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# Language Center Staff

<table>
<thead>
<tr>
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<tr>
<td>Professor Elizabeth Bernhardt</td>
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<tr>
<td>Joan Molitoris</td>
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<tr>
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<td>Amy Keohane</td>
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# Language Program Coordinators

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<td>Robert W. Clark</td>
<td>Tibetan</td>
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Overview

The 2017-2018 academic year marked the beginning of the 23rd 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 (2018-2019).

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.

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.
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 rater 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 rater certification procedure attached to it, described below in the section on Teaching Effectiveness. The Language Center now routinely assesses both oral and writing proficiency. In addition, a reading proficiency exam has been made available to measure higher order reading ability in several languages.

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) delivered through Stanford’s High Stakes Testing System, which is administered by the Office of the Vice Provost of Teaching and Learning. Appendix A displays the oral proficiency ratings generated over the past twenty-two 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 2018, Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, and Spanish assessed first- and second-year students; Hebrew assessed first-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. Fifty-three students had their reading comprehension levels assessed: 1 student rated Intermediate Mid; 10 students rated Intermediate High; 16 rated Advanced Low; 21 rated Advanced Mid; 1 rated Advanced High; and 4 (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 2017-2018. Within the new teaching evaluation system, the Language Center asks all staff to insert four common questions (based in listening, speaking, reading, and writing) into their evaluations about how students perceive their learning. Across all evaluations, around 60% of the students rate their learning as “extremely well” and 30% “very well”. These data are consistent with the reports from the previous twenty-three years of teaching evaluation analysis: students report learning a lot from their foreign language courses and rate the instruction as excellent.

The Language Center remains dissatisfied by the new teaching evaluation system. It continues to spend 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.

Further, all teaching staff (N=65) 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 2018-2019 (≥ 50% FTE). The data show each lecturer’s appointment year at Stanford University, educational accomplishments, and ACTFL certifications.

50 benefits-eligible instructors (77%) to date have completed all oral proficiency interview training and been certified as testers; they also undergo periodic norming and recertification to maintain these credentials. Ninety-five percent of all Stanford language instructors (lecturers and graduate student 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 tester 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 for writing. This rater certification is an add-on to OPI tester certification; candidates are trained to identify and rate writing samples of various proficiency levels, through workshops and subsequent rounds of rating practice and feedback. The Language Center has sponsored eight such workshops and currently has several staff members pursuing first-time rater certification; 42 instructors have completed the process and been certified as raters of writing proficiency.

Enrollment and Student Self-Reports

Enrollment in language courses has historically been quite strong 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. Table 1 lists first-, second-, and third-year enrollments per language for academic year 2017-2018. Approximately 68% of language enrollment clusters in first-year programs. Second-year programs generate about 19% of the enrollment and third-year/advanced programs around 13%. This pattern does not seem to have changed.

| TABLE 1 - 1st-, 2nd- & 3rd-Year Enrollments - Academic Year 2017-2018 |
|-----------------|-----------------|-----------------|-----------------|
|                  | Autumn 2017-2018 | Winter 2017-2018 | Spring 2017-2018 |
|                  | First-Year | Second-Year | Third-Year/Advanced | First-Year | Second-Year | Third-Year/Advanced | First-Year | Second-Year | Third-Year/Advanced |
| AME               | 51         | 20          | 1                   | 61         | 14          | 5                   | 50         | 5          | 7                   |
| Arabic*           | 40         | 16          | 17                  | 30         | 13          | 15                  | 19         | 15         | 16                  |
| Catalan           | 3          | 0           | 0                   | 3          | 0           | 0                   | 2          | 0          | 0                   |
| Chinese*          | 116        | 41          | 75                  | 97         | 30          | 64                  | 100        | 29         | 69                  |
| EFS               | 138        | 0           | 0                   | 111        | 0           | 0                   | 96         | 0          | 0                   |
| French            | 109        | 49          | 10                  | 116        | 45          | 13                  | 91         | 48         | 23                  |
| German            | 71         | 23          | 0                   | 55         | 21          | 0                   | 54         | 18         | 0                   |
| Italian           | 54         | 23          | 2                   | 53         | 21          | 2                   | 45         | 20         | 0                   |
| Japanese*         | 93         | 37          | 34                  | 89         | 44          | 33                  | 70         | 21         | 27                  |
| Japanese*         | 93         | 37          | 34                  | 89         | 44          | 33                  | 70         | 21         | 27                  |
| Japanese*         | 93         | 37          | 34                  | 89         | 44          | 33                  | 70         | 21         | 27                  |
| Japanese*         | 93         | 37          | 34                  | 89         | 44          | 33                  | 70         | 21         | 27                  |
| Korean            | 30         | 7           | 10                  | 34         | 8           | 9                   | 37         | 7          | 9                   |
| Portuguese        | 18         | 4           | 3                   | 20         | 7           | 3                   | 14         | 4          | 4                   |
| Russian           | 11         | 9           | 19                  | 29         | 9           | 16                  | 27         | 11         | 14                  |
| Spanish           | 267        | 99          | 14                  | 309        | 80          | 20                  | 237        | 85         | 22                  |
| SLP*              | 138        | 25          | 11                  | 125        | 17          | 10                  | 119        | 22         | 8                   |
| Tibetan           | 3          | 0           | 0                   | 2          | 0           | 0                   | 3          | 0          | 1                   |
| Total             | 1142       | 353         | 197                 | 1132       | 309         | 191                 | 964        | 285        | 200                 |

