LANGUAGE CENTER

The Stanford Language Center oversees all language instruction at Stanford. The center’s charge is to guarantee that Stanford language programs are of the highest quality; to develop and administer achievement and proficiency tests needed to implement the language requirement; to provide technical assistance and support to the graduate students, lecturers, and faculty who deliver Stanford’s language instruction; and to take leadership in research and development efforts in language learning. The Language Center is a unit within the Division of Literatures, Cultures, and Languages (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/divisionofliteraturesculturesandlanguages/#text).

Courses
Courses offered by the Language Center are listed under the following subject codes on the Stanford Bulletin’s ExploreCourses site:

- AMELANG (African and Middle Eastern Languages and Literatures)
- CATLANG (Catalan Language)
- CHINLANG (Chinese Language)
- EFSLANG (English for Foreign Students)
- FRENLANG (French Language)
- GERLANG (German Language)
- ITALLANG (Italian Language)
- JAPANLNG (Japanese Language)
- KORLANG (Korean Language)
- PORTLANG (Portuguese Language)
- SLAVLANG (Slavic Language)
- SPANLANG (Spanish Language)
- SPECLANG (Special Language)
- TIBETLANG (Tibetan Language)

Beginning-Level, First-Year Courses
Beginning-level, first-year language courses require no previous knowledge of the language. The beginning-level sequence emphasizes development of the full range of language skills, reading, listening, comprehension, the use of grammatical structures, and oral and written communication, through a variety of learning themes. Individual, small group, interactive work and multimedia-based activities reinforce language skills and provide the platform for adapting the curriculum to specific student learning goals. Cultural awareness is a strong component of the curriculum.

Intermediate-Level, Second-Year Courses
Intermediate-level, second-year language courses require completion of the beginning sequence, corresponding placement or consent of the program coordinator. The intermediate-level sequence focuses on continuous mastery and development of skills that help students to converse and present accurately and more fluently, incorporate more advanced grammatical structures in their oral and written work, use idiomatic expressions in the right context, and read and write more sophisticated compositions. Curricular objectives and enhanced cultural understanding are built into the courses through a multimodal approach.

Advanced-Level, Third-Year Courses
Advanced-level, third-year language courses require completion of the intermediate-year sequence, corresponding placement, or consent of the program coordinator. The advanced-level sequence focuses on accurate understanding and use of structures through authentic texts and multimedia materials, and readings from various genres. Individual learning goals and student proficiency are taken into account to provide a learning environment that helps students become more autonomous learners.

Proficiency in Foreign Language Notation
A student who demonstrates levels of achievement equivalent to those expected at the end of the third quarter of the third year of study in a language may be awarded the notation “proficiency in” that language on the official transcript. Successful candidates tend to have completed the third year or beyond of language study at Stanford and spent considerable time studying abroad in the foreign language.

In order to receive the proficiency notation and for it to appear on the official transcript, the student must complete the following oral and written requirements according to the timeline below. The notation is available only for languages where external assessment is offered through Language Testing International. Successful completion of the oral component is required before proceeding with the written component.

Both oral and written components must be completed no later than the quarter preceding the graduating quarter.

For more information visit https://language.stanford.edu/ or contact languagecenter@stanford.edu.

Application and Oral Component: Two quarters prior to graduation
1. Notify the Language Center via email of the intent to pursue the notation and request an official Oral Proficiency Interview (OPI). Since this is a formal interview conducted according to national academic and professional standards, at least two quarters of lead time are essential for scheduling.
2. Complete the 30-minute Oral Proficiency Interview as scheduled through the Language Center and conducted by a certified OPI tester. The interview must take place no later than one quarter prior to graduation and be administered on campus.

3. Receive an official rating of Advanced Low or higher on the Foreign Service Institute/American Council on the Teaching of Foreign Languages (FSI/ACTFL) scale of oral proficiency, except in the non-cognate languages which require a minimum rating of Intermediate High. Students who do not meet the minimum level for the notation will nonetheless receive an official OPI rating, which carries national recognition of their oral proficiency.

