

Stanford Language Center

Annual Report to the Committee on
Undergraduate Standards and Policy

Academic Year 2019-2020

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Overview

The 2019-2020 academic year marked the beginning of the 25th 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 (2020-2021).

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 watching 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 nationwide 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 subsequent 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. Typically, 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. In Spring 2020, the pandemic lockdown and social turbulence required normal exit assessments and final exams to be cancelled. Instead, language programs offered students the option to participate in an end-quarter conversation with an instructor, conducted over Zoom in lieu of the HST SOPI tool. In some programs, e.g., Arabic, Chinese, Italian, and Japanese, participation was extremely low, resulting in an incomplete data set. Each program analyzes its performance data annually and discusses ways in which to bring ever more students to target levels and beyond. Historically, data indicate that Stanford programs are significantly ahead of the pace projected by the Foreign Service Institute.

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. Due to the cancellation of on-campus courses, the Language Center was unable to conduct writing proficiency assessments in Spring 2020.

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 A illustrates student responses to first-, second-, and third-year language teaching during academic year 2019-2020. Within the course 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-five years of teaching evaluation analysis: students report learning a lot from their foreign language courses and rate the instruction as excellent.

During AY19-20, the Language Center remained dissatisfied with the CourseLeaf platform and therefore welcomed the opportunity to pilot a new system, EvaluationKit, in summer 2020. We are hopeful this new platform will smooth the process of inputting common questions for all language courses while allowing for individual customization.

Appendix B shows the Language Center lecturer roster for academic year 2020-2021 ($\geq 50\%$ FTE). The data show each lecturer's appointment year at Stanford University, educational accomplishments, and ACTFL certifications.

45 benefits-eligible instructors (74%) 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 nine such workshops and currently has several staff members pursuing first-time rater certification; 41 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 2019-2020. Approximately 68% of language enrollment clusters in first-year programs. Second-year programs generate about 20% of the enrollment and third-year/ advanced programs around 13%. This pattern does not seem to have changed.

	Autumn 2019-2020			Winter 2019-2020			Spring 2019-2020		
	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced	First-Year	Second-Year	Third-Year/ Advanced
AME	46	13	3	50	13	10	40	13	2
Arabic*	36	19	13	36	15	6	28	14	5
Catalan	1	0	0	1	0	0	0	1	0
Chinese*	145	28	83	124	26	73	109	26	54
EFS	165	0	0	130	0	0	121	0	0
French	102	44	16	124	44	17	94	35	20
German	50	9	0	61	11	0	49	9	0
Italian	48	17	1	58	17	3	49	20	0
Japanese*	88	39	30	90	36	28	77	29	33
Korean	36	13	11	34	13	16	28	20	7
Portuguese	19	5	4	15	9	3	4	9	3
Russian*	12	12	17	13	7	20	12	7	13
Spanish	253	112	34	289	84	35	213	82	23
SLP*	142	36	7	135	30	9	117	20	8
Tibetan	4	0	1	1	1	1	1	1	0
Total	1147	347	220	1161	306	221	942	286	168
	Autumn Total 1714			Winter Total 1688			Spring Total 1396		

* 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 1995-2004, 2005-2009, 2010-2014, 2015-2019, and 2020. We continue to detect a decline in enrollment over the past nine 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, in 2017-2018 4,773, in 2018-2019, 4,807, and in 2019-2020, 4,798 students enrolled in language courses. This is a decline of 20% over nine years.

TABLE 2 - 1st- 2nd- & 3rd-Year Enrollments - Academic Year 2019-2020															
Average Per Quarter, Academic Years 1995 - 2004, 2005 - 2009, 2010 - 2014, 2015-2019, 2020															
	Aut 95-04	Win 95-04	Spr 95-04	Aut 05-09	Win 05-09	Spr 05-09	Aut 10-14	Win 10-14	Spr 10-14	Aut 15-19	Win 15-19	Spr 15-19	Aut 19-20	Win 19-20	Spr 19-20
AME	118	119	105	137	127	112	64	61	62	113	80	71	62	73	55
Arabic*****				120	121	104	106	90	89	104	66	56	68	57	47
Basque*****							4	3	1						
Catalan****				3	3	3	4	3	2	2	1	2	1	1	1
Chinese	293	248	214	391	349	299	339	291	238	239	219	206	256	223	189
EFS**	108	91	88	216	178	159	182	136	116	177	128	100	165	130	121
French	235	212	188	251	232	189	219	207	189	174	188	155	162	185	149
German	97	103	76	97	107	83	111	99	96	91	90	79	59	72	58
Italian	207	190	177	209	170	166	141	131	116	83	82	74	66	78	69
Japanese	182	154	115	216	199	121	202	174	137	169	157	129	157	154	139
Korean	33	28	24	33	32	29	41	35	31	46	43	41	60	63	55
Portuguese	33	38	42	49	50	55	54	61	57	28	34	32	28	27	16
Russian	49	47	39	54	56	48	51	57	54	42	51	44	41	40	32
Spanish	612	565	457	576	534	448	442	441	362	385	418	353	399	408	318
SLP	179	147	126	184	138	135	154	131	124	140	132	128	185	174	145
Tibetan***				4	3	3	5	3	2	4	4	3	5	3	2
TOTAL	2147	1941	1651	2541	2296	1955	2118	1920	1675	1797	1693	1473	1714	1688	1396

