PROJECT 4

This is the fourth of four projects to be assigned this semester in Linguistic Applications in ESL.
It is due in class on **Thursday, August 14**, 2003.

Also, please note that the due date for **Project 3** (Ebonics) has been extended until **Thursday**,
August 7.

<div align="center" style="font-size:small">ListenSpeakReadWriteACTFLListenSpeakReadWriteACTFLListenSpeakReadWriteACTFLListenSpeakReadWriteACTFL</div>

Introduction

Assessment is an important tool for teaching and learning. Without valid assessments of what,
how much, and how well students are learning, it is difficult for teachers to know if their methods
are effective.

The American Council on the Teaching of Foreign Languages (ACTFL) has produced
"Proficiency Guidelines" for what are commonly considered "the four skills" — listening,
speaking, reading, and writing. These guidelines allow teachers to assess how well their students
can produce and understand a foreign language. The guidelines can also be used to communicate
an understanding of "language proficiency" to students.

In this project, you will read some background information on the ACTFL Proficiency
Guidelines. You will then choose to become familiar with the guidelines either for speaking or for
writing. Once you are familiar with the contents of the guidelines, you will think about how the
components of liguistics that we have discussed in this course are addressed by ACTFL and how
the guidelines could inform your own classroom practice.

Procedures

1) Read some background information on the ACTFL Speaking guidelines (1992):
       <http://www.cal.org/ericcll/digest/stansf01.html>.

2) Then choose to read
        ACTFL Speaking Guidelines (Revised 1999):
            <http://www.actfl.org/public/articles/Guidelinesspeak.pdf>
                    OR
        ACTFL Preliminary Writing Guidelines (Revised 2001):
            <http://www.actfl.org/public/articles/writingguidelines.pdf>.

3) Consider how a learner's control of phonology, morphology, sytax, semantics, pragmatics,
    social language (including variation), and other aspects of language that we have covered this
    semester are addressed by the Guidelines in the skill area that you chose to read about. Also
    consider whether anything is missing from the framework.

4) Consider how you could use such guidelines in designing one activity for your current or prospective ESL students in the skill area that you chose to read about.

5) Write a 3-5 page paper in which you

   A) Discuss point (3) above and

   B) Briefly outline an ESL activity that would allow students to show that they meet some of the Guidelines appropriate for their proficiency level. Be sure to state the age and level of ESL students that the activity is meant for, the elements of the guidelines that are covered by the activity, and how you would assess students' work.

To hand in on August 14

1) Your paper