* 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, 2016, 2017, and 2018. We continue to detect a decline in enrollment over the past eight 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 in 2015-2016, 5,089 enrollments, in 2016-2017 4,908 students and in 2017-2018 4,773 enrolled in language courses. This is a decline of 20% over eight years.

**TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments**

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<th>Win 00-04</th>
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**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 2017-2018 demographic data collected from language teaching evaluations. 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 2017-2018

<table>
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<tr>
<th>ACADEMIC YEAR 2017-2018 - ALL FIRST-YEAR</th>
<th>AME</th>
<th>Arabic</th>
<th>Chinese</th>
<th>EFS</th>
<th>French</th>
<th>German</th>
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Table 4 illustrates the academic background of students in the language programs in academic year 2017-2018. Students are distributed fairly evenly across academic areas, with higher concentrations of Engineering students in English for Foreign Students, Korean, Japanese, and German 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.

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**Table 4 - Areas of Study - ACADEMIC YEAR 2017-2018**

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### The Language Requirement

**Placement and Assessment, Academic Year 2018-2019**

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.

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<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Medicine</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Natural Science</td>
<td>9%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>18%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>17%</td>
<td>16%</td>
<td>14%</td>
<td>20%</td>
<td>9%</td>
<td>6%</td>
<td>16%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared</td>
<td>0%</td>
<td>35%</td>
<td>36%</td>
<td>36%</td>
<td>33%</td>
<td>8%</td>
<td>38%</td>
<td>0%</td>
<td>16%</td>
<td>42%</td>
<td>3%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Stanford Language Center  ∙  Academic Year 2017-18 Annual Report  

13
Table 5 provides information received from the 2018-2019 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 - 2018-2019 Incoming Student Responses**

*“Which language do you plan to use to fulfill the Stanford language requirement?”*

<table>
<thead>
<tr>
<th>Language</th>
<th>Student Responses</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>798</td>
<td>46%</td>
</tr>
<tr>
<td>French</td>
<td>234</td>
<td>13%</td>
</tr>
<tr>
<td>Chinese</td>
<td>220</td>
<td>13%</td>
</tr>
<tr>
<td>Japanese</td>
<td>71</td>
<td>4%</td>
</tr>
<tr>
<td>Latin</td>
<td>68</td>
<td>4%</td>
</tr>
<tr>
<td>German</td>
<td>50</td>
<td>3%</td>
</tr>
<tr>
<td>Arabic</td>
<td>46</td>
<td>3%</td>
</tr>
<tr>
<td>Italian</td>
<td>39</td>
<td>2%</td>
</tr>
<tr>
<td>Korean</td>
<td>38</td>
<td>2%</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>30</td>
<td>2%</td>
</tr>
<tr>
<td>Hindi</td>
<td>18</td>
<td>1%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>Russian</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>Greek (Classical)</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Hebrew</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>Persian</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>Turkish</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>Greek (Modern)</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Swahili</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Thai</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Cherokee</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Navajo</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Tamil</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Yoruba</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Amharic</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Lakota</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Marathi</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Polish</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Tongan</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>No Response</td>
<td>24</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1737</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 6 illustrates the distribution of online placement versus on-campus placement testing for Autumn 2018. In the past, all students in need of placement in Chinese, French, German, Italian, Japanese, Korean, Russian, and Spanish were required to complete the written portion of the placement test online, leaving the oral examination for the usual placement testing period. This year, students taking exams in six of these languages were given the opportunity to take the oral portion of the exam online by completing an interview via Zoom video conferencing. Five hundred and thirty-two (532) students took advantage of this opportunity and completed Zoom interviews. Arabic, Chinese, Japanese and Russian also included a writing test in their on-campus placement process. Eight hundred and eighty (880) students completed the on-campus/oral portion of the examination; 1,201 were placed officially before classes began in Autumn 2018.