Writing Component: One quarter prior to graduation
1. Once approved to continue with the writing component, schedule a Writing Proficiency Test (WPT) through the Language Center. As an official writing assessment, the 90-minute exam must take place no later than one quarter prior to graduation and as soon as possible after the interview. The WPT is administered on campus and rated by a certified WPT rater.
2. Receive an official rating of Advanced Low or higher on the Foreign Service Institute/American Council on the Teaching of Foreign Languages (FSI/ACTFL) scale of writing proficiency, except in the non-cognate languages which require a minimum rating of Intermediate High. Students who do not meet the minimum level for the notation will nonetheless receive an official WPT rating, which carries national recognition of their writing proficiency.

Proficiency Notation Timetable
2. Graduating Autumn: Apply Winter; interview Winter/Spring; writing Spring.
3. Graduating Winter: Apply Spring; interview Spring/Autumn; writing Autumn.

Overseas Studies Courses in the Language Center

For course descriptions and additional offerings, see the listings in the Stanford Bulletin’s ExploreCourses (http://explorecourses.stanford.edu) web site or the Bing Overseas Studies (http://bosp.stanford.edu) web site. Students should consult their department or program’s student services office for applicability of Overseas Studies courses to a major or minor program.

African and Middle Eastern Languages and Literatures Program

The African and Middle Eastern Languages and Literatures Program offers classes in Hebrew, Persian, Swahili, Turkish, and African languages not regularly taught at Stanford. Based on current funding and student requests, the courses planned for the 2019-20 academic year are listed in the ExploreCourses (http://explorecourses.stanford.edu) section of this Bulletin under the AMELANG program. Additional languages may still be offered upon request, provided funding is available. Requests for the 2020-21 academic year should be made by Spring Quarter of this year to the AME program office by email to khalil@stanford.edu (ebernhar@stanford.edu).

First-, second-, and third-year each refer to the yearly sequence of language study. Letter suffixes refer to the quarter within the sequence: “A” courses (1st Quarter) are typically taught in Autumn; “B” courses (2nd Quarter), in Winter; and “C” courses (3rd Quarter) in Spring. In some circumstances, a beginning or intermediate course may be offered in alternate years. Language courses may not be repeated for credit, and must be taken in sequence.

Fulfilling the Language Requirement in AME

Students can fulfill the language requirement by taking an African or Middle Eastern language. At least 12 units are needed to complete the requirement. Students who have taken courses in the relevant language at another institution, or have previous knowledge of the language, can request to be tested. Tests are comprised of written and oral parts. A student must display completion of first-level proficiency in the requested language in order to fulfill the requirement. Testing is guaranteed only for these languages currently offered. Students planning to take a test must contact the Special Language Program no later than the Spring Quarter of sophomore year. To submit a request for language testing, or to request that a language be taught, and for further information on the program, contact the Special Language Program office (eprionas@stanford.edu).

Minors in the Division of Literatures, Cultures, and Languages (DLCL)

The Division of Literatures, Cultures, and Languages (http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/divisionofliteraturesculturesandlanguages/#text), of which the Language Center is a part, offers the following minors that may be of interest to foreign language students. For more information, consult the contact specified in the relevant minor following.

Minor in Modern Languages

Faculty Director: Dan Edelstein

The Division of Literatures, Cultures, and Languages offers an undergraduate minor in Modern Languages that permits students to demonstrate strength in two distinct modern languages and their literatures. The minor draws upon courses housed within the DLCL, East Asian Languages and Cultures, the Stanford Language Center, and the Special Language Program.

Declaring the Minor

Students declare the minor in Modern Languages through Axess. The minor program is administered by the DLCL undergraduate student support office located in Pigott Hall, room 128 and may be contacted at odunlop@stanford.edu. Plans for completing the minor must be approved by through the student support office.

Minor Program

- Students enrolled in the Modern Languages minor must take 6 courses of 3 units or more, for a total of 22 units minimum.
- Students will study two modern languages, Language A and Language B.
  - Language A: two intermediate-level or higher courses, for 8 units minimum, and one literature course of 3-5 units.
  - Language B: two intermediate-level or higher courses, for 8 units minimum, and one literature course of 3-5 units.

