

ACTFL LANGUAGE LEVELS

NOVICE LOW

Language learners can communicate with isolated words and memorized phrases; need help with basic conversation.

NOVICE MID

Language learners can handle a variety of uncomplicated communication tasks and social situations; communicate basic information on familiar topics using phrases and simple sentences.

NOVICE HIGH

Language learners can communicate and understand simple needs related to personal and everyday life, slightly more consistently than at the Novice Mid Level.

INTERMEDIATE LOW

Language learners can handle short social interactions in straightforward situations by asking and answering a variety of questions.

INTERMEDIATE MID

Language learners can handle short social interactions in straightforward and some complicated communication tasks, particularly in familiar situations, using strings of sentences.

INTERMEDIATE HIGH

Language learners can converse comfortably in routine social situations and handle a substantial number of uncomplicated tasks and situations.

ADVANCED LOW

Language learners can participate in casual conversations on a variety of topics with relative confidence, and narrate and describe in past, present, and future time frames.

ADVANCED MID

Language learners can handle a broad range of communication tasks, including more abstract discussions; support opinion and hypothesize using a variety of styles of communication.

ADVANCED HIGH

Language learners can communicate effectively with various types of discourse on a wide range of subjects, including unfamiliar topics and situations.

NOVICE STEPS

INDEPENDENT STEPS

ADVANCED STEPS

Advanced Foreign Language Learning

Paul A. Malovrh, Alessandro G. Benati



Advanced Foreign Language Learning:

Advanced Language Learning Heidi Byrnes, 2008-12-08 The editor and authors in this volume make a convincing case for focusing on advanced foreign language instruction. Importantly they invite consideration of this focus as an opportunity to re-examine conventional definitions of the target of instruction. In so doing readers also learn more about the theories highlighted in this volume and their capacity to enhance our understanding of advancedness and its development within an educational context. This book thus mediates between linguistic and language learning theories and educational practice modelling the very best of what applied linguistics has to offer. Diane Larsen Freeman, Professor of Education, University of Michigan. The reality of multicultural societies and globalization has increased the demand for language abilities that far exceed those that have typically been associated with communicative competence in a second language. This book examines the acquisition of advanced levels of ability in three parts: theoretical, descriptive and instructional. It moves beyond the traditional constraints of second language acquisition research by linking systemic functional linguistics and sociocultural theory. The contributors draw primarily on the work of Halliday, Vygotsky and Bakhtin as well as empirical data from the language classroom to suggest practical applications towards advanced literacy and linguistic competence. **Advanced Language Learning** will be of interest to academics researching systemic functional linguistics, second language acquisition and applied linguistics.

Advanced Foreign Language Learning Heidi Byrnes, Hiram H. Maxim, 2004 The popular AAUSC series of annual volumes for directors of university language programs strives to further scholarship in second language acquisition and teaching with regard to undergraduate programs with multi-section courses. Teaching assistant supervision, teaching assistant professional preparation and the role of faculty and administrators in postsecondary institutions are some of the topics addressed.

Educating for Advanced Foreign Language Capacities Heidi Byrnes, Heather D. Weger, Katherine A. Sprang, 2006-10-06 Advanced language learning has only recently begun to capture the interest and attention of applied linguists and professionals in language education in the United States. In this breakthrough volume experts in the field lay the groundwork for approaching the increasingly important role of advanced language learning in the larger context of multilingual societies, globalization and security. This volume presents both general and theoretical insights and language specific considerations in college classrooms spanning a range of languages from the commonly taught languages of English, French and German to the less commonly taught Farsi, Korean, Norwegian and Russian. Among theoretical frameworks likely to be conducive to imagining and fostering instructed advancedness in a second language, this volume highlights a cognitive semantic approach. The theoretical and data-based findings make clear that advanced learners in particular are characterized by the capacity to make situated choices from across the entire language system, from vocabulary and grammar to discourse features, which suggests the need for a text-oriented, meaning-driven approach to language teaching, learning and research. This volume also considers whether and how information

structuring in second language composition reveals first language preferences of grammaticized concepts Other topics include curricular and instructional approaches to narrativity vocabulary expansion the demands on instructed programs for efficiency and effectiveness in order to assure advanced levels and learners ability to function in professional contexts with their diverse oral and written genre requirements Finally the volume probes the role and nature of assessment as a measurement tool for both researching and assessing advanced language learning and as an essential component of improving programs