** 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 2019-2020 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 2019-2020													
ACADEMIC YEAR 2019-2020 - ALL FIRST-YEAR													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
GER	40%	19%	24%	63%	44%	34%	43%	20%	31%	5%	0%	65%	51%
Interest	53%	65%	65%	27%	41%	39%	52%	71%	54%	95%	79%	24%	46%
Major/Minor	4%	15%	8%	2%	8%	7%	4%	6%	15%	0%	11%	8%	1%
Other	2%	2%	3%	8%	1%	8%	1%	3%	0%	0%	5%	1%	1%
Reputation	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	5%	0%	2%
Total Responses	45	54	167	251	186	95	96	165	48	19	19	449	172
ACADEMIC YEAR 2019-2020 - ALL SECOND-YEAR													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
GER		0%	2%		0%		0%	0%	0%	0%	0%	1%	10%
Interest		40%	87%		53%		68%	92%	67%	100%	46%	56%	83%
Major/Minor		60%	6%		47%		26%	8%	33%	0%	54%	41%	7%
Other		0%	4%		0%		0%	0%	0%	0%	0%	2%	0%
Reputation		0%	2%		0%		6%	0%	0%	0%	0%	0%	0%
Total Responses	0	10	54	0	60	0	34	48	21	4	13	188	30
ACADEMIC YEAR 2019-2020 - ALL ADVANCED													
	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP
GER		0%	0%		0%		0%	0%	0%		0%	2%	0%
Interest		25%	77%		77%		100%	63%	50%		15%	79%	100%
Major/Minor		75%	22%		23%		0%	28%	50%		69%	17%	0%
Other		0%	0%		0%		0%	9%	0%		15%	0%	0%
Reputation		0%	1%		0%		0%	0%	0%		0%	2%	0%
Total Responses	0	8	101	0	30	0	1	32	2	0	13	58	3

Table 4 illustrates the academic background of students in the language programs in academic year 2019-2020. Students are distributed fairly evenly across academic areas, with higher concentrations of Engineering students in English for Foreign Students, 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 2019-2020														
2019-2020 - ALL FIRST-YEAR														
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP	Tibetan
Business	0%	2%	3%	4%	0%	1%	2%	0%	2%	5%	0%	2%	0%	0%
Earth Science	0%	4%	1%	7%	1%	3%	4%	1%	0%	5%	4%	3%	4%	0%
Education	0%	2%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Engineering	20%	14%	23%	57%	18%	27%	22%	23%	19%	16%	17%	13%	17%	33%
Humanities/Arts	10%	18%	8%	8%	6%	15%	9%	10%	8%	8%	26%	3%	10%	0%
Interdisciplinary	9%	6%	10%	1%	11%	10%	12%	11%	11%	18%	4%	11%	18%	0%
Law	0%	0%	1%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Medicine	1%	0%	0%	1%	0%	1%	0%	0%	0%	3%	0%	2%	0%	0%
Natural Science	3%	2%	8%	15%	5%	4%	3%	7%	2%	8%	4%	3%	4%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Science	9%	10%	6%	3%	6%	10%	11%	4%	4%	13%	0%	5%	5%	33%
Undeclared	48%	42%	38%	0%	54%	29%	39%	46%	55%	24%	43%	58%	43%	33%
Total Responses	69	50	203	240	209	121	114	167	53	38	23	497	83	6
2019-2020 - ALL SECOND-YEAR														
Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP	Tibetan
Business	7%	4%	5%		1%	0%	6%	0%	0%	0%	0%	3%	2%	
Earth Science	0%	0%	0%		1%	0%	4%	0%	0%	0%	0%	1%	6%	
Education	0%	0%	2%		0%	0%	0%	0%	0%	0%	0%	0%	0%	
Engineering	14%	8%	21%		14%	15%	18%	33%	24%	14%	7%	13%	17%	
Humanities/Arts	29%	4%	3%		14%	19%	10%	13%	6%	0%	33%	5%	6%	
Interdisciplinary	21%	8%	11%		13%	15%	20%	13%	6%	7%	0%	13%	22%	
Law	0%	0%	0%		0%	0%	0%	0%	0%	0%	0%	0%	0%	
Medicine	0%	0%	2%		0%	0%	0%	0%	0%	7%	0%	0%	0%	
Natural Science	7%	0%	8%		6%	4%	4%	7%	12%	7%	13%	3%	6%	
Other	7%	17%	11%		7%	4%	16%	2%	18%	29%	13%	3%	11%	
Social Science	0%	0%	0%		0%	0%	0%	0%	0%	0%	0%	0%	0%	
Undeclared	14%	58%	37%		44%	42%	20%	33%	35%	36%	33%	59%	31%	
Total Responses	14	24	62		86	26	49	55	17	14	15	229	54	

Table 4 - Areas of Study - ACADEMIC YEAR 2019-2020 (continued)