Requirements

- Stanford Language Center courses and BOSP language courses must be second-year level or beyond.
- Literature courses from BOSP programs are pre-approved for the minor.
Minor in Translation Studies

**Faculty Director: Alexander Key**

The Division of Literatures, Cultures, and Languages, in cooperation with East Asian Languages and Cultures and the English Department, teaches undergraduates to develop and apply their foreign language knowledge to the production and analysis of translations. The minor is designed to give students majoring in a variety of fields the tools to consider the practical and theoretical issues brought up by translation as an aesthetic, cultural, and ethical practice.

### Declaring the Minor

Students will declare the minor in Axess, and then contact the minor adviser, Cintia Santana (csantana@stanford.edu). The program is administered by the student services office located in Pigott Hall, room 128.

### Requirements

Students must take a minimum of 6 courses for 3 units or more and a minimum of 23 units for a letter grade, in fulfillment of the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>1. Prerequisite: Complete or test out of a first-year course in the language of interest.</td>
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<tr>
<td>2. Core course: At least 4 units in a Translation Studies core course: ENGLISH/DLCL 293 or FRENCH 185.</td>
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<tr>
<td>3. Language study: At least 8 units, second year or beyond (not including conversation/oral communication) and/or relevant literature courses taught in the target language. OSP and transfer units may be considered in consultation with the minor adviser.</td>
<td>7</td>
</tr>
<tr>
<td>4. Literature study: At least 7 units in relevant literature courses at the 100-level or above, taught in a DLCL department, East Asian Languages and Cultures, or Classics, and determined in consultation with the minor adviser. For students interested in translation from English into another language, appropriate literature courses in the English department may be substituted.</td>
<td>4</td>
</tr>
<tr>
<td>5. Electives: At least 4 units in a creative writing course, or a course that foregrounds translation in departments such as Anthropology, any DLCL department, English, East Asian Languages and Cultures, Classics, Linguistics (e.g., LINGUIST 130A), or Computer Science (e.g., CS 124), determined in consultation with the minor adviser.</td>
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<tr>
<td>6. Final Project: Students must also complete a capstone project: a significant translation and/or translation studies project (e.g. 20 pages of prose, 10 poems, or similar appropriate amount to be determined in consultation with the minor adviser). This work may be carried out under the supervision of an instructor in a required course or as an independent study.</td>
<td>19</td>
</tr>
</tbody>
</table>

**Total Units:** 19
Upon admission to the program, students must complete the following:

Requirements

1. DLCL 302 The Learning and Teaching of Second-Language Literatures: a course designed to focus student attention on the development of oral language proficiency through the upper levels and emphasize the need for upper register speaking and writing for literature learning and teaching.
2. OPI workshop (additional 2 days of training at the Advanced and Superior levels): this workshop is the extension of the MOPI. It focuses on upper register performance on the FSI-ACTFL scale. Hosted by either the Language Center, regional workshop, or at the national meeting of the ACTFL.
3. Completion of Writing Proficiency Familiarization workshop (Winter Quarter). Workshop conducted by a certified writing tester and structured in parallel to the MOPI/OPI assessment paradigm.

Certificate in Language Program Management

Faculty Director: Elizabeth Bernhardt

Programs in contemporary foreign language teaching preparation entail a knowledge base that has grown over the past 30 years, rooted in data from an explosion of linguistic as well as applied linguistic research. In tandem with the Language Center’s primary focus on learning research and theory, which graduate students explore in the teaching preparation program, the Language Program Management certificate focuses on developing the professional leadership and academic skills necessary for a career that includes the coordination and management of language learning.

The program funds summer internships which enable the completion of a certificate in Language Program Management and are intended to help Stanford graduate students prepare themselves for such work in complement to their literary studies. The certificate program is not declared on Axess and does not appear on the transcript or diploma.

Prerequisites

1. Foreign language acquisition: Oral Proficiency Interview (OPI) rating of at least advanced mid
2. Academic and professional development:
   - DLCL 301 The Learning and Teaching of Second Languages
   - Modified Oral Proficiency Interview (MOPI) Assessment workshop (2 days)
   - Limited OPI Tester Certification (average 6 months)
   - Teaching of three first-year language courses through the Language Center

These are generally met by the end of a graduate student’s second year in the PhD program. Once meeting these criteria, the student may be admitted to the Program.