To Advanced Proficiency and Beyond Newel Anthony Brown, Jennifer Bown, 2015-01-02 Due to the pressures of globalization American society increasingly needs citizens who can carry out Superior level functions in languages other than English Instructors researchers and students of second language acquisition seek scholarly resources to help satisfy this demand In this volume leading experts in second language acquisition and language planning supply cutting edge research on working memory and cognition and empirical studies of effective teaching The theoretical and empirical work in these pages is complemented by descriptions of successful pedagogical practices that take students from the Advanced to the Superior levels and beyond With examples ranging across a number of languages including Russian Chinese and Arabic the volume will serve a broad audience This practical handbook will help seasoned instructors improve outcomes while it can also be used for training new instructors in methods courses

Advanced Proficiency and Exceptional Ability in Second Languages Kenneth Hyltenstam, 2016-07-25 While the literature on second language acquisition and use is overwhelmingly rich with respect to initial and intermediate stages of development present knowledge of levels of ultimate attainment that are equal or close to that of native speakers has so far not been presented in a coherent manner This is what the present volume aims to achieve In addition to chapters that summarize what is currently known about the grammatical lexical and discourse features that continue to exhibit instability at the most advanced levels of second language development the volume presents overviews of the incipient research on two unique learner populations polyglots and employees in international call centres Polyglots defined as language users who are proficient in six or more second languages may be considered second language learners par excellence Call centre employees in economically less developed parts of the world are intriguing in how they cope with the high language proficiency requirements of their job In conclusion this book is relevant for all readers both professionals and students interested in the development of second language theory For language teachers the book provides insights that are profitable in classrooms for advanced learners

Advancedness in Second Language Spanish Mandy R. Menke, Paul A. Malovrh, 2021-02-08 This book analyzes the construct of advanced proficiency in second language learning by bringing together empirical research from numerous linguistic domains and methodological traditions Focusing on the dynamic nature of language use the volume explores diverse manifestations of high level second language Spanish including performance on standardized proficiency assessments acquisition of late acquired linguistic structures sophisticated language use in context and individual differences Chapters relate empirical

findings to current definitions of advancedness challenging scholars and practitioners to re consider existing conceptualizations and propose possible directions for future research and teaching with second language speakers of Spanish By addressing larger issues in the field of second language learning the volume is a valuable reference for language teachers scholars professionals and students with an interest in second language acquisition generally and second language Spanish more specifically *Teaching Advanced Language Skills through Global Debate* Tony Brown, Jennifer Bown, 2014-12-15 Using debate to develop advanced competency in a second language is a method that is finding increased interest among instructors and students alike whether in synchronous online teaching or the individual classroom Through debate students learn how to make hypotheses support their conclusions with evidence and deploy the rhetoric of persuasion in the target language Though this method provides an exciting pedagogy for moving students from the advanced to the superior level there is a paucity of materials available for instructors who wish to plan a curriculum focused on debate *Teaching Advanced Language Skills through Global Debate Theory and Practice* provides teachers with both the theoretical underpinnings for using debate in the foreign language classroom as well as practical advice for developing reading listening writing and speaking skills through debate It discusses task based language learning and helps instructors design debate related tasks for the classroom *Teaching Advanced Language Skills through Global Debate* will be useful for any instructor working at the advanced level and particularly for those training future language instructors One of the new digital short publications available through Georgetown University Press it is an ideal complement to the press s new titles on mastering languages through global debate Georgetown Digital Shorts longer than an article shorter than a book deliver timely works of peer reviewed scholarship in a fast paced agile environment They present new ideas and original texts that are easily and widely available to students scholars libraries and general readers *The Routledge Handbook of Second Language Acquisition* Susan M. Gass, Alison Mackey, 2013-06-17 This handbook brings together 50 leading international figures in the field to produce a state of the art overview of second language acquisition **Second Language Identity** Paul A. Malovrh, Nina Moreno, 2023-08-10 By establishing a new framework for discussing L2 advancedness this book presents a more effective way of adapting to globalization *The Handbook of Advanced Proficiency in Second Language Acquisition* Paul A. Malovrh, Alessandro G. Benati, 2020-10-13 A comprehensive current review of the research and approaches to advanced proficiency in second language acquisition *The Handbook of Advanced Proficiency in Second Language Acquisition* offers an overview of the most recent and scientific based research concerning higher proficiency in second language acquisition SLA With contributions from an international team of experts in the field the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development Comprehensive in scope this book provides an overview of