2019-2020 - ALL ADVANCED

Area of Study	AME	Arabic	Chinese	EFS	French	German	Italian	Japanese	Korean	Portuguese	Russian	Spanish	SLP	Tibetan
Business	0%	0%	6%		2%		0%	0%	5%	0%	0%	0%	8%	
Earth Science	0%	7%	0%		0%		0%	0%	0%	20%	4%	4%	8%	
Education	0%	0%	0%		0%		0%	0%	0%	0%	0%	0%	0%	
Engineering	20%	3%	12%		13%		0%	26%	5%	0%	13%	12%	31%	
Humanities/Arts	40%	24%	13%		9%		25%	23%	26%	0%	29%	10%	0%	
Interdisciplinary	20%	21%	12%		35%		13%	23%	21%	40%	21%	22%	31%	
Law	0%	3%	1%		4%		0%	0%	0%	0%	8%	0%	0%	
Medicine	0%	0%	2%		0%		0%	0%	0%	0%	0%	0%	0%	
Natural Science	20%	0%	6%		4%		38%	3%	0%	0%	8%	6%	8%	
Social Science	0%	21%	13%		7%		0%	3%	5%	0%	8%	6%	15%	
Undeclared	0%	21%	35%		27%		25%	23%	37%	40%	8%	39%	0%	
Total Responses	5	29	109		55	0	8	35	19	5	24	94	13	

The Language Requirement

Placement and Assessment, Academic Year 2020-2021

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 2020-2021 incoming students. The vast majority of students reported an interest in pursuing Spanish, followed by Chinese, and French. This pattern is virtually identical to previous academic years.

TABLE 5 - 2020-2021 Incoming Student Responses "Which language do you plan to use to fulfill the Stanford language requirement?"		
Language	Student Responses	Percentage of Total
SPANISH	854	48%
CHINESE	240	13%
FRENCH	237	13%
LATIN	70	4%
JAPANESE	61	3%
GERMAN	57	3%
KOREAN	33	2%
ITALIAN	31	2%
AMERICAN SIGN LANGUAGE (ASL)	29	2%
ARABIC	26	1%
HINDI	22	1%
VIETNAMESE	22	1%
RUSSIAN	16	1%
PORTUGUESE	12	1%
TURKISH	8	0%
SWAHILI	7	0%
PERSIAN	6	0%
FILIPINO	9	1%
GREEK (CLASSICAL)	5	0%
HEBREW	5	0%
AMHARIC	4	0%
IGBO	3	0%
GREEK (MODERN)	2	0%
HAWAIIAN	2	0%
NAVAJO	2	0%
ROMANIAN	2	0%

TABLE 5 - 2020-2021 Incoming Student Responses (continued)
“Which language do you plan to use to fulfill the Stanford language requirement?”

Language	Student Responses	Percentage of Total
SANSKRIT	2	0%
TIGRINYA	2	0%
URDU	2	0%
BENGALI	1	0%
CZECH	1	0%
DANISH	1	0%
DUTCH	1	0%
HMONG	1	0%
INDONESIAN	1	0%
MALAY	1	0%
MONGOLIAN	1	0%
PUNJABI	1	0%
TAMIL	1	0%
THAI	1	0%
TIBETAN	1	0%
TWI	1	0%
UYGHUR	1	0%
YIDDISH	1	0%
ZULU	1	0%
NO RESPONSE	3	0%
TOTAL	1787	

Table 6 illustrates the distribution of online placement testing for Autumn 2020. In the past, 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 component for either an interview via Zoom video conferencing during the summer or an in-person interview during the usual NSO period. This year, with entirely remote procedures (detailed in the section “Technology in the Language Center”, page 22), students in all languages were interviewed during the summer over Zoom. Arabic, Chinese, Japanese, Russian, and other less commonly taught languages, which typically administer a hand-written component in person, also conducted this portion via Zoom. In total, 1,272 students completed the oral portion of the examination and were placed officially before classes began in Autumn 2020.

Language	Online Text Component	Online (Zoom) Oral Interviews	Online (Zoom) Written & Oral	Full Placements
ARABIC			21	21
CHINESE	192		171	171
CLASSICAL GREEK			1	1
FILIPINO			10	10
FRENCH	227	195		195
GERMAN	47	41		41
HEBREW			4	4
HINDI			28	28
ITALIAN	19	12		12
JAPANESE	61		49	49
KOREAN	44		41	41
LATIN			29	29
PERSIAN			4	4
PORTUGUESE			20	20
RUSSIAN	23		19	19
SPANISH+SHBS	560	611		611
VIETNAMESE			16	16
TOTAL	1173	859	413	1272

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, 740 individual students (40.97% 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 2020			
Language	AP/SATII/IB scores	Native Speaker Exemption	Placement Test - Place Out
AME		5	4
ARABIC		2	5
CHINESE	56	33	102
FRENCH	47	5	67
GERMAN	0	3	11
GREEK (Classical)			1
HEBREW	0	0	1
HINDI		0	12
ITALIAN	0	2	2
JAPANESE	11	1	6
KOREAN	1	1	11
LATIN	27		5
PORTUGUESE		4	4
RUSSIAN		1	4
SLP		6	6
SPANISH+SHBS	220	8	202
VIETNAMESE		0	10
Total	362	71	453

TABLE 7 - Counts of standardized test scores, native speaker proficiencies, and placement test results that exited incoming students from the language requirement in autumn 2020. Please note that students may be counted multiple times in the table below; students submit qualifying standardized test scores in multiple languages, and/or take placement tests in multiple languages. Controlling for this overlap, 740 individual students (40.97% 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 C. 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. One petition was filed during 2019-2020.