<table>
<thead>
<tr>
<th>Language</th>
<th>Online Written</th>
<th>Online Oral Interviews</th>
<th>On Campus/ Oral</th>
<th>Full Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>194</td>
<td>144</td>
<td>153</td>
<td>150</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>271</td>
<td>130</td>
<td>99</td>
<td>229</td>
</tr>
<tr>
<td>German</td>
<td>45</td>
<td>12</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Hebrew</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>19</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Japanese</td>
<td>42</td>
<td>31</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>Korean</td>
<td>61</td>
<td>46</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Latin</td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persian</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>14</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>21</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Spanish+SHBS</td>
<td>546</td>
<td>211</td>
<td>372</td>
<td>555</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1199</strong></td>
<td><strong>532</strong></td>
<td><strong>880</strong></td>
<td><strong>1201</strong></td>
</tr>
</tbody>
</table>
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, 679 individual students (39.45% 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>
<thead>
<tr>
<th>Language</th>
<th>AP/SATII/IB scores</th>
<th>Native Speaker Exemption</th>
<th>Placement Test - Place Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ame</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Arabic</td>
<td>15</td>
<td>16</td>
<td>85</td>
</tr>
<tr>
<td>Chinese</td>
<td>54</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>French</td>
<td>63</td>
<td>2</td>
<td>82</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Greek (Classical)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>5</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Korean</td>
<td>7</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Latin</td>
<td>34</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Portuguese</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Slp</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Spanish+SHBS</td>
<td>194</td>
<td>10</td>
<td>179</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>365</strong></td>
<td><strong>71</strong></td>
<td><strong>447</strong></td>
</tr>
</tbody>
</table>

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 2017-2018.

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>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AME</td>
<td>32</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>13</td>
<td>17</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catalan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>54</td>
<td>42</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>French</td>
<td>114</td>
<td>13</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>German</td>
<td>45</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Greek</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebrew</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>69</td>
<td>15</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>33</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Korean</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>17</td>
<td>4</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>22</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLP</td>
<td>80</td>
<td>12</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Spanish</td>
<td>535</td>
<td>106</td>
<td>67</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1036</td>
<td>246</td>
<td>140</td>
<td>15</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: Credit transfer preapprovals implemented in AY08-09
Graduate Students in Foreign Languages

Graduate teaching assistants in foreign languages continue to show interest in pursuing OPI tester certification. During AY17-18, Melissa Hosek (Chinese) and outgoing graduate Patricia Valderrama (Spanish) completed all phases of the training and were certified as testers with limited certification, enabling them to conduct official ACTFL interviews at the novice and intermediate levels. Several TAs from last year’s cohort are currently in progress, with four scheduled to complete certification by Summer 2019. In addition, Hsin-hung Yeh (Chinese) and Chris Hutchinson (German) advanced their respective OPI tester certifications to full, qualifying them to interview at the advanced and superior levels; Hsin-hung Yeh pursued additional training in and became certified as a rater of writing proficiency. These are exceptional achievements for graduate students so early in their careers, and speak to their dedication and commitment to the profession. The Language Center is happy to continue to support such training and certification fees for graduate students in foreign languages.

Language Center Staff

Elizabeth Bernhardt, Director of the Language Center, received the 2018 Wilga Rivers Award for Leadership in Foreign Language Education from the American Council on the Teaching of Foreign Languages. The Rivers Award recognizes exceptional achievement in the field of foreign language education at the postsecondary level. Named for a leading scholar of foreign language research and one of the first women to be appointed full professor at Harvard, this is the highest honor granted by ACTFL. As noted in the awards announcement, later cited in the Stanford Report, “Bernhardt’s work… has been visionary. Building the Stanford Language Center into an exemplar of excellence in language learning and teaching, [she] has had a direct impact on thousands of students at Stanford and beyond.”