Requirements

Upon admission to the program, students must complete the following:

1. DLCL 302 The Learning and Teaching of Second-Language Literatures: a course designed to focus student attention on the development of oral language proficiency through the upper levels and emphasize the need for upper register speaking and writing for literature learning and teaching.
2. OPI workshop (additional 2 days of training at the Advanced and Superior levels): this workshop is the extension of the MOPI. It focuses on upper register performance on the FSI-ACTFL scale. Hosted by either the Language Center, regional workshop, or at the national meeting of the ACTFL.
3. Completion of Writing Proficiency Familiarization workshop (Winter Quarter). Workshop conducted by a certified writing tester and structured in parallel to the MOPI/OPI assessment paradigm.
4. DLCL 303 Language Program Management (Summer Quarter): an administrative internship including, but not limited to, experiences with the following:
   - Shadow faculty and staff in select areas of administration and supervision within the Language Center and DLCL
   - Placement testing and student advisement
   - Technology in teaching and learning
   - Processes for teacher observation and feedback
   - Procedures in staff supervision and human resources
   - Course scheduling, budgeting, staffing, and searches
   - Interface with external programs (e.g., BOSP, Bechtel, VPTL)

Director: Elizabeth Bernhardt

Associate Director: Joan Molitoris

African and Middle Eastern Languages

Coordinator: Khalil Barhoum

Lecturers: Ameneh Shervin Emami (Persian), Saadet Ebru Ergul (Turkish), Jon Levitow (Yiddish), Samuel Mukoma (Swahili), Gallia Porat (Hebrew), Vered Shemtov (Sr. Lecturer in Jewish Language & Literature)

Arabic Language

Coordinator: Khalid Obeid

Lecturers: Salem Aweis, Khalil Barhoum (Sr. Lecturer), Thoraya Boumehdi, Ramzi Salti

Catalan Language

Coordinator: Joan Molitoris (Associate Director, Language Center)

Chinese Language

Coordinator: Chao Fen Sun (Professor, Asian Languages and Cultures)

Lecturers: Marina Chung, Sik Lee Dennig, Michelle DiBello, Nina Lin, Le Tang, Huazhi Wang, Hong Zeng, Youping Zhang, Xiaofang Zhou

English for Foreign Students

Director and Senior Lecturer: Philip Hubbard

Lecturers: Robyn Brinks Lockwood, Kristopher Geda, Kenneth Romeo, Constance Rylance, Seth Streichler, Dominic Wang

French Language

Coordinator: Marie Lasnier

Lecturers: Maria Comsa, Heather Howard, Alix Mazuet, Vera Shapirshteyn

German Language

Coordinator: Paul Nissler

Lecturer: Isabel Meusen

Italian Language

Coordinator: Professor Elizabeth Bernhardt (Director of the Language Center)

Lecturers: Marta Baldocchi, Alessandra McCarty, Giovanni Tempesta

Japanese Language

Coordinator: Yosikoh Matsumoto (Professor, Asian Languages and Cultures)

Lecturers: Momoyo Kubo Lowdermilk, Emiko Yasumoto Magnani, May Miao, Momoe Saito Fu, Yasuko Matsumoto, Yoshiko Tomiyama

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Korean Language
Coordinator: Hee-Sun Kim
Lecturers: Hannah Yoon, HyeYeon Kim

Portuguese Language
Coordinator and Senior Lecturer: Lyris Wiedemann
Lecturer: Agripino Silveira

Slavic Language
Coordinator: Eugenia Khassina
Lecturers: Rima Greenhill (Sr. Lecturer), Marina Marcos

Spanish Language
Coordinator: Alice Miano
Lecturers: Vivian Brates, Citlalli del Carpio, Irene Corso, Joan Molitoris (Associate Director, Language Center), Carimer Ortiz Cuevas, Kara Sanchez, Ana Maria Sierra, Maria Cristina Urruela, Monica VanBladel, Ana Vivancos, Tom Winterbottom, Hae-Joon Won

Special Language Program
Coordinator: Eva Prionas, Modern Greek Language and Literature
Lecturers: Cathy Haas (ASL), Dzuong Nguyen (Vietnamese), Sonia Taneja (Hindi)

Tibetan Language Program
Lecturer and Coordinator: Robert W. Clark

Overseas Studies Courses in the Language Center
The Bing Overseas Studies Program (http://bosp.stanford.edu) manages Stanford study abroad programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The Bing Overseas Studies course search site (https://undergrad.stanford.edu/programs/bosp/explore/search-courses) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (http://explorecourses.stanford.edu) or Bing Overseas Studies (http://bosp.stanford.edu).

