

# DEVELOPING & ASSESSING COGNITIVE ACADEMIC READING PROFICIENCY

Reading is the central skill and activity in education. Reading proficiency plays a critical role in academic second language learning and in acquiring language skills important for educational contexts which Cummins (1979) labeled cognitive academic language proficiency. *The ACTFL Proficiency Guidelines 2012 – Reading* facilitate a new look at the development and assessment of reading and its importance for the development of general second language proficiency. In this presentation, I review research on the developmental relationship between reading, listening, speaking, and writing, and propose curricular goals informed by the notion that the development of reading proficiency plays a central role in an academic foreign language curriculum.

## LECTURE BY DR. ERWIN TSCHIRNER FREE AND OPEN TO THE PUBLIC

### ERWIN TSCHIRNER (PH.D., UNIVERSITY OF CALIFORNIA-BERKELEY)

is Gerhard-Helbig-Professor of German as a Foreign Language at the University of Leipzig (Herder Institute), Professor of German Studies (Associated) at the University of Arizona, and profesor honorífico adscrito a la Universidad de Guadalajara, Mexico. His main areas of research include German morphology and syntax, the acquisition of speaking, listening and reading comprehension, vocabulary acquisition, corpus linguistics, and test research and development. He is co-author of *Kontakte: A Communicative Approach* (McGraw-Hill 20127) with B. Nikolai and T. Terrell and of *A Frequency Dictionary of German: Core Vocabulary for Learners* (Routledge 2006) with R. Jones. He has been a tester and tester trainer for the ACTFL Oral Proficiency Interview since 1989 and 1993, respectively, as well as a contributing author to the *ACTFL Proficiency Guidelines 2012*.



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**LNCO 2110  
255 S. Central  
Campus Dr.**

**For more info contact:  
[c.scott@utah.edu](mailto:c.scott@utah.edu)**



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