autumn term.

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

Petitions and Credit Transfers

The majority of Stanford students meet the language requirement either through testing or through placement and the completion of a third-quarter course in one of the languages that explicitly meets the language requirement, i.e., mainly those languages attached to academic programs in departments. In Autumn 1997, the C-USP 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 2015-2016.

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

Table 8 - Credit Transfers									
	Credit Transfers granted between Academic Years 1997-98 - 2007-08	Credit Transfers granted between Academic Years 2008 and 2013	Pre-approvals between years 2008 and 2013	2013-2014	2013-2014 Pre-approvals	2014-2015	2014-2015 Pre-approvals	2015-2016	2015-2016 Pre-approvals
AME	32	5	2						
Arabic	13	17	10	2					
Catalan			1						
Chinese	54	42	10	1			2		
French	114	13	9	3	2	3	1	1	4
German	45	4	5				2		1
Greek	6	5	4						
Hebrew	6	9	3					1	
Italian	69	15	13	1					
Japanese	33	2	1			1	1		
Korean	9	4	3					1	
Portuguese	17	4	3						
Russian	22	8	2						
SLP	80	12	5	1			1	1	1
Spanish	535	106	67	7	2	4	8	10	14
Tibetan	1	0	2						
Total	1036	246	140	15	4	8	15	14	20

Note: Credit transfer preapprovals implemented in AY08-09

Undergraduates

The Japanese American Association of Northern California and the Consulate General of Japan, as part of their activities to encourage the learning and use of the Japanese language, co-sponsored the 43rd Annual Japanese Speech Contest in November 2016. Sophia Seohyn Jung, a student enrolled in the Japanese language program during the 2016 Autumn quarter, participated and placed first in the competition.

Graduates

Graduate teaching assistants in foreign languages continue to show interest in pursuing OPI tester certification: David Hazard, Longlu Qin and Hsin-hung Yeh (Chinese), Chloe Edmondson (French), Tammo Feldman (German) and Robert Casas Roige (Spanish) completed all phases and were certified as tester with limited certification, enabling them to conduct official ACTFL interviews at the novice and intermediate levels. Together with Renren Yang in Chinese; Vanessa Glauser in French; and Elena Dancu and Monica van Bladel in Spanish who have already received tester certification, several TAs from last year's cohort are currently in progress, with five scheduled to complete certification by Summer 2017. This is a remarkable number of students committed to professional development early in their graduate career. Their dedication bodes well for success in the job market in both language and literature.

Lecturers

In May 2016, Vivian Brates, Lecturer in Spanish, received a Community Partnership Award from the Office of Public Affairs for her SPANLANG 13SL course. Award winners are selected based on their initiative, leadership and involvement in community projects. The partnership between her service learning course and the International Institute of the Bay Area (IIBA) pairs Stanford students with community members in Redwood City who are studying for the U.S. Citizenship exam in Spanish. Students engage in civic issues and learn about immigrant experiences while helping to improve their own Spanish language abilities. Since its inception, about 115 students have supported over 50 immigrants to pass the citizenship exam. In November 2016, she also accepted a Global Engagement Initiative Recognition Award at the American Council on the Teaching of Foreign Languages annual convention.

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 and is administered by Language Testing International (LTI), recognizes a nationally- certified level of oral and written proficiency. 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 2015-2016, 46 students applied for the proficiency notation in one or more languages, with 25 students receiving such notations in the following languages: Spanish (11), French (6), Russian (5), Italian (2), and Japanese (1). A number of these notations (N=15) were granted to DLCL majors as part of their exit assessment. Our goal over the next years is to have 5% of graduating seniors receive the proficiency notation.

Public Service and Community Outreach

The Language Center continues to maintain strong relationships with a number of organizations at the University, regional, and national levels, which includes foreign language-related services and opportunities to the greater community.

Assessment

The Language Center provides language assessments for several campus groups, notably the Bing Overseas Studies Program (BOSP), the School of Medicine, DLCL major programs, as well as individual students seeking Fulbright fellowships. Our involvement with BOSP involves ongoing coordination with the home office to ensure that students applying to eight foreign language locations have met the respective language prerequisite; additional test dates to accommodate those who need testing; proactive advising and monitoring of students preparing to go abroad; communication with BOSP directors and staff regarding anticipated, then confirmed, quarterly enrollment distribution; and placement lists for language courses at each center. For the SOM/Office of Community Health, language instructors in Spanish, Chinese and Vietnamese conduct individual interviews on students who apply to the medical interpreting program with the Cardinal Free Clinics. Heritage speakers of these languages are well-represented. A total of 22 Community Health interviews were conducted during academic year 2015-2016, with an additional 13 during Autumn 2016.

The Language Center continues to support and arrange for national proficiency testing required of DLCL majors. In addition, our instructors are contacted regularly by Fulbright fellowship applicants seeking language evaluations; requests for oral interviews and writing/reading assessments typically come from Stanford seniors and recent graduates, though occasionally from area resident students who attend other universities.

Teacher Training

As part of professional development, the Language Center holds an ACTFL MOPI assessment workshop each spring for lecturers and graduate TAs in foreign languages. This two-day training prepares foreign language educators to rate and perform oral proficiency interviews (OPI) according to a national framework and is a first step in OPI tester certification. We typically invite teachers from other Stanford programs to attend, e.g. Stanford Teacher Education Program (STEP), Stanford Online High School, BOSP, and from local universities such as San Jose State University, Santa Clara University, and the University of California, Berkeley. The 2016 MOPI workshop drew an additional 9 teachers from Bay Area community colleges and pre-collegiate day schools, through joint outreach with Stanford Global Studies (SGS) and

the Center for Latin American Studies (LAS). Supported in part by Title VI funding, this initiative has focused on instructors of less commonly taught languages. For the 2017 workshop, we are delighted to partner again with SGS and LAS to facilitate participation of regional language teachers.

Our collaboration with the Tutoring and Teaching program of the new VPTL (formerly within the Center for Teaching and Learning) remains strong. The Language Conversation Partner (LCP) program now supports ten languages (Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish), and our instructors are keen to assist with LCP recruitment and training: nominating students; assessing candidates' language proficiency; and work with the VPTL Associate Director for Tutoring and Teaching to fine-tune the annual orientation, held on the first Friday evening of fall quarter. Several instructors join with the approximately 20 conversation partners to give short demos and lead group discussion and practice of learner-centered instruction, so that new and returning LCPs are better equipped to help students develop oral proficiency skills attached to language courses.

Community Involvement

Teaching staff at the Language Center participate in a wide range of organizations within and outside the University. Instructors and coordinators are affiliates of the Stanford programs more broadly connected to their languages, e.g. the Centers for African, Iranian, and Latin American Studies; CEAS; Mediterranean Studies; CREEES; and Jewish Studies. Courses integrating community engagement, detailed below, have become a successful part of the second-year Spanish language program. In the School of Engineering, we continue to offer an accelerated beginning language course in spring quarter, CHINLANG 31E/331E, which provides functional language training for engineering students accepted for summer internships in China.

The Language Center has a presence regionally, nationally, and internationally, with instructors and staff taking an active role in professional organizations. Each spring, the Language Center sponsors the opening breakfast of the annual Chinese Language Teachers Association (CLTA) meeting, held on campus and drawing between 80 and 100 international members. Both the President and the Testing Chair of the Northern California chapter of the American Association of Teachers of German (AATG) are two of our German lecturers, Paul Nissler and Jason Kooiker, respectively. Our instructors present, publish, teach, or lead training sessions outside their regular appointments; locally, they are active in the community through memberships, radio hosting, reading groups, service to immersion schools and cultural centers, and outreach programs, for example, in the California correctional system.

Cardinal Courses and Service Learning

With the sponsorship of the Haas Center for Public Service, the Spanish language program's Cardinal Courses seek to address community partners' objectives while engaging Stanford students' sense of civic involvement. Throughout these courses, students critically reflect upon the engagement experience, deepening their linguistic and cultural competence as they grow in understanding the cultural wealth of local Spanish-speaking communities.

The cornerstone of the Spanish language program's Cardinal Service component is SPANLANG 13SL, implemented in 2014 and taught by Vivian Brates. In this course, Stanford students work alongside Spanish-speaking adults preparing for the 100 questions of the U.S. citizenship test. In the process, students engage with adults on civic issues and learn about immigrant experiences. This reciprocal exchange has also served as an integral part of Sophomore College Spanish Immersion.

SPANLANG 11SL and 12SL now round out the second-year sequence focused on community engagement. In SPANLANG 11SL, Stanford students work with Spanish-speaking middle schoolers at a local Boys & Girls Club, and in SPANLANG 12SL, with high schoolers at East Palo Alto Academy. Guided by Spanish instructors Citlalli Del Carpio and Kara Sánchez, and art instructor Irene Carvajal, students work on a different artistic project each quarter (e.g., mural art, print-making, or digital storytelling) focusing on themes related to community and youth identities.

Cardinal Course SPANLANG 101SL, "The Structure of Spanish," brings advanced Spanish grammar alive. Taught by Alice Miano, the course joins third-year Spanish students and Stanford custodial staff in an exchange of life stories. For the custodians, this is an opportunity to share through writing and digital storytelling their advice, remembrances, and words of wisdom, recording their knowledge for students and for posterity.

Fulbright Foreign Language Teaching Assistant (FLTA) Orientation

The Language Center hosted another extremely successful orientation for international foreign language teaching assistants (FLTA) on August 14-18, 2016. Fifty-three students from twenty-five countries participated in the five day orientation prior to their year-long appointments at American universities. Training sessions for the FLTAs were led by the Language Center teaching staff members: Elizabeth Bernhardt, Salem Aweiss, Vivian Brates, Heather

Howard, Andrea Kevech, Eugenia Khassina, Hee-Sun Kim, Nina Lin, Paul Nissler, Khalid Obeid, Eva Prionas, Ken Romeo, Connie Rylance, Takeshi Sengiku, Lyris Wiedemann and ably assisted by the Language Center staff, Tracey Riesen, Amy Keohane, and Monica Brillantes and graduate student interns, Elena Dancu and Longlu Qin.

Technology in the Language Center

There were quite a few technology updates at the Language Center during the last year, including the replacement of Stanford's learning management system (LMS) and a complete overhaul of the Language Center's placement testing system.

Since the announcement by the Office of the Vice Provost of Teaching and Learning that the main university LMS Coursework (Sakai) would be shutting down, the Language Center has been working to orient teachers and students to its replacement, Instructure's Canvas. During Winter and Spring quarters, a representative from the LMS team met with groups of instructors from every program to give an overview and answer questions. Separate meetings with technical staff were also scheduled, and several Center-wide "site set-up sessions" were organized at the beginning of each term. Incoming graduate student TAs were required to take an online course that gave them instructions and then checked their ability to run a site in the Teacher role.