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
PA: Pre-approval

	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 PA	2014-2015	2014-2015 PA	2015-2016	2015-2016 PA	2016-2017	2016-2017 PA	2017-2018	2017-2018 PA	2018-2019	2018-2019 PA	2019-2020	2019-2020 PA
AME	32	5	2														
Arabic	13	17	10	2													
Catalan			1														
Chinese	54	42	10	1			2			2				1			1
French	114	13	9	3	2	3	1	1	4	3	1	1	1	2			2
German	45	4	5				2		1	1		3		1			1
Greek	6	5	4														
Hebrew	6	9	3					1									
Italian	69	15	13	1													
Japanese	33	2	1			1	1			1					1		1
Korean	9	4	3					1							1		
Latin																	1
Portuguese	17	4	3							1							
Russian	22	8	2														
SLP	80	12	5	1			1	1	1		1	1					1
Spanish	535	106	67	7	2	4	8	10	14	12	4	8	2	10	5	9	3
Tibetan	1	0	2														
Total	1036	246	140	15	4	8	15	14	20	20	6	12	2	14	7	15	4

Note: Credit transfer preapprovals implemented in AY08-09

Language Center Honors

Graduate Students in Foreign Languages

Graduate teaching assistants in foreign languages continue to show interest in pursuing OPI tester certification. During AY19-20, Johannes Junge Ruhland (French) completed all phases of the training and was certified as a tester with limited certification, enabling him to conduct official ACTFL interviews at the novice and intermediate levels. Also, from September 2020 to April 2021, Jincheng Liu (Chinese) as well as Olga Ovcharskaia and Jillian Costello (both in Russian) were certified as testers in their respective languages. 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 be able to support such training and certification fees for graduate students in foreign languages.

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 2019-2020, forty-five individual students applied for the proficiency notation in one or more languages, with 33 students receiving such notations in the following languages: Spanish (14), French (11), Italian (4), Chinese (3), Japanese (3), Russian (2), Korean (1), Portuguese (1), and Turkish (1). Nineteen 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.

Public Service and Community Outreach

Assessment

The Language Center conducts 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. For BOSP, this involves coordinating with the home office to ensure that applicants to six foreign language locations have met the respective language prerequisite; arranging 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 each quarter for language courses at each center. This process occurred as usual during autumn and winter quarters of AY19-20, but has been on hold while BOSP programs are suspended due to the pandemic.

For the School of Medicine, language instructors in Spanish and Chinese typically conduct individual interviews on students applying to be volunteer medical interpreters with the Cardinal Free Clinics. There were no requests for such interviews during 2019-2020.

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 these oral interviews and writing/reading assessments typically come from Stanford seniors and recent graduates, though occasionally from resident students attending other universities.

Teacher Training

Each spring, the Language Center customarily holds an ACTFL MOPI assessment workshop for lecturers and graduate TAs in foreign languages to support their professional training and development. The 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. We also hold workshops on writing proficiency and on developing upper-level discourse as part of the yearly professional education cycle. 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.

The 2019-2020 academic year, of course, was unusual. We were fortunate to be able to hold Writing Proficiency Test (WPT) rater training and OPI tester advancement workshops in fall and winter quarters as originally planned, before the pandemic shutdown. In spring quarter, new graduate students in languages attended an in-house workshop on proficiency given by two of our language lecturers who are certified ACTFL trainers. While not a replacement for the usual MOPI, it served as an introduction to proficiency principles. We hope to be able to offer MOPI training to this cohort of graduate TAs once face-to-face workshops resume or remote and/or hybrid training becomes normalized at the national level.

Our collaboration with the Center for Teaching & Learning (previously part of VPTL) remains strong in the Language Conversation Partner (LCP) program, currently supporting nine languages: Arabic, Chinese, French,

German, Italian, Japanese, Korean, Portuguese, and Spanish. Instructors participate in LCP recruitment and training, first by nominating students; then by assessing candidates' language proficiency; and by working with the CTL Assistant Director of Peer Learning and Tutoring in the annual LCP orientation, held on the first Friday evening of fall quarter. In September 2019, instructors again joined the approximately 25 conversation partners to help lead group discussion and practice of learner-centered instruction; then in quarterly check-ins (held via Zoom as of Spring 2020), 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 Stanford IDPs and institutes more broadly connected to their languages, e.g., the Centers for African, Iranian, South Asian, 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. As a result of the pandemic, these courses needed to pivot quickly in Spring 2020 to engagement that could be accomplished virtually or remotely. With overseas activity suspended during summer 2020, we were unable to offer our usual spring course for the School of Engineering, CHINLANG 31E/331E (Accelerated Beginning Chinese), which provides functional language training for 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, serve on task forces or special interest groups, and/or are OPI trainers (see Appendix B). Eva Prionas serves as President of the American Association of Teachers of Modern Greek (AATMG); Ali Miano, as President of the Northern California chapter of the American Association of Teachers of Spanish & Portuguese (AATSP) as well as chair of the Critical and Social Justice Approaches SIG; Paul Nissler, as Testing Chair of the AATG National German Test; Ebru Ergul, as Executive Secretary of the American Association of Teachers of Turkic languages (AATT). Though the Language Center usually hosts the opening breakfast of the Chinese Language Teachers Association (CLTA), the spring 2020 meeting was cancelled. In spite of the pandemic, our instructors continue to present, publish, teach, or lead training sessions outside their regular appointments; and actively participate in the local community, immersion schools and cultural centers, memberships, radio hosting, reading groups, and outreach programs.