advanced proficiency grounded in socially relevant domains of second language acquisition including discourse reading genre based writing and pragmatic competence The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars students and linguists The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language *The Routledge Handbook of Hispanic Applied Linguistics* Manel Lacorte, 2014-09-19 This book provides a comprehensive overview of Hispanic applied linguistics allowing students to understand the field from a variety of perspectives and offering insight into the ever growing number of professional opportunities afforded to Spanish language program graduates The goal of this book is to re contextualize the notion of applied linguistics as simply the application of theoretical linguistic concepts to practical settings and to consider it as its own field that addresses language based issues and problems in a real world context The book is organized into five parts 1 perspectives on learning Spanish 2 issues and environments in Spanish teaching 3 Spanish in the professions 4 the discourses of Spanish and 5 social and political contexts for Spanish The book s all inclusive coverage gives students the theoretical and sociocultural context for study in Hispanic applied linguistics while offering practical information on its application in the professional sector *Effective Language Learning* Suzanne Graham, 1997 This book investigates some of the learning processes of students of French and German as they begin language learning at an advanced level a stage which is frequently problematic By looking at the learning strategies employed by both successful and less successful language students the author elucidates some of the key cognitive and affective processes which facilitate advanced level language learning The implications of this for the classroom are discussed in detail leading to practical recommendations for learning and teaching strategies A central theme is the need to teach explicitly the proficient use of learning strategies and suggestions are made as to how this may be achieved in the language classroom **A Guide for Instruction in Modern Foreign Languages : Grades 4-12** Minnesota. Department of Education, 1965 Popular Science Monthly and World's Advance ,1885 Educating for Advanced Foreign Language Capacities Heidi Byrnes, Heather Weger-Guntharp, Katherine A. Sprang, 2006 Experts in the field lay the groundwork for approaching the increasingly important role of advanced language learning in the larger context of multilingual societies globalisation and security Popular Science Monthly and World Advance ,1928 *Glottodidactica* ,1978 **Foreign Language Anxiety and the Advanced Language Learner** Zsuzsa Tóth, 2010-08-11 Does anxiety about learning and using a foreign language decline as learners become more competent in the target language or is anxiety also relevant at higher levels of proficiency This is the question Foreign

Language Anxiety and the Advanced Language Learner sets out to explore The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners Specifically the study examines how advanced EFL learners foreign language anxiety FLA can be characterized how anxiety relates to other individual differences cognitive affective personality and explores the relationship between FLA and various aspects of learners performance and communication experience in the target language The research context is Hungary The findings however are not confined to the Hungarian EFL setting In addition to making a contribution to the clarification of some unresolved issues in language anxiety research including the role of proficiency in the development of anxiety the relationship between anxiety and other learner variables and the much debated question of whether or not anxiety accounts for differential success in L2 learning this study has important implications for language teachers as well

**An Advance
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America** Keith Duane Alexander,Annemarie Sammartino,2004

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