Canvas' focus on mobile applications promises a paradigm shift in the way that teachers and students work with assessments. However, modifying the existing CourseWork assessments so that they could be migrated to Canvas required a very different approach. Not only did we need a completely new format that broke up items into separate assignments, the repositories that teachers used for sharing them also needed to be re-thought. The Language Center worked closely with VPTL to plan and implement this migration over the summer and then adjusted to certain unexpected limitations encountered in actual practice.

The Canvas mobile apps also allowed us to re-think the Digital Language Lab, our main assessment space. Lab staff invited instructors and students, as well as technical staff from VPTL, to join an advisory board to discuss the possibilities. In the end, a decision was made to drastically reduce the number of desktop computers, since students would not be using them for speaking homework, and make the space more adaptable to classroom purposes, such as orientations and group activities.

The arrival of Canvas also provided the opportunity to modernize the online placement testing system. We were able to respond to student requests for

better access on a wider range of devices, including tablets. The migration of these tests and the scoring system to Canvas was a significant undertaking that was accomplished in the summer. In addition, a new set of items was added to the Orientation Week speaking tests, and the security of the delivery system was improved by moving away from CD/DVD technology to stand-alone video file players. The English for Foreign Students program took this modernization one step further and ran Orientation Week speaking and writing tests for graduate students using the Chromebook High Stakes Testing (HST) System that is currently used for SOPI/WPA exit testing.

At the same time, performance issues and unexpected limitations in Canvas significantly slowed the placement testing process. While the multiple-choice portion of the test works well in Canvas, its inability to accommodate large groups of students and multiple graders will force us to configure a new system for the rest of the procedures and tracking.

In addition, undisclosed bugs and performance issues with the Canvas apps slowed the oral assessments that instructors conduct on a frequent basis. Instructure claims to have released fixes for most of the issues, but during Fall quarter, students and instructors were unable to reliably record homework and feedback. This lack of reliability led to extra steps in the oral assessment process: in many cases, students had to record assignments separately and then upload that file into Canvas. Moving to a mobile approach still holds much promise, but this situation effectively put us back at least four years in the use of technology.

The HST system continued with another successful administration of SOPI/WPA exit tests in Spring quarter, running nearly 1100 tests with minimal errors and zero data loss. In Fall quarter, we began creating a new set of items with updated images, and these are currently being added to the system using the VPTL team's new authoring interface. With the end of CourseWork, all previous SOPI/WPA data was downloaded and archived. Future tests will be stored in a new system, separate from Canvas or any other future LMS.

BOSP Student Continuation Rates

In response to C-USP questions in 2015 regarding continuation rates on the part of BOSP students, we updated the data to include AY 2015-2016, and analyzed the types of courses that the 2015-2016 overseas cohort enrolled in as returning students. We felt that the 2014 initial report led to unwarranted conclusions that students were indeed continuing language study into upper-level courses.

Table 9a illustrates enrollment in the Beijing program. The majority of students enrolled in language courses while overseas, with the tutorial reserved for advanced students. Returnees from the 2015-2016 academic year did so with language or conversation courses; none continued in advanced courses counting toward the major.

Table 9a - BOSP Continuation - Beijing

Academic Year	Number of Students	Language Course Completed Overseas									
		1st-Year Chinese		2nd-Year Chinese		3rd-Year Chinese		4th-Year Chinese		Beyond 4th-Year	
		1C	3C	21C	23C	101C	103C	211C	213C	Tutorial	Continue
2011-2012	42	5	5	8	11	5	3	2		3	24
2012-2013	39	11	4	5	7	5	2	2	2	1	17
2013-2014	38	10	7	5	7		3	2	1	3	17
2014-2015	12	4		1		4		1		2	10
2015-2016	28	4	3	8	3	1	5	1		3	14

Table 9b provides data on the Berlin campus. The table illustrates that the number of students enrolled has been quite stable and that the majority of students take first-year courses while in residence there. In fact, approximately 50% of them begin German in Berlin. Some take second-year courses. Of the 2015-2016 returning cohort, around 57% (N=16) did so with German language instruction, though this mostly involved completion of the first-year language sequence; 36% (N=10) took one or more majors/minors-level courses.

Table 9b - BOSP Continuation - Berlin										
Language Course Completed Overseas										
Academic Year	Number of Students	1st-Year German			2nd-Year German		Beyond 21B			
		1Z	2Z	3B	21B	24B	101B	None	Continue	
2011-2012	102	53	13	10	16		9	1	30	
2012-2013	108	53	29	2	14		6	4	35	
2013-2014	107	47	25	5	19		1	10	25	
2014-2015	105	42	29	11	13	8		2	31	
2015-2016	96	39	21	15	12			9	28	

Table 9c offers data regarding the Florence campus and illustrates some of the impact of having eliminated the overseas Italian language prerequisite. In brief, with no need to begin or complete the first year on the home campus, there is a sharp decline in the number of students who pursue second-year Italian or beyond while in Florence. This finding suggests that fewer returnees are prepared to pursue advanced study or go on to the major or minor. The table also illustrates enrollment distribution across the first-year spectrum (“A” suffixed courses— accelerated—are open to students who have studied a Romance language prior to Italian and enable a completion of the language requirement in two rather than three quarters; “F”-suffixed courses refer to regularly-paced courses): the students enrolled in Florence first-year courses would have filled three to five sections on the home campus. Of the 2015-2016 cohort, 29 students continued upon return, with 72% (N=21) of those in language or conversation courses and 28% (N=8) in upper-level courses.

Table 9c - BOSP Continuation - Florence											
Language Course Completed Overseas											
Academic Year	Number of Students	1st-Year Italian					2nd-Year Italian			Beyond 2nd-Year	
		1F	1A	2F	2A	3F	21F	22F	31F	None	Continue
2011-2012	66						49	11		6	16
2012-2013	65						44	9		12	18
2013-2014	74	9	2	8	7	2	28	11		7	14
2014-2015	57	10	11	5	2	1	23	2	1	2	20
2015-2016	104	25	20	11	9	4	23	4	4	4	29

Enrollments on the Kyoto campus have been relatively stable over the past five years (**Table 9d**). Students while overseas generally finish a first-year sequence or continue with second-year courses. The most recent data show about a third of the returnees continuing, with 73% (N=11) of returnees continuing in language/conversation courses and 26% (N=4) in courses that count toward the major.

Table 9d - BOSP Continuation - Kyoto										
Language Course Completed Overseas										
Academic Year	Number of Students	1st-Year Japanese		2nd-Year Japanese			3rd-Year Japanese		Beyond 3rd-Year	Continue
		2K	3K (9K)	21K (17K)	22K (18K)	23K (19K)	102K	103K (119K)	210K	
2011-2012	36	0	4	10	0	14	0	7	1	14
2012-2013	40	6	10	5	4	12	0	0	3	30
2013-2014	40	2	13	4	2	13	1	4	1	21
2014-2015	40	4	15	5	3	7	0	5	1	16
2015-2016	44	3	18	0	3	10	1	6	1	15

Madrid data (**Table 9e**) portray a picture different from those at other overseas campuses. Numbers in Madrid have been stable over the years, as has been the continuation rate into upper-level courses. While overseas, students enroll exclusively in second-year courses and above. Of the 2015-2016 returnees, 25 students continued upon return with 92% (N=23) continuing in upper-level literature courses.

Data from Paris (**Table 9f**) and Santiago (**Table 9g**) programs demonstrate similar patterns regarding overseas enrollments: students enroll in second- and third-year courses while overseas and those who continue upon return (about 20% each) tend to be distributed equally, half in language/ conversation and half in upper-level courses.

Table 9e - BOSP Continuation - Madrid

Language Course Completed Overseas							
Academic Year	Number of Students	2nd-Year Spanish		(Advanced) 3rd-Year		Beyond 3rd-Year	
		12M	13M	102M	120	None	Continue
2011-2012	101	21	37	40		3	28
2012-2013	73			47	23	3	22
2013-2014	107	25	26	42		14	35
2014-2015	104	35	25	30		14	24
2015-2016	94	36	14	20		24	25

Table 9f - BOSP Continuation - Paris

Language Course Completed Overseas								
Academic Year	Number of Students	1st-Year French		2nd-Year French		3rd-Year French	Beyond 2nd-Year	Continue
		1P	2P	22P	23P	124P/145P	None	
2011-2012	90			26	23	15	26	22
2012-2013	93			35	21	8	29	26
2013-2014	75			23	27	10	15	19
2014-2015	93			42	20	9	22	20
2015-2016	89	4	3	31	30	7	14	18

Table 9g - BOSP Continuation - Santiago

Language Course Completed Overseas						
Academic Year	Number of Students	2nd-Year Spanish		(Advanced) 3rd-Year	Beyond 2nd-Year	
		12S	13S	102S	None	Continue
2011-2012	65	29	15	11	10	16
2012-2013	74	34	18	11	11	9
2013-2014	54	23	13	12	6	18
2014-2015	42	16	15	5	6	12
2015-2016	48	20	11	4	13	10

We observe a marked contrast between overseas programs that require students to be prepared linguistically for the overseas experience and those centers that do not require such preparation. The data indicate that students who are able to take more advanced courses in the language while overseas are motivated to continue that process into upper levels on the home campus. If, however, students arrive in a foreign setting with little or no linguistic foundation, they instead tend to complete a first-year sequence (if at all) and subsequently discontinue their study.

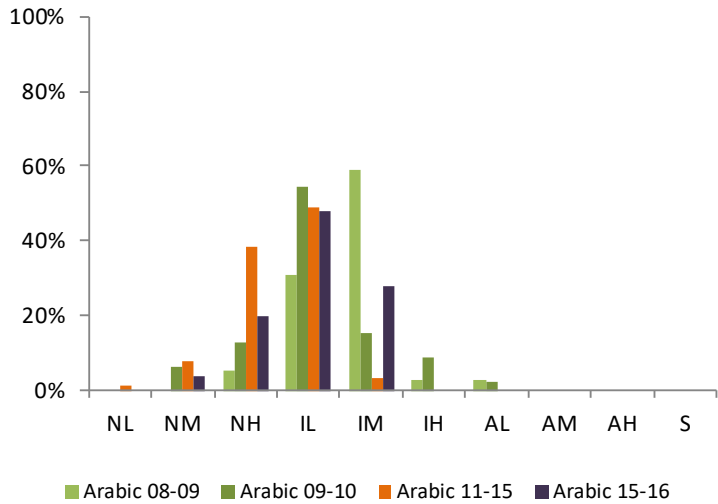
This finding is consistent with research. Learners who have little language before studying abroad tend to achieve minimal gains; those who do have language preparation have the confidence to engage with the foreign community, to learn more language, and to be motivated to continue developing their proficiency into upper levels, on par with their first language.