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 2017-2018, thirty-four students applied for the proficiency notation in one or more languages, with 27 students receiving such notations in the following languages: Spanish (10), Arabic (3), German (3), Portuguese (3), Chinese (3), French (2), Italian (1), Japanese (1), and Russian (1). Six of these notations 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.
Assessment

The Language Center continues to conduct language assessments for several campus groups, notably the Bing Overseas Studies Program (BOSP), School of Medicine, DLCL major programs, and individual students applying for Fulbright fellowships. Involvement with BOSP entails coordinating with the home office to ensure that applicants to six foreign language locations have met the respective language prerequisite; additional test dates to accommodate those in need of testing; proactive advising and monitoring of students going 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 School of Medicine, language instructors in Spanish and Chinese conduct individual interviews on students applying to be volunteer medical interpreters with the Cardinal Free Clinics. Heritage speakers of these languages have historically been well-represented in the applicant pool. After a hiatus during AY17-18 due to SOM-CFC managerial reorganization, 25 CFC interviews were conducted during Fall 2018.

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 applicants seeking language evaluations; requests for oral interviews and writing/reading assessments typically come from Stanford seniors and recent graduates, though occasionally from resident students attending other universities.

Teacher Training

The Language Center holds an ACTFL MOPI assessment workshop each spring for lecturers and graduate TAs in foreign languages to support their professional training and development. This two-day practicum prepares instructors to rate and perform oral proficiency interviews (OPI) according to a national framework and is a first step in OPI tester certification. In fall and winter, we also hold workshops dedicated to writing, including a Writing Proficiency Test (WPT) rater training, and to OPI tester advancement. When space and prerequisites allow, teachers from other Stanford programs are invited, e.g. Stanford Teacher Education Program (STEP), Stanford Online High School, BOSP, as well as from local universities.

Our collaboration with the Teaching and Peer Learning group in VPTL remains strong in the Language Conversation Partner (LCP) program, which currently supports ten languages (Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish). Instructors are active participants in LCP recruitment and training by nominating students; assessing candidates’ language proficiency; and working with the VPTL Assistant Director of Peer Learning and Tutoring in the annual LCP orientation, held on the first Friday evening of fall quarter. During AY17-18, instructors again joined the approximately 20 conversation partners to give short demos and lead group discussion and practice of learner-centered instruction; and in quarterly lunches, lent their expertise in conversation with new and returning LCPs on how to guide students toward developing oral proficiency skills attached to language courses.
Community Involvement

Teaching staff at the Language Center participate in a wide range of organizations within 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. Language Center courses integrating community engagement, detailed below, have become an established part of the Spanish language program. We continue to offer an accelerated beginning Chinese 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. Several hold offices, participate in task forces or special interest groups, and/or are OPI trainers (see Appendix D). Hee-Sun Kim serves as chair of the ACTFL Korean SIG; Ali Miano, as co-secretary of the Critical and Social Justice Approaches SIG. Eva Prionas serves as President of the American Association of Teachers of Modern Greek (AATMG); Paul Nissler, as President of the Northern California chapter of the American Association of Teachers of German (AATG); Ebru Ergul, as Executive Board member of the American Association of Teachers of Turkic languages (AATT). 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. Our instructors present, publish, teach, or lead training sessions outside their regular appointments; locally, they are active in the community through service to immersion schools and cultural centers, memberships, radio hosting, reading groups, and outreach programs.

Cardinal Courses and Service Learning

With the sponsorship of the Haas Center for Public Service, Cardinal Courses in the Language Center seek to address community partners’ objectives while engaging Stanford students’ sense of civic involvement. Students reflect critically on the engagement experience, deepening their linguistic and cultural competence as they grow in understanding the cultural wealth of local communities.