Cardinal Courses and Service Learning

With 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 developed a series of -SL courses as part of the second-year sequence: 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 a local artist and their Spanish instructors, students collaborate on a different artistic project each quarter (e.g., mural art, print-making) related thematically to community and youth identities. The third quarter of this sequence, SPANLANG 13SL, focuses on immigrant experiences and citizenship, with Stanford students working alongside Spanish-speaking adults who are preparing to take the U.S. citizenship exam. Third-year advanced level courses, taught by Ali Miano and Vivian Brates, connect students with custodial staff to exchange life stories, which for the workers is an opportunity to share remembrances, advice, and wisdom for posterity through writing and digital storytelling. An additional advanced course developed by Brates in Spring 2019, SPANLANG 108SL, centers on immigration and human rights and offers students the opportunity to volunteer with an offsite pro bono organization to work directly with asylum seekers. With the pandemic shutdown in Spring 2020, all -SL courses pivoted to adapt to current community needs and available infrastructure: sometimes this involved a different mode of delivery (e.g., holding conversations by phone/WhatsApp/FaceTime rather than in person); other times it required establishing new relationships and activities (e.g., Census 2020 phone bank efforts in Spanish, COVID-related materials creation for day laborer advocacy). Since their inception in 2014, -SL courses have drawn over 500 students.

Technology in the Language Center

This academic year, technology continued to be an important means by which instruction improved, even before the revolutionary changes brought on by the pandemic. It started out quite normally, with expected improvements in key areas. Staff in the Lathrop Library Digital Language Lab worked to accommodate innovations from instructors, including bringing in speakers in other countries via Zoom video conferencing, using new Meeting Owl hubs to allow students around the table to communicate easily with the guest. Courses with remote teachers worked with on-campus teaching assistants, who helped with technology setup and meeting facilitation to improve instruction.

Needless to say, everything changed late in Winter quarter, when it became clear that the University would stop all on-campus instruction, students would be sent home, and instruction would continue remotely. While Canvas was a regular part of nearly every course in the Language Center, there were only a handful of instructors and students who had ever used video conferencing in class. Informal “hands-on” sessions on Zoom were immediately set up for teaching staff, to both give them some familiarity with the platform and to answer

questions as they prepared for the new course format. Guides were created for key processes, including setting up class meetings, office hours sessions and screen sharing. Quite serendipitously, revised templates for Spanish and French, implementing improvements suggested by the year-long 2018-19 analysis of Canvas data, were well suited to a completely online format.

During Spring quarter, weekly “hands-on” sessions expanded to include tutorials and information sharing, with instructors discussing problems they had run into and solutions that had worked. Everyone worked together to get through challenges, including new password requirements, students who had poor internet connections, and protocols for sharing meeting recordings with students who were not able to attend. Most instructors relied heavily on Zoom for formative assessment, assigning individual or pair work where students would make a cloud recording and submit a link. In order to accommodate these exercises, staff developed a student orientation Canvas site that included the four main submission methods. In accordance with university guidelines, exit assessments and final exams were cancelled, but many instructors collaborated to do informal end-quarter video interviews with each others’ students, using the same methodology as placement interviews. Despite the intimidating scale of this project, it was successfully completed.

Despite having no teaching responsibilities over the summer, many instructors joined in a more comprehensive training program, covering Canvas, Zoom and the OnceHub sign-up tool. In addition, the placement process had to be modified so that all aspects of all programs could be accomplished online. Various procedures were developed for written parts of the assessment, including photo uploads of live handwriting, level-specific writing prompts shared on the screen, and multiple webinar sessions to accommodate students in international time zones.

The difficulties that staff and instructors faced at the beginning of the pandemic were significant. Not only were they forced to use new technology immediately for live classes, in many cases they had to re-think the design of their assessments, lessons and curricula. Nonetheless, every one of them rose to those challenges and mastered the tools that they needed to bring their skills to a different medium.