The Language Center continues to support the view that language preparation gives learners a substantial basis on which to build their knowledge and skills, not solely for overseas study but as an essential part of a liberal arts education. We are saddened by policies that do not hold to this value and by the popular view of foreign languages as merely something to “check off” as done. Too often, students (and their parents) are unaware of the value that higher-level foreign language skills carry in the fields of government, industry, business, and research.

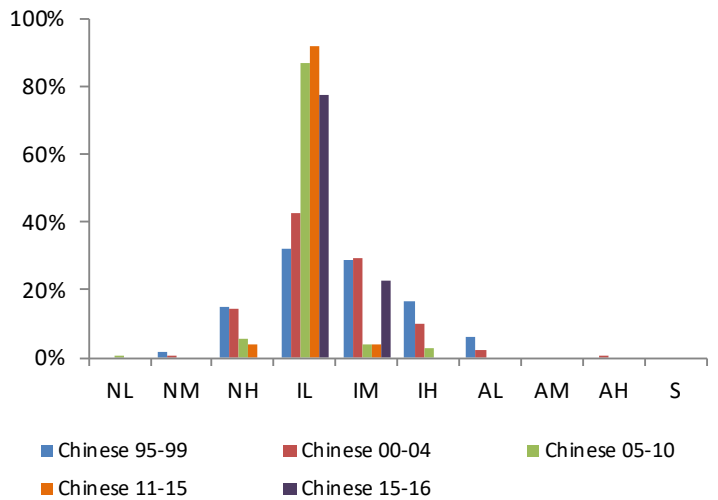
Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2016

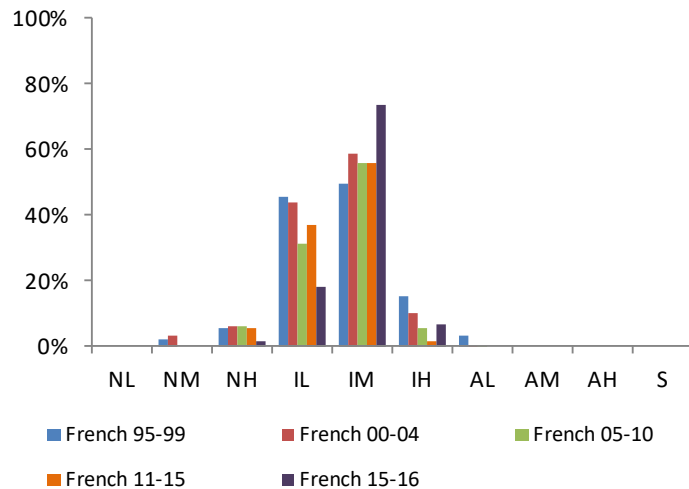
3rd Quarter Simulated Oral Proficiency Assessments
Arabic



3rd Quarter Simulated Oral Proficiency Assessments
Chinese



3rd Quarter Simulated Oral Proficiency Assessments
French



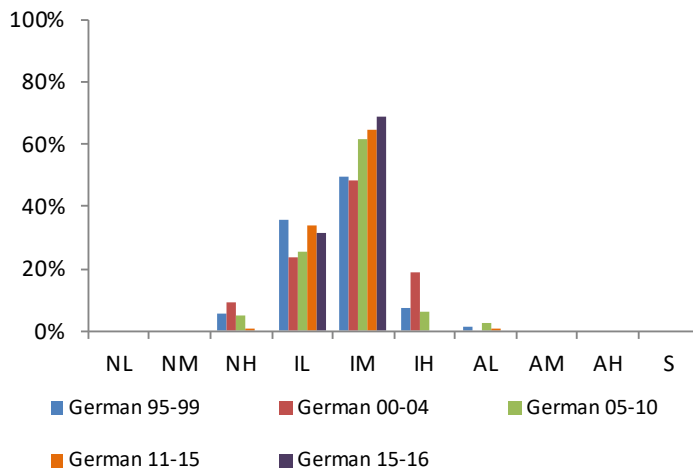
Key:

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

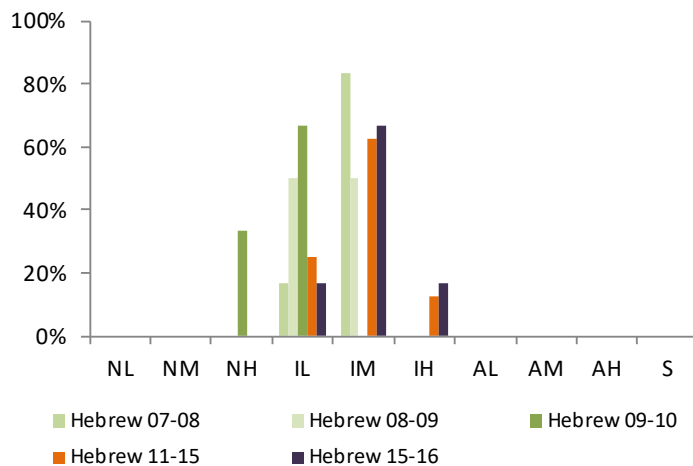
Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2016

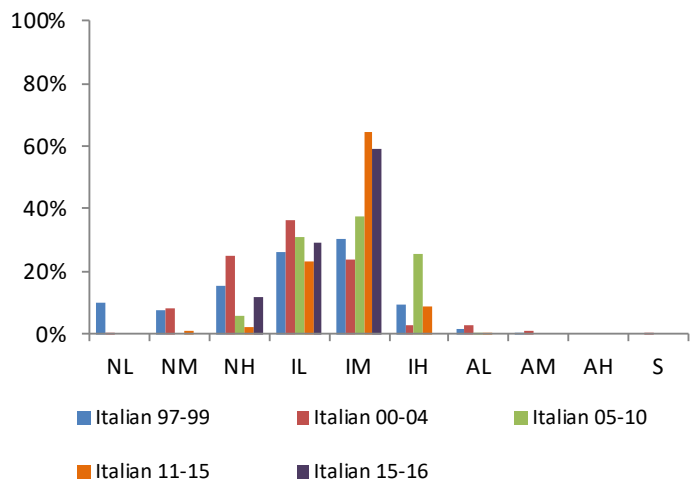
3rd Quarter Simulated Oral Proficiency Assessments
German



3rd Quarter Simulated Oral Proficiency Assessments
Hebrew



3rd Quarter Simulated Oral Proficiency Assessments
Italian

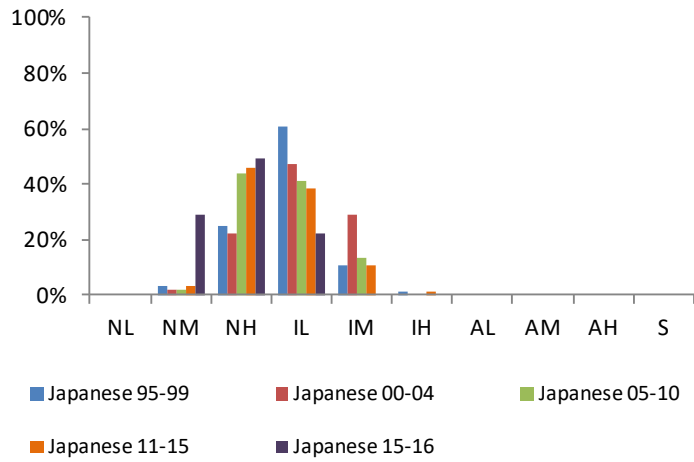


Key:	
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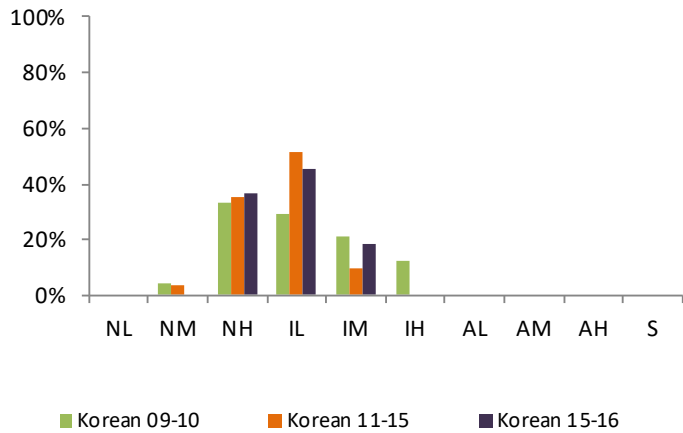
Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2016

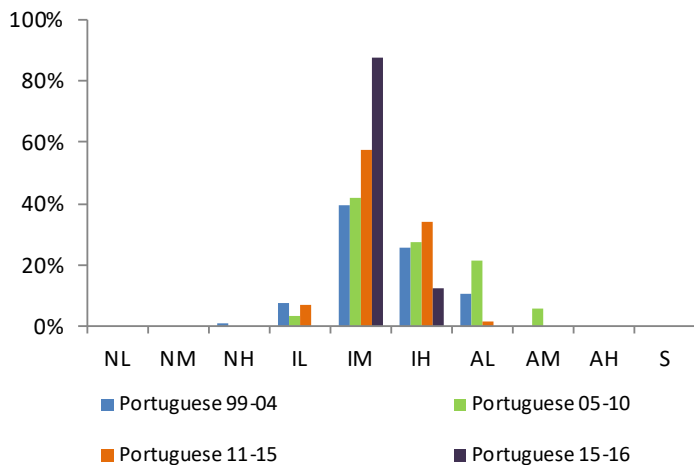
3rd Quarter Simulated Oral Proficiency Assessments
Japanese



3rd Quarter Simulated Oral Proficiency Assessments
Korean



3rd Quarter Simulated Oral Proficiency Assessments
Portuguese



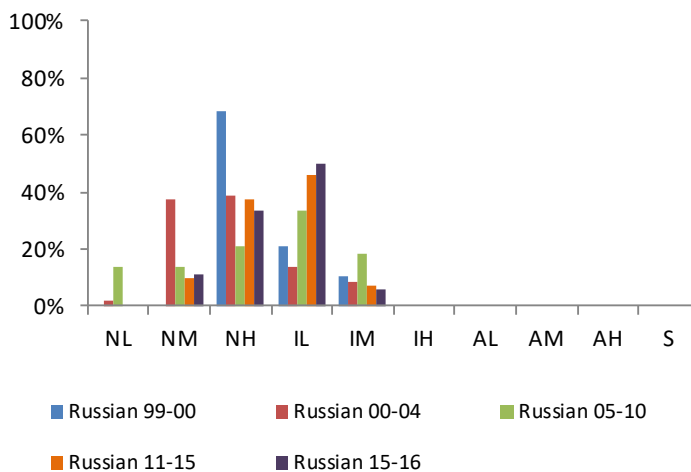
Key:

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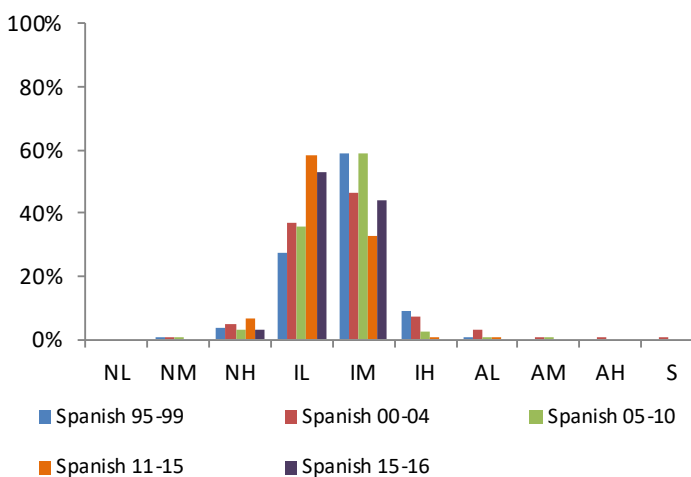
Appendix A - First-Year Oral Proficiency Assessments

Academic Years
1995-2016

3rd Quarter Simulated Oral Proficiency Assessments
Slavic



3rd Quarter Simulated Oral Proficiency Assessments
Spanish



Key:

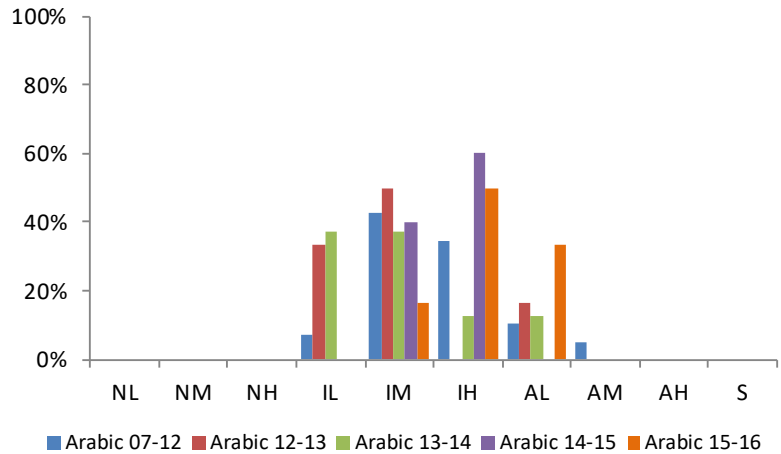
- NL Novice Low
- NM Novice Mid
- NH Novice High
- IL Intermediate Low
- IM Intermediate Mid
- IH Intermediate High
- AL Advanced Low
- AM Advanced Mid
- AH Advanced High
- S Superior

Appendix A - Second-Year Oral Proficiency Assessments

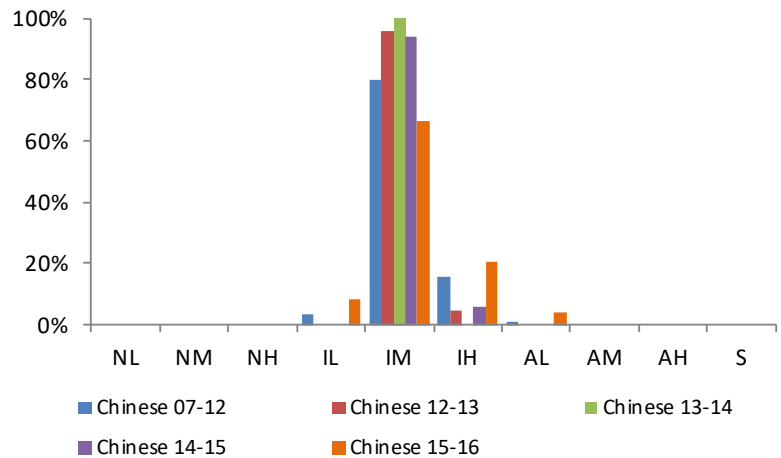
Academic Years
2007-2016

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

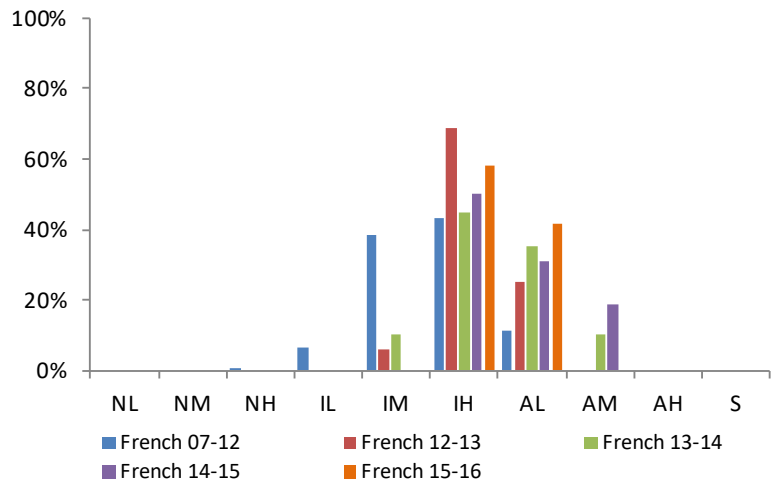
Second-Year Simulated Oral Proficiency Assessments
Arabic



Second-Year Simulated Oral Proficiency Assessments
Chinese



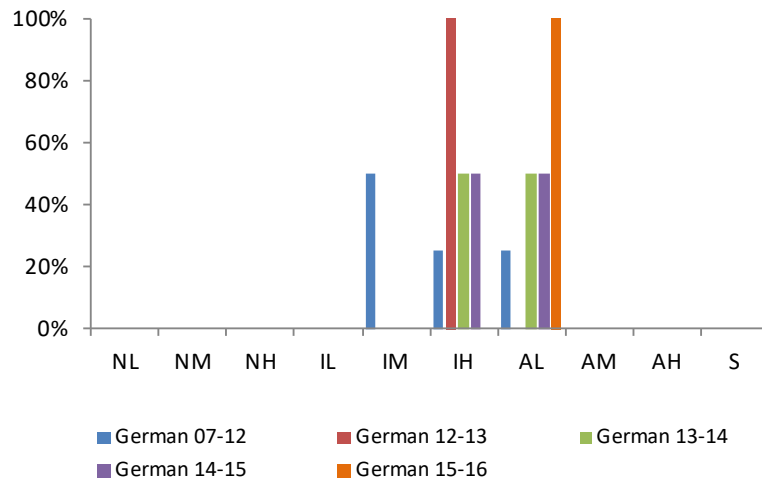
Second-Year Simulated Oral Proficiency Assessments
French



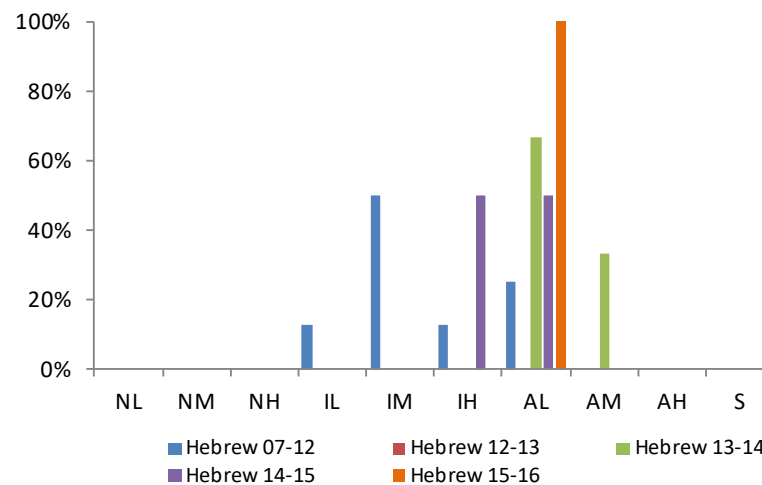
Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2016

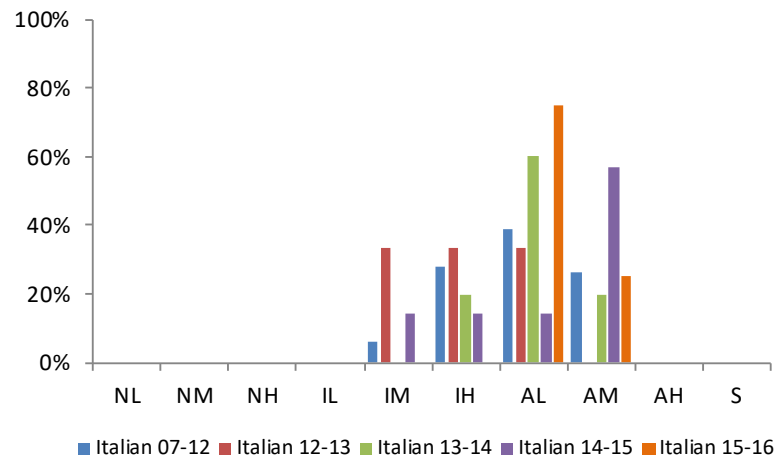
**Second-Year Simulated Oral Proficiency Assessments
German**



**Second-Year Simulated Oral Proficiency Assessments
Hebrew**



**Second-Year Simulated Oral Proficiency Assessments
Italian**

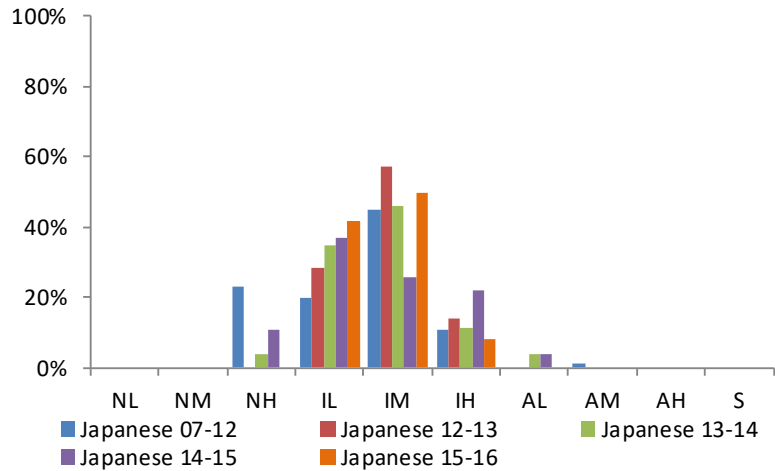


Key:	
NL	Novice Low
NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

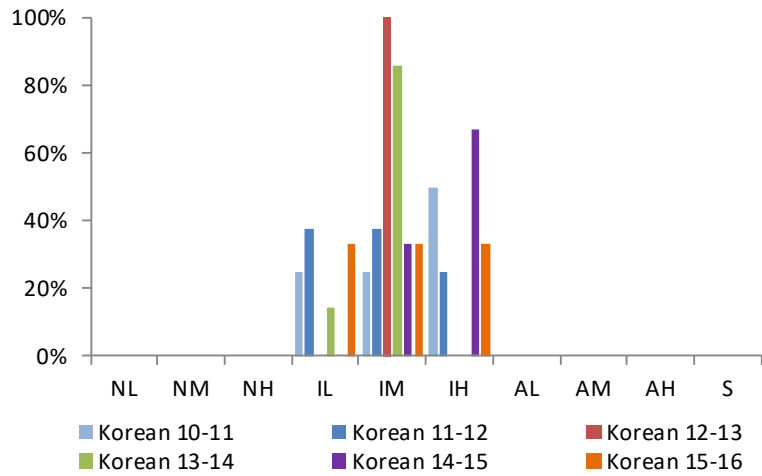
Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2016