The Spanish language program offers a Cardinal Service track in the second-year sequence. The first two quarters, SPANLANG 11SL and 12SL, focus on complementary areas of community learning: with Spanish-speaking middle schoolers at a local Boys & Girls Club, and with high schoolers at East Palo Alto Academy. Guided by Spanish instructors and a local artist, students work together 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. In the third quarter and cornerstone, SPANLANG 13SL, implemented in 2014 and taught by Vivian Brates, Stanford students learn about immigrant experiences while working alongside Spanish-speaking adults preparing for the 100 questions of the U.S. citizenship test. Third-Year Cardinal Courses, taught by Ali Miano and Vivian Brates, connect Stanford students with custodial staff to exchange life stories. For the workers, 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. We are excited to offer in Spring 2019 an additional advanced course, SPANLANG 108SL, focused on immigration and human rights, after which students may volunteer with an offsite pro bono organization to work directly with asylum seekers. Vivian Brates has taken leadership for this endeavor.
Technology in the Language Center

Three years after its adoption at Stanford, the Canvas online learning management system, provided through the Office of the Vice Provost of Teaching and Learning (VPTL), continues to be a key tool for Language Center instructors. The academic year began, as usual, with help sessions for individuals, and group sessions were offered for specific programs. A detailed analysis of Fall quarter data revealed both comprehensive implementation in many programs and interesting individual approaches to speaking assignments.

The VPTL’s engineering team entered 2018 expecting a smooth run for SOPI and WPA exit exams on new Chromebooks, but well into the preparations, a serious problem related to the manufacturer’s firmware was discovered. It was too late in the year to begin investigating other models, so the decision was made to use the 3-year-old Chromebooks that were used in 2017. Each unit was stress-tested to weed out those closest to failing, and VPTL staff were standing by with backup measures during the actual exam period. Fortunately, everyone’s efforts paid off and the assessments were completed with one of the lowest error rates ever. By the end of the writing tests, staff were even able to run support remotely, a significant step forward for the process. The Fall 2018 English for Foreign Students placement tests were run in the same way, with staff using an open Zoom video conferencing connection to monitor progress and solve minor issues.

In response to a modification in the New Student Orientation (NSO) schedule, the Language Center implemented online placement interviews for the first time. Instead of running from Tuesday to Saturday, NSO started on Thursday and ran on a compressed schedule, with language placement testing on Friday and Sunday, eliminating a Wednesday session. With nearly 1000 incoming students expected to participate in the process, the Director of the Language Center made the decision to try to shift as much of the oral component online as possible. We came up with a plan to have students access ScheduleOnce, a tool used by the Undergraduate Advising office, to sign up for online interviews in Zoom, the campus video conferencing service. Instructors were given support setting up their scheduling and video conference accounts, along with consultation over the summer. In the end, over 500 students did online interviews, more than a third of those who would normally take a placement test during NSO, significantly reducing the workload of instructors during the busy time leading up to the beginning of the academic year. It was also hoped that the personal connection with an instructor would encourage more students to enroll in language courses. Additionally, instructors were able to familiarize themselves with two new tools that can help them better serve their students when planning office hours and other activities.

In response to the increased use of video conferencing, the Digital Language Lab used some very welcome funding from the Language Center to install several dedicated devices in the classrooms. Two French courses used these to bring a documentary director to a session with students, and a Kazakh course is using one to facilitate a remote instructor. The funding was also used for mobile displays for the Drop-in area, which has been the site for video viewing and several digital poster sessions.

Finally, there was a major reorganization of the VPTL, a key partner for many aspects of Language Center administration. Fortunately, although the results included a new Vice Provost, a new internal structure and the addition of Prof. Elizabeth Bernhardt to the VPTL Faculty Advisory Board, most of the operations related to the Center remained the same. One area that shows potential for improvement is online help for Canvas, which now has 24/7 external Tier 1 support directly from Instructure, the company that provides Canvas.
In response to C-USP questions in 2015 regarding language enrollment continuation rates on the part of BOSP students, we updated the data to include AY 2017-2018, and analyzed the types of courses that the 2017-2018 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. We have continued to analyze this data in an effort to gain a clearer picture of continuation patterns in overseas studies cohorts.