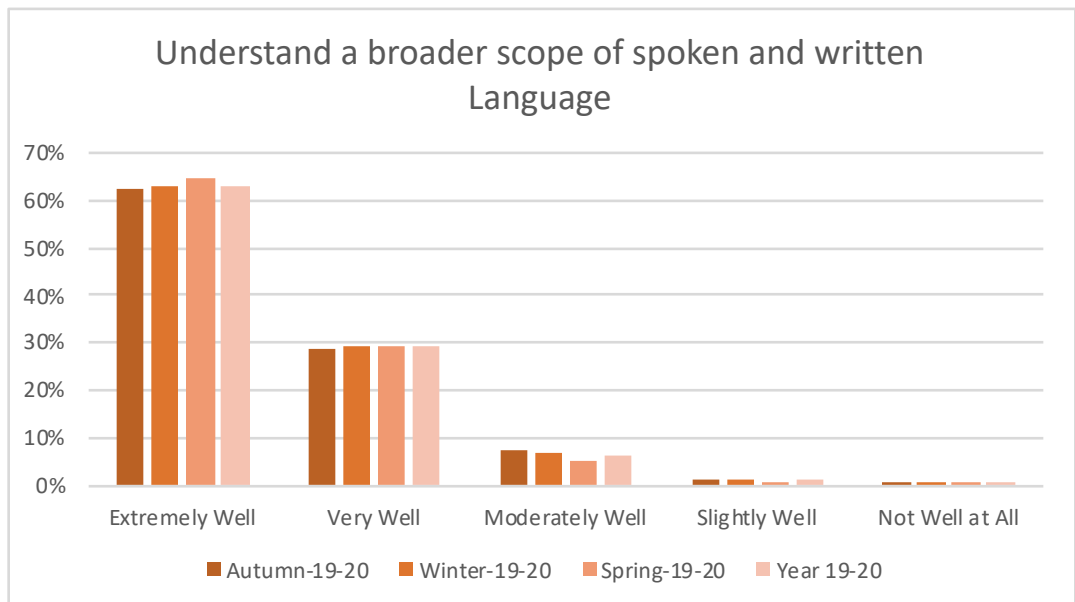
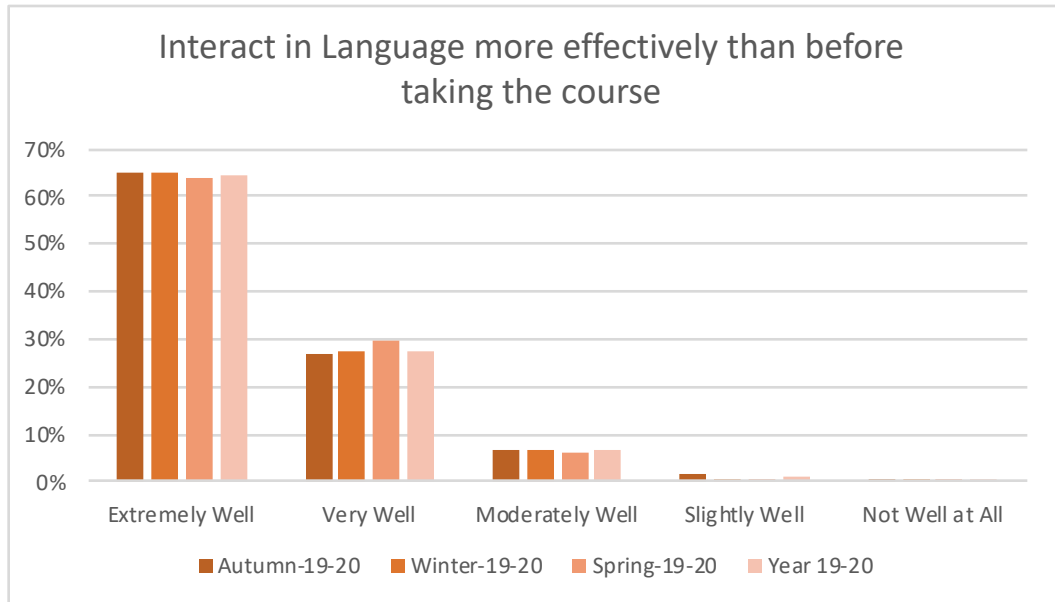
Many instructors found ways to make use of the tools in innovative ways. For group meetings, students in different locations brought more opportunities for a wider diversity of experiences. Media, including written text on whiteboards, audio recordings and online video could be shared and switched instantly, and cloud recordings allowed teachers and students to bypass many hardware limitations. It was much easier for instructors to share authentic materials and to connect guest speakers to the students. On the personal side, video conferencing made individual meetings with students much easier, and the lack of a physical classroom meant that teachers could remain in the meeting after class to chat with students.

It has not been easy, but in many ways, it feels like we are witnessing an important transformation. Equipped with new skills and new awareness, the Language Center’s expert teachers are ready to move into the future.