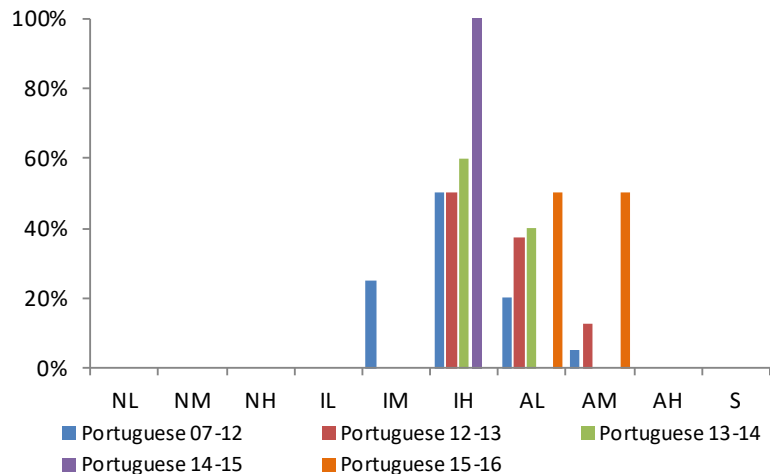
Second-Year Simulated Oral Proficiency Assessments
Japanese



Second-Year Simulated Oral Proficiency Assessments
Korean



Second-Year Simulated Oral Proficiency Assessments
Portuguese



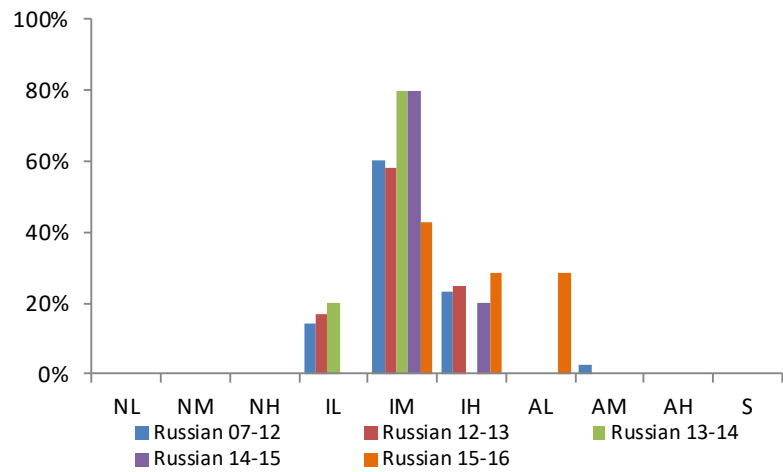
Key:

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

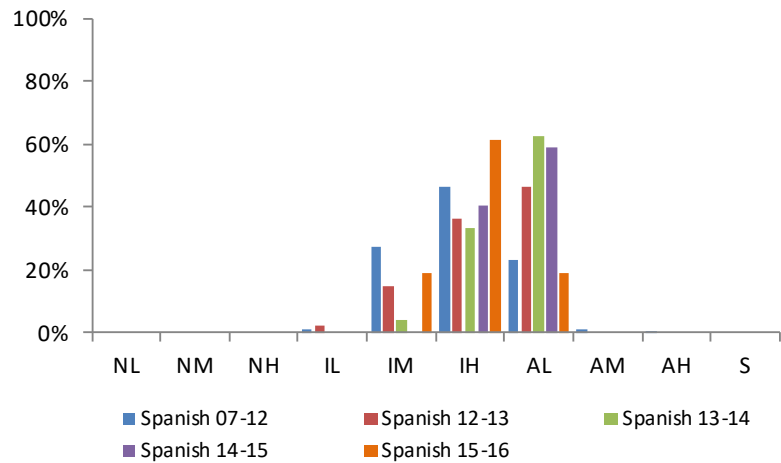
Appendix A - Second-Year Oral Proficiency Assessments

Academic Years
2007-2016

Second-Year Simulated Oral Proficiency Assessments
Russian



Second-Year Simulated Oral Proficiency Assessments
Spanish



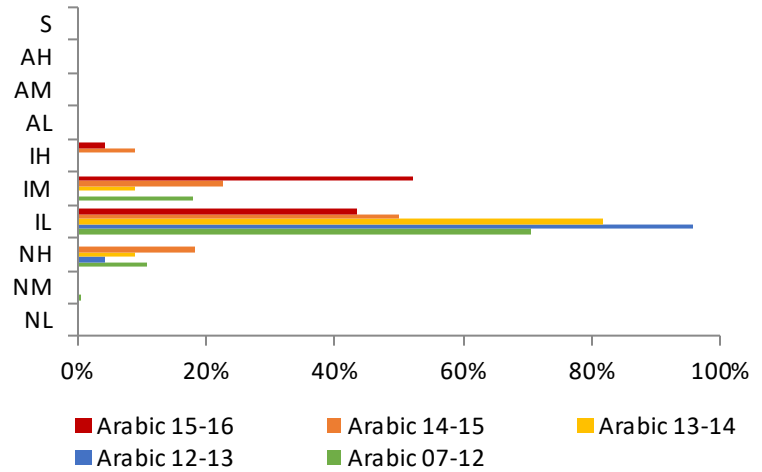
Key:

- 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

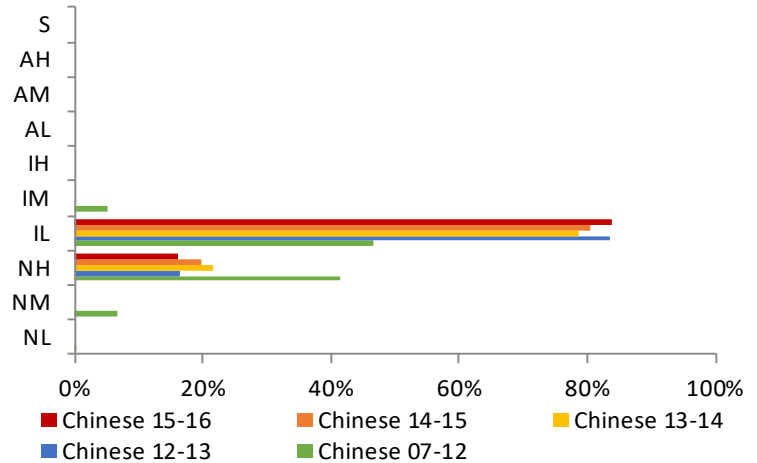
Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2016

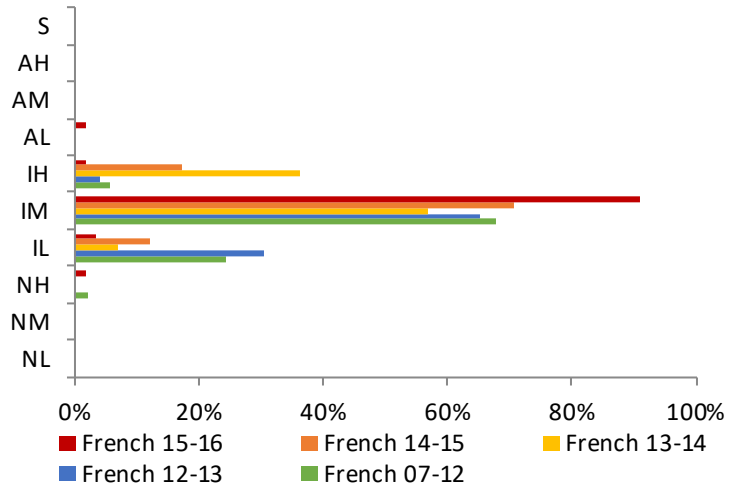
**First-Year Writing Proficiency Assessments
Arabic**



**First-Year Writing Proficiency Assessments
Chinese**



**First-Year Writing Proficiency Assessments
French**



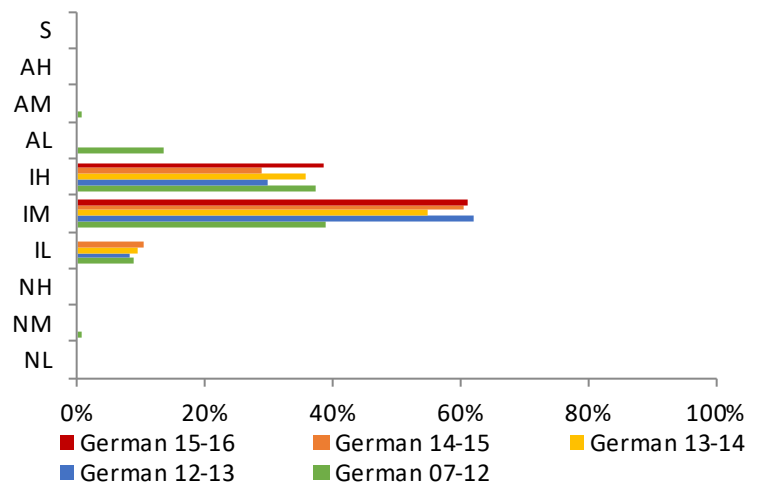
Key:

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

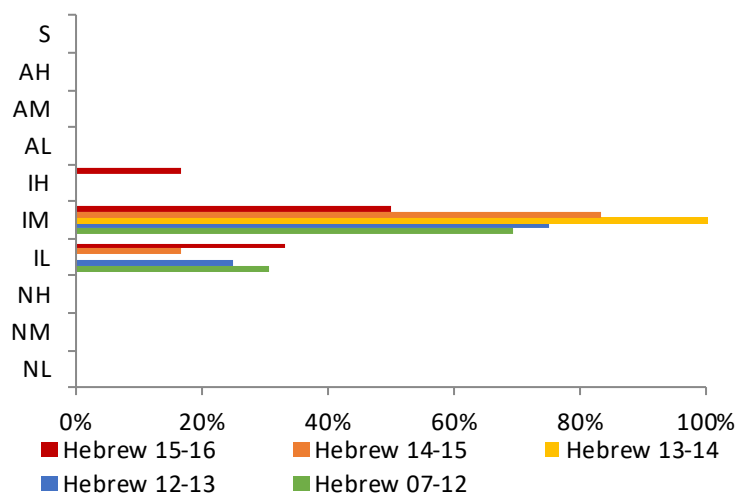
Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2016

