

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

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Advanced Language Learning

**Heidi Byrnes, Heather D.
Weger, Katherine A. Sprang**



Advanced 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 Language Learning Heidi Byrnes, 2009-02-08 Examines the need for advanced levels of language learning from socio-cultural and linguistic perspectives. **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.

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

The Longitudinal Study of Advanced L2 Capacities Lourdes Ortega, Heidi Byrnes, 2009-05-07 This volume explores for the first time contemporary thinking about the theoretical and empirical link between longitudinal study and advanced language capacities

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

Language Learning Strategies and Advanced Language Learners Christopher A. Cajski, 1999 Language learning strategies LLS here defined as specific actions or mental procedures that assist in fulfilling language learning goals have attracted increasing attention as one of the factors that impact second language acquisition A key reason for their appeal is that language learning strategies can be manipulated to an extent that most other language acquisition factors cannot Moreover these strategies appear to be a relatively powerful factor in learning another language Nearly all of the language learning strategy research to date has been conducted with the intention of helping less successful language learners However advanced language learners stand to benefit greatly from language learning strategy research as well The purpose of this thesis is to examine the research done on language learning strategies and language learning strategy

instruction especially as it pertains to advanced adult learners of a second or foreign language This paper provides a comprehensive review of LLS studies and research findings and concludes with an alternative paradigm of and approach to language learning strategy instruction for advanced language learners The appendix which includes tables such as a list of factors that affect second language acquisition and LLS selection and use may also have special appeal to researchers in this area Contains 7 tables *Developing Advanced English Language Competence* Armin Berger,Helen Heaney,Pia Resnik,Angelika Rieder-Bünemann,Galina Savukova,2022-02-03 This volume presents a systematic approach to developing advanced English language competence at tertiary level It includes the reflections of experienced language teachers and teacher researchers in the English Language Competence programme at the University of Vienna and provides examples of good practice amalgamating teaching expertise and research with aspects of curriculum design and programme management The book addresses a growing academic and professional interest in understanding advanced language learning and use To date research has tended to investigate advanced proficiency from a specific theoretical viewpoint for example cognition psycholinguistic processing strategies or the assumption of a critical period or the age factor In contrast this work examines advanced proficiency from a curricular and instructional perspective by providing a profile of advanced level language development in a specific institutional context It brings together three areas of language education curriculum design pedagogical practice and research Within this triangle advanced English language education is the focus or conversely advanced English language education provides the lens through which links between curriculum design teaching and research can be established *Phraseology and the Advanced Language Learner* Svetlana Vetchinnikova,2019-11-28 Explores the process of word selection in second language use and the factors which determine the writer s choice of words

High-Level Language Proficiency in Second Language and Multilingual Contexts Kenneth Hyltenstam,Inge Bartning,Lars Fant,2018-06-21 An encompassing picture of what high level competence in second languages and in multilingual use is about

Whispering the Techniques of Language: An Psychological Journey through **Advanced Language Learning**

In a digitally-driven earth wherever displays reign great and quick transmission drowns out the subtleties of language, the profound techniques and mental subtleties hidden within phrases frequently get unheard. However, nestled within the pages of **Advanced Language Learning** a interesting fictional value pulsing with natural thoughts, lies an extraordinary quest waiting to be undertaken. Published by a talented wordsmith, this wonderful opus attracts viewers on an introspective trip, delicately unraveling the veiled truths and profound impact resonating within ab muscles material of each word. Within the emotional depths with this moving review, we can embark upon a heartfelt exploration of the book is primary styles, dissect its captivating writing design, and fail to the powerful resonance it evokes heavy within the recesses of readers hearts.

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