Impact of University Budget Cuts

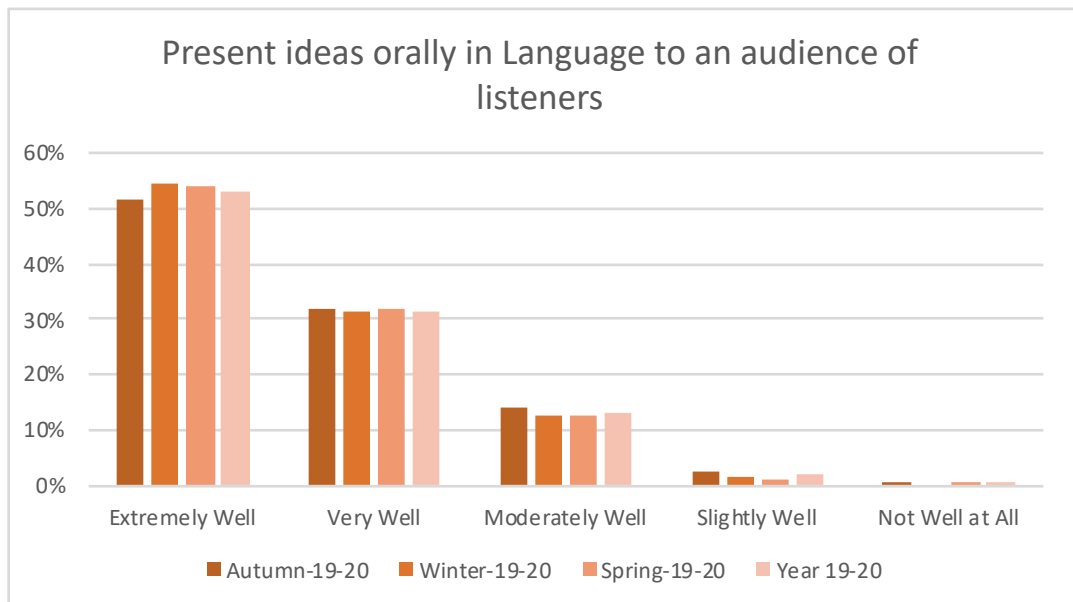
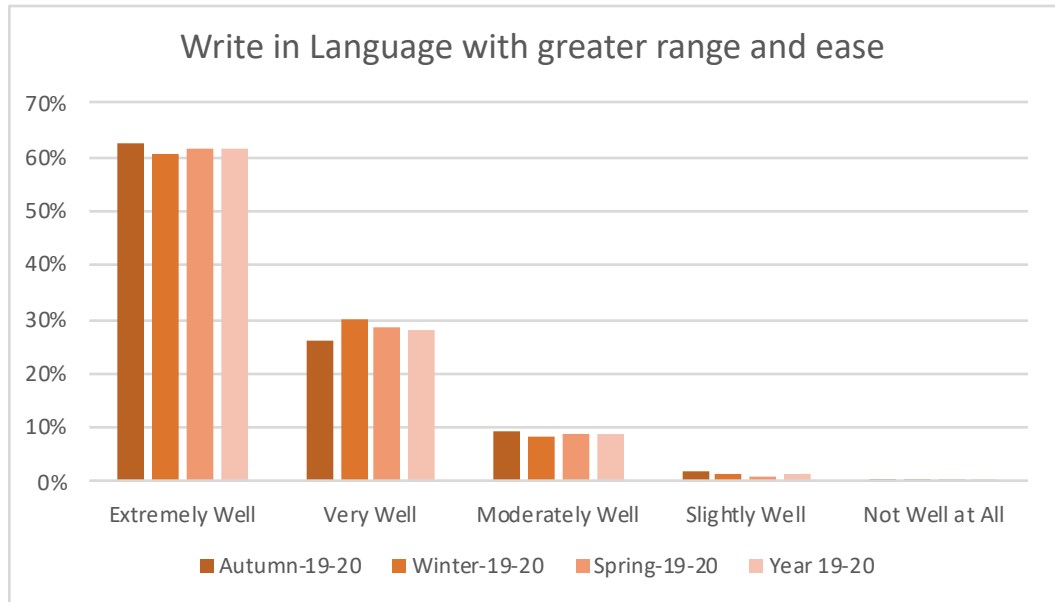
The Language Center suffered a significant loss of funding due to cutbacks in the School of Humanities and Sciences. Most of the loss was covered by retirements and returning empty lines to the Dean's Office. The remainder of the loss was covered by eliminating some filled positions and reducing some positions to hourly employment. Most of the Special Languages program and certain African and Middle Eastern languages will be limited to one year of instruction per year; i.e. first-year sequence one year; a second-year sequence, the next. Offering courses on a rolling basis in this manner ensures that no languages are eliminated from the curriculum.

Appendix A - Teaching Evaluations Academic Year 2019-2020



Appendix A - Teaching Evaluations

Academic Year 2019-2020



Appendix B - Language Center Lecturer Roster Academic Year 2020-2021

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
AME	Emami, Ameneh Shervin	2012	MA	2008	University of California, Los Angeles			
AME	Ergul, Ebru	2010	MA	2005	Texas Tech University	full	full	
AME	Mukoma, Samuel	2011	MA	2002	University of Nairobi, Kenya	full	full	
AME	Porat, Gallia	2003	MA	1997	University of San Francisco	in progress		
AME	Shemtov, Vered K	2000	PhD	1999	University of California, Berkeley	full	full	
Arabic	Barhoum, Khalil	1985	PhD	1985	Georgetown University	full	full	
Arabic	Boumehti, 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	limited	full	English WPT - full
Chinese	Lin, Nina Yuhsun	2004	MA	1998	Stanford University	full	full	OPI Trainer
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
EFS	Geda, Kristopher	2013	PhD	2013	University of Pittsburgh	full	full	
EFS	Lockwood, Robyn	2007	MA	1993	Northwest Missouri State 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 B - Language Center Lecturer Roster Academic Year 2020-2021