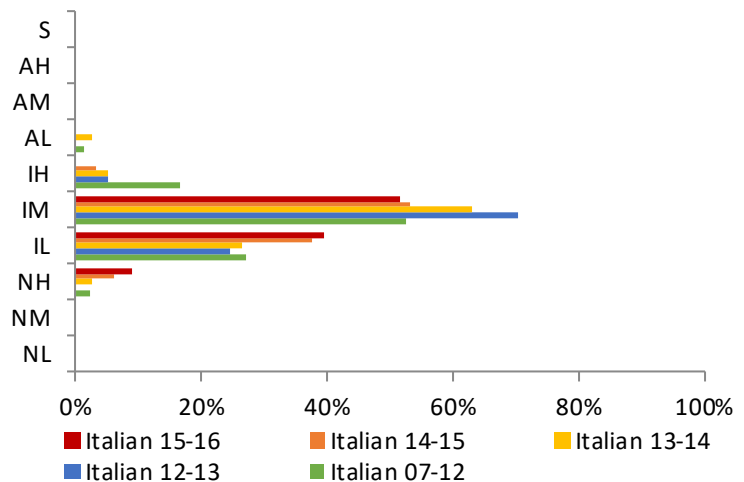
First-Year Writing Proficiency Assessments
German



First-Year Writing Proficiency Assessments
Hebrew



First-Year Writing Proficiency Assessments
Italian

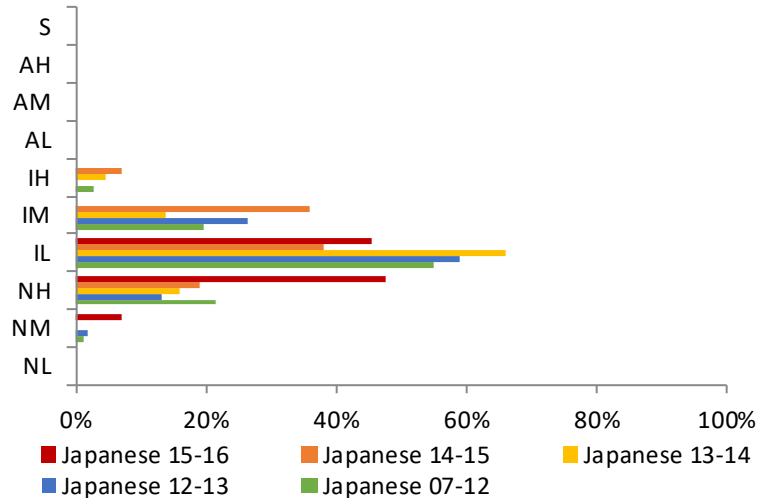


Key:	
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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

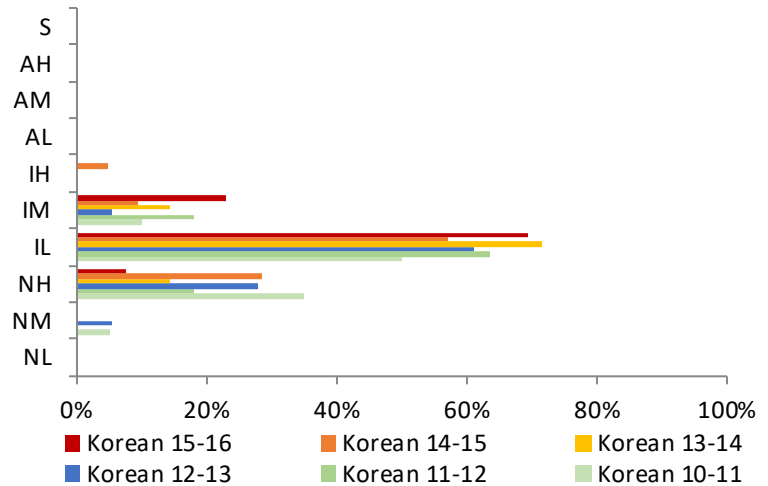
Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2016

First-Year Writing Proficiency Assessments
Japanese



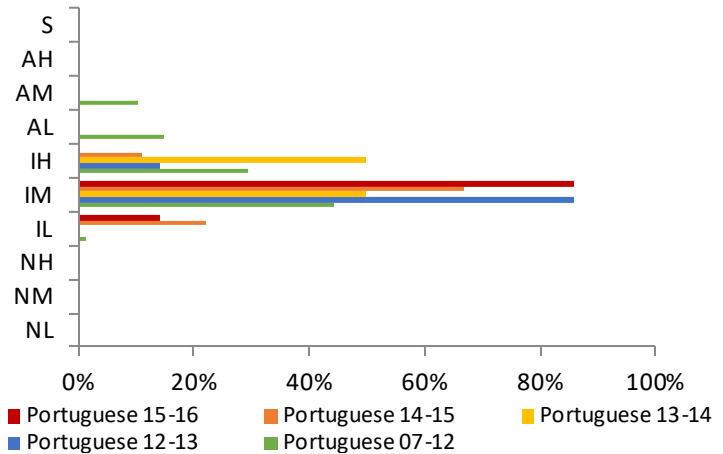
First-Year Writing Proficiency Assessments
Korean



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

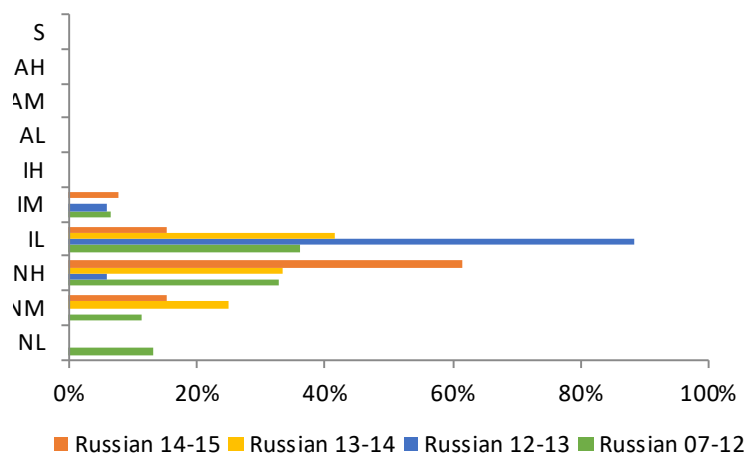
First-Year Writing Proficiency Assessments
Portuguese



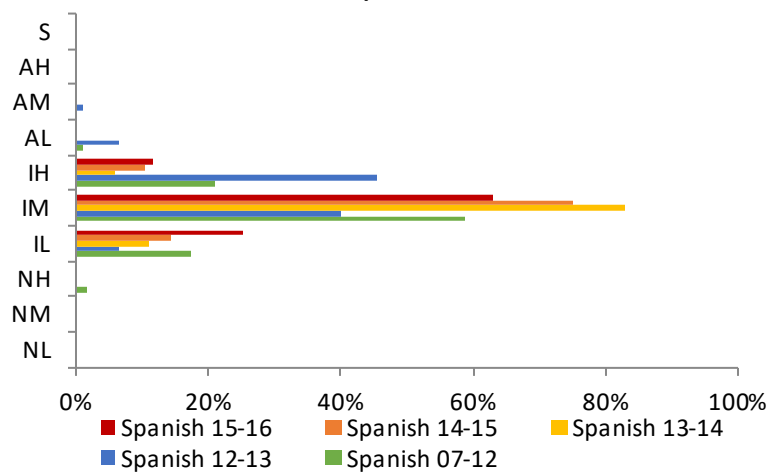
Appendix B - First-Year Writing Proficiency Assessments

Academic Years
2007-2016

First-Year Writing Proficiency Assessments
Russian



First-Year Writing Proficiency Assessments
Spanish



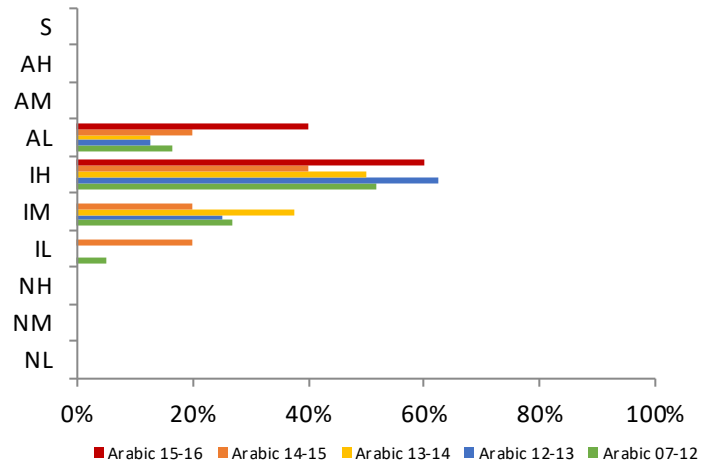
Key:

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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

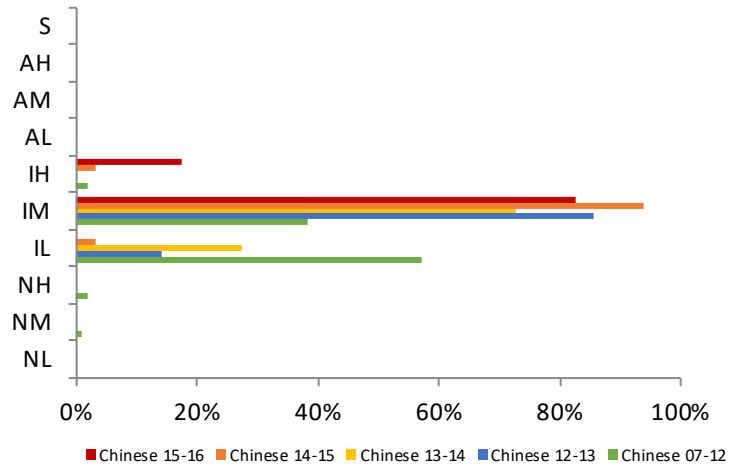
Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2016