Overseas Studies Courses in Chinese
Course offerings in the Hong Kong program will be listed here when they are available.

Overseas Studies Courses in French

<table>
<thead>
<tr>
<th>Units</th>
<th>Courses</th>
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<tbody>
<tr>
<td>4</td>
<td>OSPPARIS 22P: Intermediate French I</td>
</tr>
<tr>
<td>4</td>
<td>OSPPARIS 23P: Intermediate French II</td>
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Overseas Studies Courses in German

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<tr>
<th>Units</th>
<th>Courses</th>
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<tbody>
<tr>
<td>8</td>
<td>OSPBER 1Z: Accelerated German: First and Second Quarters</td>
</tr>
<tr>
<td>8</td>
<td>OSPBER 22Z: Accelerated German, Second and Third Quarters</td>
</tr>
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Overseas Studies Courses in Italian

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<tr>
<th>Units</th>
<th>Courses</th>
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<tbody>
<tr>
<td>5</td>
<td>OSPFLOR 1A: Accelerated First-Year Italian, Part 1</td>
</tr>
<tr>
<td>5</td>
<td>OSPFLOR 1F: First-Year Italian, First Quarter</td>
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<tr>
<td>5</td>
<td>OSPFLOR 2A: Accelerated First-Year Italian, Part 2</td>
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<tr>
<td>5</td>
<td>OSPFLOR 2F: First-Year Italian, Second Quarter</td>
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<tr>
<td>5</td>
<td>OSPFLOR 3F: First-Year Italian, Third Quarter</td>
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<tr>
<td>5</td>
<td>OSPFLOR 21F: Accelerated Second-Year Italian, Part A</td>
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<tr>
<td>5</td>
<td>OSPFLOR 22F: Accelerated Second-Year Italian Part B</td>
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<tr>
<td>3</td>
<td>OSPFLOR 31F: Advanced Oral Communication: Italian</td>
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</tbody>
</table>

Overseas Studies Courses in Japanese

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<tr>
<th>Units</th>
<th>Courses</th>
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<tbody>
<tr>
<td>5</td>
<td>OSPKYOTO 2K: First-Year Japanese Language, Culture, and Communication, Second Quarter</td>
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<tr>
<td>5</td>
<td>OSPKYOTO 3K: First-Year Japanese Language, Culture, and Communication, Third Quarter</td>
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<tr>
<td>5</td>
<td>OSPKYOTO 21K: Second-Year Japanese Language, Culture, and Communication, First Quarter</td>
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<tr>
<td>5</td>
<td>OSPKYOTO 23K: Second-Year Japanese Language, Culture, and Communication, Third Quarter</td>
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<tr>
<td>5</td>
<td>OSPKYOTO 103K: Third-Year Japanese Language, Culture, and Communication, Third Quarter</td>
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<td>5</td>
<td>OSPKYOTO 210K: Advanced Japanese</td>
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Overseas Studies Courses in Spanish

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<tr>
<th>Units</th>
<th>Courses</th>
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<tbody>
<tr>
<td>5</td>
<td>OSPMADRD 12M: Accelerated Second-Year Spanish I</td>
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<tr>
<td>5</td>
<td>OSPMADRD 13M: Accelerated Second-Year Spanish II</td>
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<td>3-5</td>
<td>OSPMADRD 102M: Composition and Writing Workshop for Students in Madrid</td>
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<tr>
<td>5</td>
<td>OSPSANTG 12S: Accelerated Second-Year Spanish, Part I: Chilean Emphasis</td>
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<tr>
<td>5</td>
<td>OSPSANTG 13S: Accelerated Second-Year Spanish, Part II: Chilean Emphasis</td>
</tr>
<tr>
<td>3-5</td>
<td>OSPSANTG 102S: Composition and Writing Workshop for Students in Santiago</td>
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