Bowles CIED 4013
Capstone Course for Foreign Language Licensure
Fall 2013
Project Descriptor for Language Sample Analysis (ACTFL Standard 1a, 1b)

Directions:
You will listen to three speech samples from each of the first three levels of language instruction. Your goal is to assess the speaker's pronunciation and fluency in reading texts in the TL. Your source of information for analysis is Chapters 3 and 4. You will also need your L2 phonetic alphabet chart.

Listen carefully to the conversations and mark any errors in pronunciation that you hear, including errors in stress and rhythm. Identify the L2 phoneme by place and manner of articulation or by position if it is a vowel, or identify the misplaced stress and inaccurate rhythm. Suggest why the student made the error and what the student might do to correct the error.

Finally, write a report in English with a brief introduction to the project, the analysis of the samples (body of the paper), and what the student might do to correct and improve their productive skill (conclusion).

Project Rubric

Assessment	Does not meet standard	Meets standard	Exceeds standard
SPEECH SAMPLE ANALYSIS (in English) **ACTFL standards: 1a, 1b**	Candidate identifies and describes with difficulty the pronunciation errors in each speech level sample.	Candidate identifies and describes with some accuracy the pronunciation errors in each speech level.	Candidate accurately identifies and describes the pronunciation errors in each speech level sample with multiple examples.
Criterion: Demonstrating proficiency, understanding linguistics	Candidate is unable to offer substantive suggestions for pronunciation and/or fluency improvement. Suggestions may be inaccurate or vague.	Candidate offers some suggestions for pronunciation and fluency improvement. Suggestions may be simplistic with minimal degree of error.	Candidate offers several suggestions for pronunciation and fluency improvement. Suggestions are accurate and substantive.
Overall Presentation for organization and coherency	Paper is disorganized, poorly structured with little coherency, and little editing. Writer may use slang and informal discourse.	Paper is organized, with some coherency and editing. Writer makes effort to follow requirements for academic writing.	Paper is well-organized, coherent, edited, and exhibits standards expected for academic writing.
Submission	Submission is more than one class session late.		Submitted by due date.