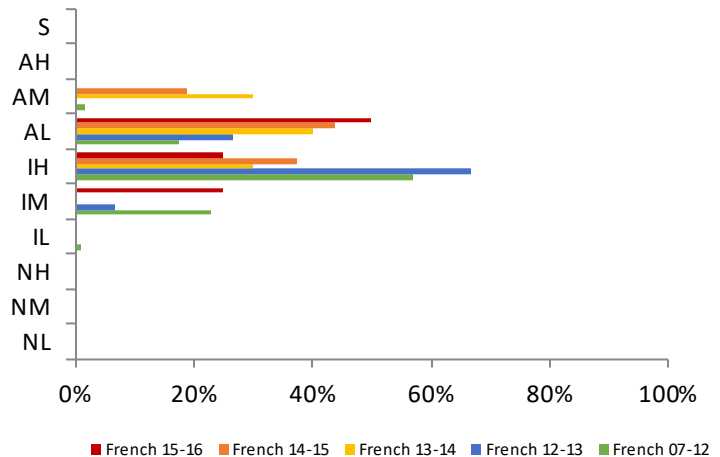
Second-Year Writing Proficiency Assessments
Arabic



Second-Year Writing Proficiency Assessments
Chinese



Second-Year Writing Proficiency Assessments
French

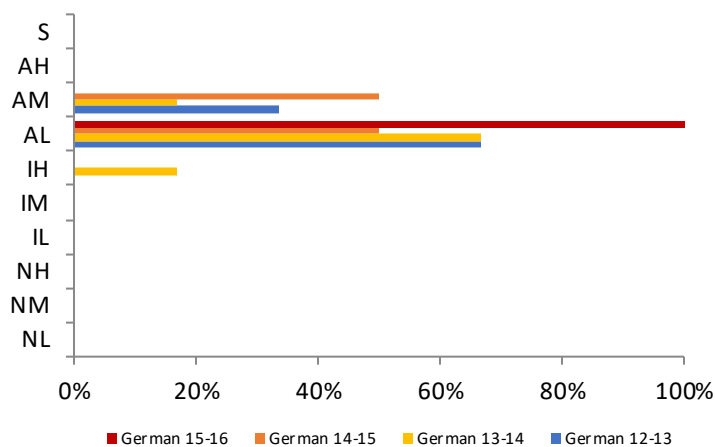


Key:	
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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
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IH	Intermediate High
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AM	Advanced Mid
AH	Advanced High
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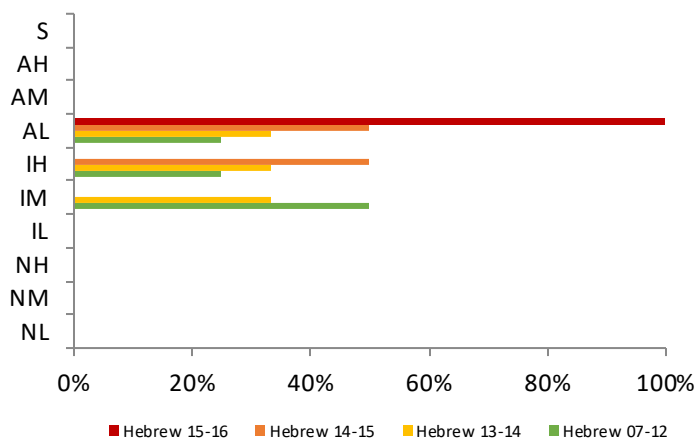
Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2016

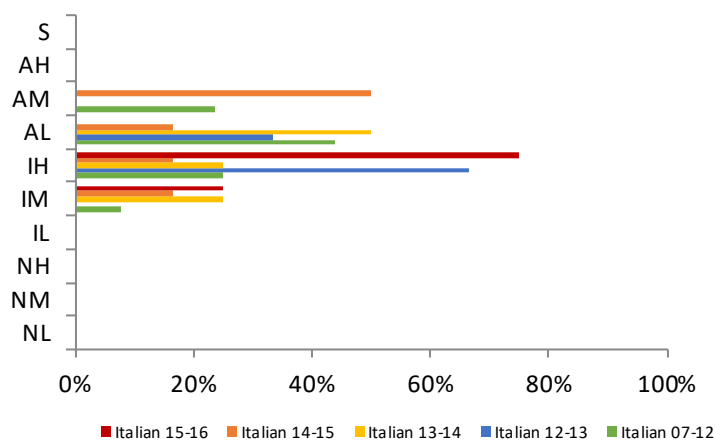
Second-Year Writing Proficiency Assessments
German



Second-Year Writing Proficiency Assessments
Hebrew



Second-Year Writing Proficiency Assessments
Italian

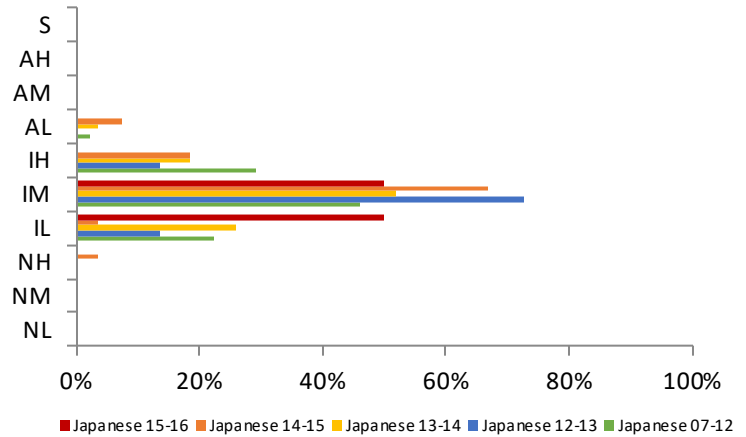


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NM	Novice Mid
NH	Novice High
IL	Intermediate Low
IM	Intermediate Mid
IH	Intermediate High
AL	Advanced Low
AM	Advanced Mid
AH	Advanced High
S	Superior

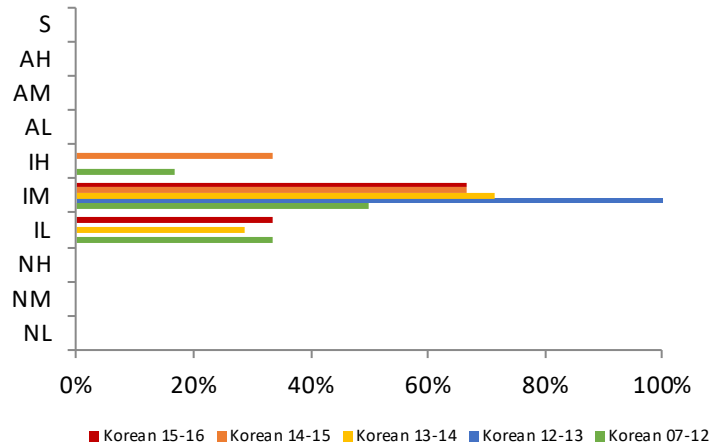
Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2016

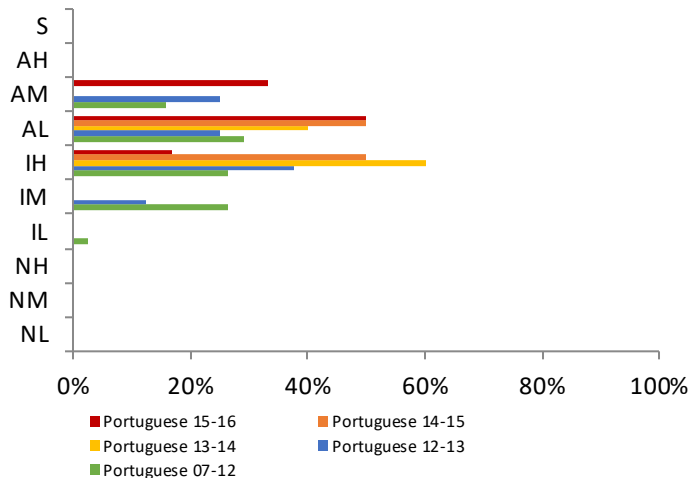
Second-Year Writing Proficiency Assessments
Japanese



Second-Year Writing Proficiency Assessments
Korean



Second-Year Writing Proficiency Assessments
Portuguese

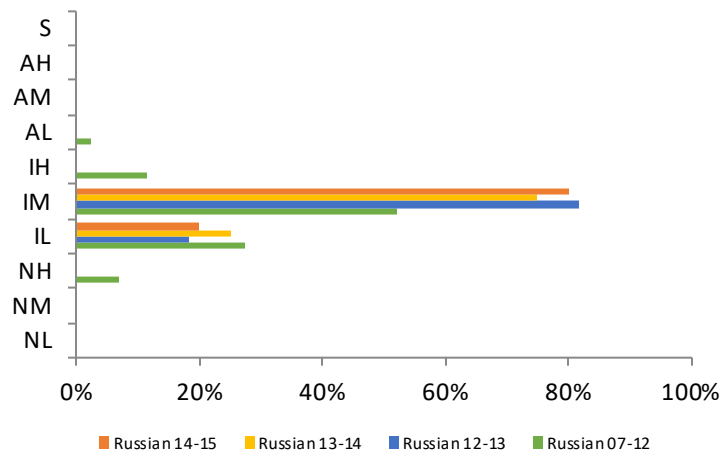


Key:	
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NH	Novice High
IL	Intermediate Low
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S	Superior

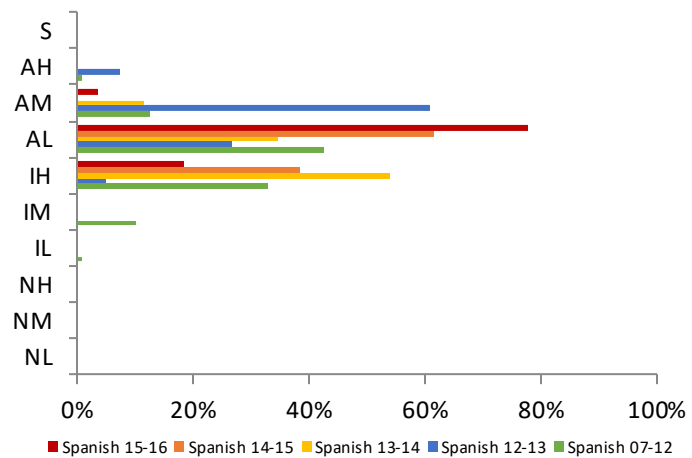
Appendix B - Second-Year Writing Proficiency Assessments