Table 9a illustrates enrollment in the Beijing program. This program was not offered in the 2017-2018 academic year. Past data shows that the majority of students enrolled in language courses while overseas, with the tutorial reserved for advanced students. Returnees from the 2016-2017 academic year did so with language or conversation courses; none continued in advanced courses counting toward the major.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>1C</th>
<th>3C</th>
<th>21C</th>
<th>23C</th>
<th>191C</th>
<th>103C</th>
<th>211C</th>
<th>213C</th>
<th>Tutorial</th>
<th>Continue</th>
<th>Continuation Rate*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>42</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>24</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>39</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>38</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>17</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>83%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>28</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>22</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

*Percentage of students who enrolled in CHINLANG, CHINGEN, and/or CHINLIT course(s) on campus after returning from Beijing
Table 9b provides data on the Berlin campus. The table illustrates that the number of students enrolled has been fairly stable and that the majority of students take first-year courses while in residence there. In fact, approximately 45% of them begin German in Berlin. Some take second-year courses. Of the 2017-2018 cohort who continued with German coursework upon returning from Berlin, around 43% (N=12) did so with German language instruction; 57% (N=16) took one or more majors/minors-level courses.

Table 9c offers data regarding the Florence campus and illustrates some of the continued impact of having eliminated the overseas Italian language prerequisite four years ago. In brief, with no need to begin or complete the first year on the home campus, we continue to see fewer 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 five sections on the home campus. Of the 2017-2018 cohort, only 23 students continued studying Italian upon return, with 83% (N=19) of those in language or conversation courses and 17% (N=4) in upper-level (literature) courses. Of those continuing in the language, 29% (N=8) did so to complete the first-year language sequence.
Enrollments on the Kyoto campus have been relatively stable over the past five years (Table 9d), with a slight increase in participation last year. Students while overseas generally finish a first-year sequence or continue with second-year courses. The most recent data show about a fourth of the returnees continuing, with 83% (N=10) of returnees continuing in language/conversation courses and 17% (N=2) in courses that count toward the major.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>2K</th>
<th>3K (9K)</th>
<th>21K (17K)</th>
<th>22K (18K)</th>
<th>23K (19K)</th>
<th>102K</th>
<th>103K (119K)</th>
<th>210K</th>
<th>Continue</th>
<th>Continuation Rate**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>36</td>
<td>0</td>
<td>4</td>
<td>10</td>
<td>0</td>
<td>14</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>40</td>
<td>2</td>
<td>13</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>21</td>
<td>53%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>40</td>
<td>4</td>
<td>15</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>44</td>
<td>3</td>
<td>18</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>34</td>
<td>14</td>
<td>6</td>
<td>11</td>
<td>1</td>
<td>None</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td>25%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>48</td>
<td>10</td>
<td>8</td>
<td>14</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td>25%</td>
</tr>
</tbody>
</table>

*For students in Kyoto for multiple quarters, the most advanced language course completed **Percentage of students who enrolled in JAPANLNG, JAPANLIT, and/or JAPANGEN courses on campus after returning from Kyoto

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 2017-2018 returnees, 28 students continued upon return with 82% (N=23) continuing in upper-level literature courses.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>12M</th>
<th>13M</th>
<th>102M</th>
<th>120</th>
<th>None</th>
<th>Continue</th>
<th>Continuation Rate**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>101</td>
<td>21</td>
<td>37</td>
<td>40</td>
<td>3</td>
<td>28</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>73</td>
<td>21</td>
<td>37</td>
<td>40</td>
<td>3</td>
<td>22</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>107</td>
<td>25</td>
<td>26</td>
<td>42</td>
<td>14</td>
<td>35</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>104</td>
<td>35</td>
<td>25</td>
<td>30</td>
<td>14</td>
<td>24</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td>94</td>
<td>36</td>
<td>14</td>
<td>20</td>
<td>24</td>
<td>25</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>98</td>
<td>25</td>
<td>32</td>
<td>6</td>
<td>35</td>
<td>25</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>112</td>
<td>36</td>
<td>19</td>
<td>11</td>
<td>46</td>
<td>28</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

