



CIED 4013: Capstone Course for Foreign Language Licensure Language Learning Profile Project Descriptor

Objective: Students will develop a critical awareness of their language proficiency by writing a letter to an instructor describing their strengths and weaknesses in the target language, specific areas they would like to improve, and how they plan to achieve their goals.

Goal: Students will use self-assessment to develop “a critical self-consciousness ...of their own role as active agents within the learning process” (Nunan, 1988, pp. 134-135).

Directions: Write a letter to your professor describing the strengths and weakness of your language proficiency. Include specific areas you would like to improve and how you plan to do that. The letter should be no more than three pages written in the target language using the appropriate target language stylistics for addressing a professor.

What are your strengths and weaknesses in these areas?

- Skill-based proficiency
- Cultural knowledge,
- Literary knowledge
- Effective language learning strategies

How do you plan to improve?

- Establish goals and set priorities for future independent learning and a method for documenting your progress.

Reference

ACTFL (2012). *ACTFL proficiency guidelines--speaking, writing, listening, and reading*. Retrieved from <http://www.actfl.org/i4a/pages/index.cfm?pageid=5305>

ACTFL (2012). *ACTFL Performance descriptors for language learners*. Retrieved from <http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>

Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

Rubric for Language Profile Assignment

Based on ACTFL Performance Descriptors for Language Learners—Presentational Mode

<http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>

Domains	Novice Range 0-1 points	Intermediate Range 2-3 points	Advanced Range 4-5 points
Functions	Presents simple, basic information using formulaic language with some evidence of ability to express preferences and opinions.	Expresses own thoughts and presents personal information primarily in present time with some evidence of ability to provide additional description.	Produces narrations and descriptions in all major time frames with emerging evidence of the ability to provide a well-supported argument.
Text Type	Words and phrases that are practiced and formulaic	Sentences, series of sentences, and some connected sentences	Full paragraphs that are organized and detailed.
Language Control	Memorized language that is appropriate to context	Language control is sufficient for comprehension by audiences accustomed to reading language produced by learners	Control of high-frequency structure is sufficient for comprehension by audiences NOT accustomed to reading language produced by learners
Vocabulary	Produces high-frequency words appropriate to context; limited variety	Produces a combination of high-frequency words and some targeted words specific to context	Produces a broad range of vocabulary including specific words related to context
Cultural Awareness	Limited knowledge of appropriate writing conventions	Some knowledge of appropriate writing conventions including vocabulary and expressions	Cultural knowledge appropriate to context and reflective of authentic practices and perspectives