Academic Years
2007-2016

Second-Year Writing Proficiency Assessments
Russian



Second-Year Writing Proficiency Assessments
Spanish

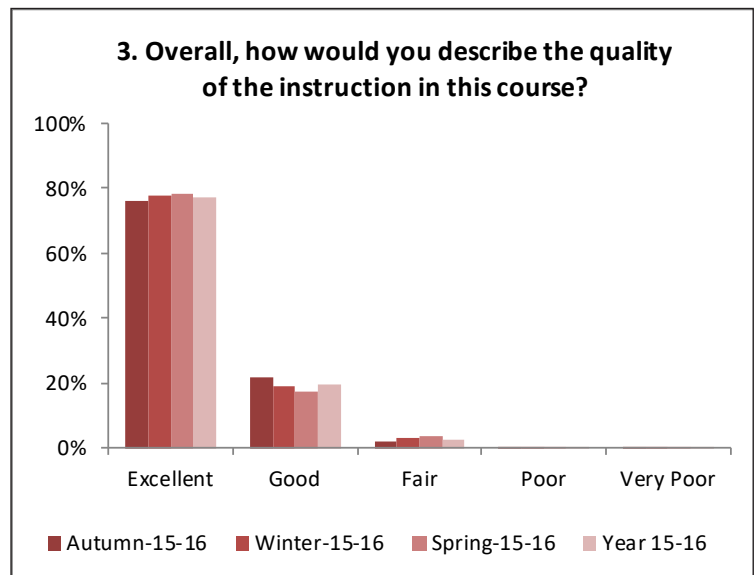
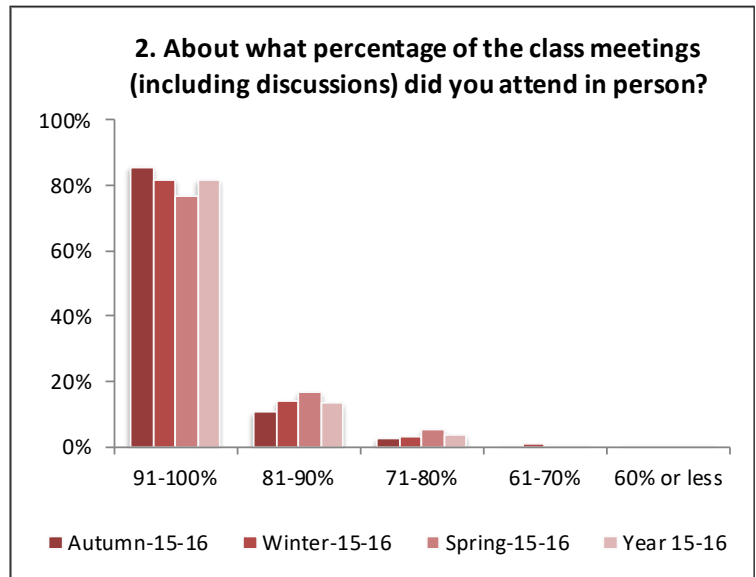
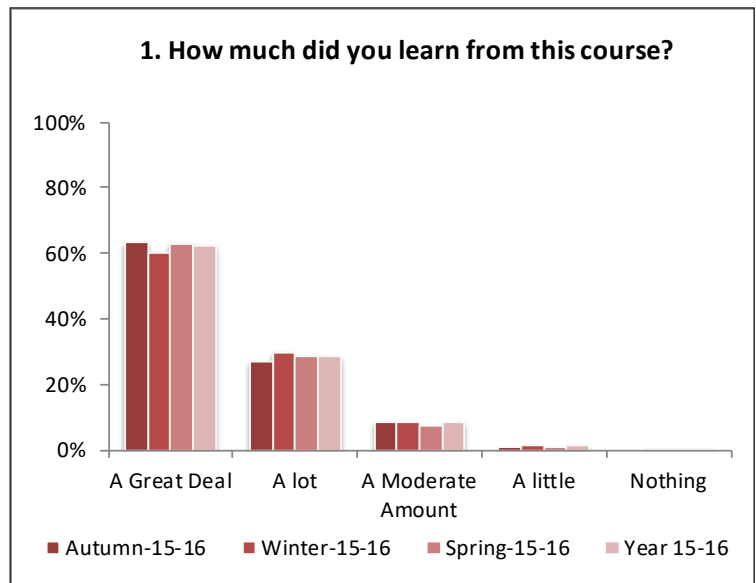


Key:

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
2015-2016



Appendix D - Language Center Lecturer Roster

Academic
Year
2016-2017

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
AME	Emami, Ameneh Shervin	2012	PhD	expected 2017	University of California, Los Angeles	limited		
AME	Mukoma, Samuel	2011	MA	2002	University of Nairobi, Kenya	full	full	
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in process		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	full	
Arabic	Aweiss, Salem	2005	PhD	1993	Ohio State University	full - DLI		
Arabic	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
Arabic	Boumeahdi, Thoraya	2012	PhD	2010	Universite de Toulouse, France	full	full	
Arabic	Obeid, Khalid	2007	PhD	1998	University of San Francisco	full	full	
Arabic	Salti, Ramzi M.	1998	PhD	1997	University of California, Riverside	full	full	
Chinese	Chung, Marina	1998	PhD	2002	University of Oregon	full	full	
Chinese	Dennig, Sik Lee C	1991	PhD	1991	Stanford University	full - ILR	full	
Chinese	DiBello, Michelle Leigh	2004	PhD	1996	Stanford University	full	full	English WPT - full
Chinese	Lin, Nina Yuhsun	2004	MA	1998	Stanford University	full	full	OPI Trainer training - in process
Chinese	Tang, Le	2011	MA	2004	People's University, Beijing	full	full	
Chinese	Wang, Huazhi R.	2000	PhD	1999	Cornell University	full	full	
Chinese	Zeng, Hong	1995	MA	1995	University of California, Los Angeles	full	full	
Chinese	Zhang, Youping	2006	Ed.D	2009	Rutgers University	full	full	
Chinese	Zhou, Xiaofang	2010	MA	2008	Beijing Language & Culture University	full	full	ILR OPI tester

Appendix D - Language Center Lecturer Roster

Academic
Year
2016-2017

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
EFS	Geda, Kristopher	2013	PhD	2013	University of Pittsburgh	full	in process	
EFS	Hubbard, Philip L	1986	PhD	1980	University of California, San Diego	full	full	
EFS	Lockwood, Robyn	2007	MA	1993	Northwest Missouri State University	limited		
EFS	Mawson, Carole	1979	MAT	1965	Harvard University	full		
EFS	Romeo, Kenneth Robert	2006	PhD	2006	Stanford University			
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			
French	Kassabova, Biliana	2016	PhD	2015	Stanford University			
French	Comsa, Maria	2014	PhD	2014	Stanford University	full	in process	
French	Howard, Heather L.	2005	PhD	2003	University of California, Los Angeles	full	full	
French	Lasnier, Marie	2010	PhD	2010	Stanford University	full	full	
French	Mazuet, Alix	2014	PhD	2006	Duke University	full	full	
French	Shapirshteyn, Vera	2011	MA	2005	University of California, Berkeley	full	full	English WPT - full
German	Kooiker, Jason	2013	PhD	2008	University of California, Berkeley	full	in process	
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	limited	limited	
German	Petig, William E	1980	PhD	1982	Stanford University			Business German Tester
Italian	Baldocchi, Marta	1997	MA	1988	Universita degli studi de Bologna, Italy	full	full	
Italian	McCarty, Alessandra	2005	MA	1990	University of Naples, Naples, Italy	full	full	
Italian	Tempesta, Giovanni	1984	MA	1980	San Francisco State University	limited		
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis	full	full	
Japanese	Mukai, Emi	2013	PhD	2012	University of Southern California	full	full	
Japanese	Muramatsu, Chie	2014	PhD	2014	University of Iowa	in process		
Japanese	Tomiyama, Yoshiko	2004	PhD	2009	University of California, Los Angeles	full	full	
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin-Madison	full	full	

Appendix D - Language Center Lecturer Roster

Academic
Year
2016-2017

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	OPI Trainer
Korean	Yoon, Hannah	2013	MA	2013	Columbia University	full		
Portuguese	Silveira, Agripino	2011	PhD	2011	University of New Mexico - Albuquerque	full	full	
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	
Slavic	Greenhill, Rima	1991	PhD	1989	London University	full	full	
Slavic	Cieply, Jason	2016	PhD	2016	Stanford University			
Slavic	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	full	in process	
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	
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Corso, Irene	1990	PhD	1988	Stanford University	limited		
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	full	full	
Spanish	Miano, Alice A	1991	PhD	2010	University of California, Berkeley	full	full	OPI Trainer
Spanish	Ortiz Cuevas, Carimer	2006	M.Phil	2004	Columbia University	full	full	
Spanish	Reinhold, Veronika	2005	MA	2004	Muenchen	limited	full	full OPI certification - German
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	full	full	
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	limited OPI certification - French
Spanish	Vivancos, Ana	2012	PhD	2010	University of Illinois, Urbana Champaign	full	full	
Spanish	Won, Hae- Joon	1999	PhD	1997	University of Madrid, Spain	full	full	

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2016-2017

Chinese		
AP/IB Score	SATII Score	PT SOPI Score
	780	NH
4		IL
4		IL
4		IL
5		IL
5		IM
4		IM
4		IM
5		IM
5		IM
5		IM
	790	IH
5		IH
	760	IH
5		AL
	790	AL
5		AL
5		AL
5		AL
	800	AM
5		AM
5		AM

French		
AP/IB Score	SATII Score	PT SOPI Score
4		IL
4		IL
	640	IM
	720	IM
	800	IM
4		IM
4		IM
5		IM
	660	IM+
	770	IM+
4		IM+
5		IM+
5		IM+
5		IM+
	660	IH
4		IH
5		IH

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2016-2017

French		
AP/IB Score	SATII Score	PT SOPI Score
4		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
4		IH
5		IH+
5		IH+
	720	AL
	730	AL
	740	AL
	790	AL
	790	AL
5		AL
5		AL
5		AL
5		AL
5		AL
5		AL
	750	AM
	790	AM
	800	AM
5		AM
5		AM
5		AM

German		
AP/IB Score	SATII Score	PT SOPI Score
4		IL
5		IM
5		IM
	700	IH
4		AL

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2015-2016

Italian		
AP/IB Score	SATII Score	PT SOPI Score
	640	IL

Japanese		
AP/IB Score	SATII Score	PT SOPI Score
4		IL
	760	IL
IB 6		IH
	780	IH+
	800	IH+
5		IH+

Latin		
AP/IB Score	SATII Score	PT SOPI Score
	730	Classics 3L
	750	Classics 3L
	800	Classics 11L
	750	Classics 12L
	800	Classics 12L
5		Classics 12L
	780	Classics 12L
	800	Classics 101L
	800	Classics 101L
	800	Classics 101L
	750	Classics 101L
	800	Classics 101L
5		Classics 101L
	720	Classics 101L

Appendix E - SOPI Scores of AP and SATII Entering Students

Academic
Year
2015-2016

Spanish		
AP/IB Score	SATII Score	PT SOPI Score
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
	800	IH
	800	IH
	800	IH
	790	IH
	790	IH
	790	IH
	790	IH
	790	IH
	780	IH
	770	IH
	770	IH
	760	IH
	760	IH
	740	IH
	740	IH
	720	IH
	710	IH
	710	IH
	660	IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH
5		IH

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<http://language.stanford.edu>