*For students in Madrid for multiple quarters, the most advanced language course completed **Percentage of students who enrolled in SPANLANG and/or Spanish-focused ILAC courses on campus after returning from Madrid.
Table 9f reflects a change three years ago in the language requirement for the Paris program: STEM students go abroad in winter quarter without prior knowledge of the language. This has led to an increase in the number of students enrolling in first-year courses while overseas and a slight decrease in those taking second- and third-year courses while in Paris. Last year we saw a sharp downturn in the number of students continuing in the language upon return (about 12%), half of whom continued in strictly language courses, and half in both language and literature. This year we saw a very similar pattern with about 15% of students continuing in the language, split almost evenly between language classes and literature.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>1st-Year French</th>
<th>2nd-Year French</th>
<th>3rd-Year French</th>
<th>Beyond 2nd-Year</th>
<th>Continuation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>90</td>
<td>26</td>
<td>23</td>
<td>15</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>2012-2013</td>
<td>93</td>
<td>35</td>
<td>21</td>
<td>8</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>2013-2014</td>
<td>75</td>
<td>23</td>
<td>27</td>
<td>10</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>2014-2015</td>
<td>93</td>
<td>42</td>
<td>20</td>
<td>9</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>2015-2016</td>
<td>89</td>
<td>4</td>
<td>3</td>
<td>31</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>2016-2017</td>
<td>90</td>
<td>9</td>
<td>7</td>
<td>21</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>2017-2018</td>
<td>73</td>
<td>4</td>
<td>3</td>
<td>24</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

*For students in Paris for multiple quarters, the most advanced language course completed. Students who have completed second-year French are not required to enroll in a language course while in Paris. **Percentage of students who enrolled in FRENLANG and/or FRENCH courses on campus after returning from Paris.

Data from the Santiago (Table 9g) program demonstrate a pattern similar to that of Madrid regarding overseas enrollments: students enroll in second- and third-year courses while overseas. This year, however, we saw a rather sharp decrease in the number of students continuing in the language after returning from Santiago (about 40% less than last year). Of those who did continue upon return (about 15%), roughly 77% (N=7) did so with upper-level literature courses.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
<th>2nd-Year Spanish</th>
<th>(Advanced) 3rd-Year</th>
<th>Beyond 2nd-Year</th>
<th>Continuation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>65</td>
<td>29</td>
<td>15</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>2012-2013</td>
<td>74</td>
<td>34</td>
<td>18</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2013-2014</td>
<td>54</td>
<td>23</td>
<td>13</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>2014-2015</td>
<td>42</td>
<td>16</td>
<td>15</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2015-2016</td>
<td>48</td>
<td>20</td>
<td>11</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>2016-2017</td>
<td>59</td>
<td>22</td>
<td>13</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>2017-2018</td>
<td>61</td>
<td>23</td>
<td>16</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

*For students in Santiago for multiple quarters, the most advanced language course completed. Students who have completed second-year Spanish are not required to enroll in a language course while in Santiago. **Percentage of students who enrolled in SPANLANG and/or Spanish-focused ILAC courses on campus after returning from Santiago.
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 1995-2018

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

3rd Quarter Simulated Oral Proficiency Assessments
Arabic

3rd Quarter Simulated Oral Proficiency Assessments
Chinese
Appendix A - First-Year Oral Proficiency Assessments
Academic Years 1995-2018

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

3rd Quarter Simulated Oral Proficiency Assessments
French

3rd Quarter Simulated Oral Proficiency Assessments
German
Appendix A - First-Year Oral Proficiency Assessments
Academic Years 1995-2018

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

3rd Quarter Simulated Oral Proficiency Assessments
Hebrew

3rd Quarter Simulated Oral Proficiency Assessments
Italian
Appendix A - First-Year Oral Proficiency Assessments
Academic Years 1995-2018

3rd Quarter Simulated Oral Proficiency Assessments
Japanese

3rd Quarter Simulated Oral 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
Appendix A - First-Year Oral Proficiency Assessments
Academic Years 1995-2018

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

3rd Quarter Simulated Oral Proficiency Assessments
Portuguese

3rd Quarter Simulated Oral Proficiency Assessments
Russian
Appendix A - First-Year Oral Proficiency Assessments
Academic Years 1995-2018

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 2007-2018

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
Appendix A - Second-Year Oral Proficiency Assessments
Academic Years 2007-2018

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
French

Second-Year Simulated Oral Proficiency Assessments
German
Appendix A - Second-Year Oral Proficiency Assessments
Academic Years 2007-2018

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
Hebrew

Second-Year Simulated Oral Proficiency Assessments
Italian
Appendix A - Second-Year Oral Proficiency Assessments
Academic Years 2007-2018

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
Japanese

Second-Year Simulated Oral Proficiency Assessments
Korean
Appendix A - Second-Year Oral Proficiency Assessments
Academic Years 2007-2018