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
French	Comsa, Maria	2014	PhD	2014	Stanford University	full	full	
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	di dio di Marco, Patric	2021	PhD	2020	Stanford University	in progress		
German	Nissler, Paul Joseph	2006	PhD	2006	Pennsylvania State University	limited	full	
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			
Japanese	Lowdermilk, Momoyo Kubo	1992	MA	1991	University of California, Davis	full	full	
Japanese	Matsumoto, Yasuko	2018	MA	2003	Texas Tech University			
Japanese	Saito Fu, Momoe	2004	MA	2003	San Francisco State University	full		
Japanese	Tomiyama, Yoshiko	2004	PhD	2009	University of California, Los Angeles	full	full	
Japanese	Yasumoto, Emiko	2007	MA	1999	University of Wisconsin, Madison	full	full	
Korean	Kim, Hee-Sun	2002	PhD	2004	Stanford University	full	full	OPI Trainer
Korean	Kim, HyeYeon	2019	Ed.M	2010	Rutgers University	in progress		
Korean	Yoon, Hannah	2013	MA	2013	Columbia University	full	full	
Portuguese	Silveira, Agripino	2011	PhD	2011	University of New Mexico - Albuquerque	full	full	
Portuguese	Wiedemann, Lyris	1986	PhD	1982	Stanford University	full	full	

Appendix B - Language Center Lecturer Roster Academic Year 2020-2021

Language	Name	Appt Year	Degree	Degree Date	Institution	Tester/Rater Certification		
						OPI	Writing	Other
Russian	Greenhill, Rima	1991	PhD	1989	London University	full	full	
Russian	Khassina, Eugenia	2004	MA	1975	Maurice Torrez Pedagogical Institute of Foreign Languages, Moscow	full	full	
SLP	Haas, Cathy L	1979	BA	1974	San Jose State University			
SLP	Prionas, Eva	1980	PhD	1981	Stanford University	full - ILR	full	
SLP	Taneja, Sonia	2016	MA	2004	Columbia University	limited		
Spanish	Brates, Vivian	2005	MA	1990	Georgetown University	full	full	
Spanish	Del Carpio, Citllali	2006	MA	1996	Arizona State University	full	full	ILR OPI Tester
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			
Spanish	Sanchez, Kara Lenore	2006	MA	2000	Washington University, St. Louis	full		
Spanish	Sierra, Ana Maria	1996	PhD	1993	Stanford University			
Spanish	Urruela, Maria-Cristina	1988	PhD	1989	University of Texas, Austin	full	full	ILR OPI Tester
Spanish	Vivancos, Ana	2012	PhD	2010	University of Illinois, Urbana Champaign	full		
Spanish	Winterbottom, Tom	2017	PhD	2015	Stanford University	full		
Spanish	Won, Hae-Joon	1999	PhD	1997	University of Madrid, Spain	full	full	

Appendix C - SOPI Scores of AP and SATII Entering Students Academic Year 2020-2021

Chinese		
AP/IB Score	SATII Score	PT SOPI Score
4		AM
5		AL
5		AL
5		AM
5		AM-
5		AL
4		IM
4		IM+
5		IL
5		IM
5		IM
4		IM
5		AL
5		IH
5		IM+

Appendix C - SOPI Scores of AP and SATII Entering Students Academic Year 2020-2021

French		
AP/IB Score	SATII Score	PT SOPI Score
5		AH
5		AH
5		AM
5		AM
4		IM
4		IM
4		IM
4		IM
4		IM+
5		IM
5		IM+
5		IM
4		IM+
5		IH
5		IH
5		IH
5		IM+
5		IM+
5		IH
5		AL
	780	AH
5		IH
5		IH+
5		AL
5	760	AL

Appendix C - SOPI Scores of AP and SATII Entering Students Academic Year 2020-2021

Italian		
AP/IB Score	SATII Score	PT SOPI Score
none	none	none

Japanese		
AP/IB Score	SATII Score	PT SOPI Score
4		IL
5		IH+
5		IM
5		IL
5		IH

Latin		
AP/IB Score	SATII Score	Placement
4		Classics 11L
5	690	Classics 11L
5		Classics 101L
5		Classics 11L
5		Classics 11L
4		Classics 11L

Appendix C - SOPI Scores of AP and SATII Entering Students Academic Year 2020-2021

Spanish		
AP/IB Score	SATII Score	PT SOPI Score
4		AM
5		AL
5		AL
5		AL
5		AL
5		AL
5		AL
5		AM
5		AM
4		IM
4		IM
4		IM
4		IM
4		IM
5		IL+
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
5		IM
4		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5		IM+
5	710	IH
5		IH
5		IH
5		IH
5		IH
5		IH

Appendix C - SOPI Scores of AP and SATII Entering Students Academic Year 2020-2021

Spanish		
AP/IB Score	SATII Score	PT SOPI Score
5		IH
4		IM
5		IM
5		IH
5		IH
5		IH
4		IM+
5		IM+
5		IH
5		IH
5		IH
5		IH

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