Appendix A - Second-Year Oral Proficiency Assessments
Academic Years 2007-2018

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
Portuguese

Second-Year Simulated Oral Proficiency Assessments
Russian
Appendix A - Second-Year Oral Proficiency Assessments
Academic Years 2007-2018

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
Spanish

- Spanish 07-12
- Spanish 13-17
- Spanish 17-18
Appendix B - First-Year Writing Proficiency Assessments  
Academic Years 2007-2018

First-Year Writing Proficiency Assessments  
Arabic

First-Year Writing Proficiency Assessments  
Chinese

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 2007-2018

Key:
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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

First-Year Writing Proficiency Assessments
French

First-Year Writing Proficiency Assessments
German
Appendix B - First-Year Writing Proficiency Assessments
Academic Years 2007-2018

First-Year Writing Proficiency Assessments
Hebrew

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First-Year Writing Proficiency Assessments
Italian

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Hebrew

Italian
Appendix B - First-Year Writing Proficiency Assessments
Academic Years 2007-2018

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AL Advanced Low
AM Advanced Mid
AH Advanced High
S Superior
Appendix B - First-Year Writing Proficiency Assessments
Academic Years 2007-2018

Key:
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NM Novice Mid
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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

First-Year Writing Proficiency Assessments
Russian
Appendix B - First-Year Writing Proficiency Assessments
Academic Years 2007-2018

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NM  Novice Mid
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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
Spanish

- Spanish 17-18
- Spanish 13-17
- Spanish 07-12
Appendix B - Second-Year Writing Proficiency Assessments  
Academic Years 2007-2018

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- AL: Advanced Low
- AM: Advanced Mid
- AH: Advanced High
- S: Superior

Second-Year Writing Proficiency Assessments
Arabic

Second-Year Writing Proficiency Assessments
Chinese
Appendix B - Second-Year Writing Proficiency Assessments
Academic Years 2007-2018

Second-Year Writing Proficiency Assessments
French

Second-Year Writing Proficiency Assessments
German

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AL Advanced Low
AM Advanced Mid
AH Advanced High
S Superior
Appendix B - Second-Year Writing Proficiency Assessments
Academic Years 2007-2018

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

Second-Year Writing Proficiency Assessments
Hebrew

Second-Year Writing Proficiency Assessments
Italian
Appendix B - Second-Year Writing Proficiency Assessments
Academic Years 2007-2018

Second-Year Writing Proficiency Assessments
Japanese

Second-Year Writing Proficiency Assessments
Korean

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

Japanese 17-18
Japanese 13-17
Japanese 07-12

Korean 17-18
Korean 13-17
Korean 07-12
Appendix B - Second-Year Writing Proficiency Assessments
Academic Years 2007-2018

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AL  Advanced Low
AM  Advanced Mid
AH  Advanced High
S   Superior

Second-Year Writing Proficiency Assessments
Portuguese

Second-Year Writing Proficiency Assessments
Russian
Appendix B - First-Year Writing Proficiency Assessments
Academic Years 2007-2018

Second-Year Writing Proficiency Assessments
Spanish

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AM Advanced Mid
AH Advanced High
S Superior
Appendix C - Teaching Evaluations
Academic Year 2017-2018

Interact in Language more effectively than before taking the course

Understand a broader scope of spoken and written Language
Appendix C - Teaching Evaluations
Academic Year 2017-2018

Write in Language with greater range and ease

Present ideas orally in Language to an audience of listeners
### Appendix D - Language Center Lecturer Roster

#### Academic Year 2018-2019

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| EFS      | Mawson, Carole        | 1979      | MAT     | 1965         | Harvard University                                 |       |         |                   |
| EFS      | Romeo, Kenneth Robert | 2006      | PhD     | 2006         | Stanford University                                |       |         |                   |
| EFS      | Rylance, Constance R  | 1989      | MA      | 1981         | San Francisco State University                     |       |         |                   |
| EFS      | Streichler, Seth      | 2007      | MA      | 1989         | University of Michigan, Ann Arbor                  |       |         |                   |
| EFS      | Wang, Dominic         | 2012      | MA      | 1997         | San Francisco State University                     |       |         |                   |
## Appendix D - Language Center Lecturer Roster
### Academic Year 2018-2019

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## Appendix D - Language Center Lecturer Roster
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