

# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level?
<b>Superior</b>	Discuss topics extensively; support opinions; hypothesize. Deal with linguistically unfamiliar situation	University language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	Narrate and describe in past, present and future and deal effectively with an unanticipated complication	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>		Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collection Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Policeman, Fireman, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour guide	<ul style="list-style-type: none"> <li>language learners following 6-8 year sequences of study (AP, etc.) or 4-6 semester college sequence</li> </ul>
<b>Intermediate Mid</b>		Cashier, Sales clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> <li>language learners following 4 year high school sequence or 2 semester college sequence</li> <li>language learners following an immersion language program in grades K-6</li> </ul>
<b>Intermediate Low</b>		Housekeeping Staff	
<b>Novice High</b>	Communicate minimally with formulaic and rote utterances, lists and phrases		<ul style="list-style-type: none"> <li>language learners following content-based language program in grades K-6</li> </ul>
<b>Novice Mid</b>			<ul style="list-style-type: none"> <li>language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>			

\* The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.

# Oral Proficiency Testing In College Leve

**Veronika Makarova**



## **Oral Proficiency Testing In College Level:**

Oral Proficiency Testing in College-level Foreign Language Programs Barbara H. Wing, Sandi F. Mayewski, 1984

Project OPT Barbara H. Wing, 1985

**Resources in Education**, 2001-10

**Handbook for Arabic Language**

**Teaching Professionals in the 21st Century** Kassem Wahba, Zeinab A. Taha, Liz England, 2014-06-03 This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the opportunity to consider the role, status and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. Thirty four chapters authored by leaders in the field are organized around nine themes: Background of Arabic Language Teaching; Contexts of Arabic Language Teaching; Communicative Competence in Arabic; The Learners; Assessment; Technology Applications; Curriculum Development; Design and Models; Arabic Language Program Administration and Management; and Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields; dialogue that will contribute to creating new models for curriculum and course design, materials and assessment tools and ultimately better instructional effectiveness for all Arabic learners everywhere in both Arabic speaking and non Arabic speaking countries.

*Challenges and Innovations in Speaking Assessment* Larry Davis, John M. Norris, 2024-09-19 The assessment of second language speaking ability has played a central role in the evolution of language testing theory and practice. Educational Testing Service (ETS) has been a primary innovator in all dimensions of speaking assessment since the 1970s, addressing critical challenges through the advent of new test designs, scoring practices and measurement technologies to make especially large scale standardized testing of speaking ability a reality. This volume presents a sample of key ETS research and development efforts related to speaking assessment over the years. The contributors highlight diverse contributions to conceptualizing the speaking construct, designing speaking test tasks, scoring speech samples, marshalling technologies for test delivery and automated scoring, and developing end to end speaking assessment procedures. The first part emphasizes how some of the earliest large scale speaking assessments were

designed and put into practice The second part features research and development related to speaking assessments in the TOEIC and TOEFL testing suites emphasizing their validity and scoring The third part introduces research based innovations in testing new and more nuanced speaking constructs and in using automated scoring of speech to address diverse assessment needs The volume will appeal to language testing professionals and test score users in illuminating how ETS has influenced the development of speaking assessment as well as pointing to multiple directions for future research and practice

Teaching English as a Second Language Angela L. Carrasquillo, 2013-10-15 First Published in 1994 Educators will welcome this cohesive and comprehensive volume on the research and practice of teaching English as a second language TESOL The author director of the TESOL program at Fordham University Graduate School of Education provides a holistic view of the field its practical and philosophical considerations Of particular interest is the coverage of such new research areas as ESL literacy cultural literacy thinking in a second language TSL and pragmatic writing Army Linguist

Management United States. Department of the Army, 1996 **Innovative Pedagogy in Chinese Language Education** Fangqiong Zhan, Guat Poh Aw, 2025-07-30 This book reflects on the Chinese education context in Singapore addressing the challenges of the Chinese language education system exploring innovative and efficient language teaching approaches and proposing new directions for Chinese education in Singapore It explores Chinese education in the Singapore bilingual context in terms of language policy sociolinguistics cultural integration and pedagogical practice as well as providing a blueprint of Singapore's Chinese education for the future It presents chapters from Singaporean scholars who are mostly from the department of Asian Language and Culture and the Office of Education Research in the National Institute of Education at Nanyang Technological University This book examines the following topics the sociolinguistic landscape beyond China and the positioning of Chinese in Singapore pedagogical practices and methodologies in Singapore's bilingual education context and Chinese textbooks and teaching materials in Singapore This book serves as a useful reference for readers interested in language policy and Chinese education internationally for educators who encounter similar challenges in language education and for policy makers who aim to fine tune current policies to be more comprehensive and effective

**Advancing Natural Language Processing in Educational Assessment** Victoria Yaneva, Matthias von Davier, 2023-06-05 Advancing Natural Language Processing in Educational Assessment examines the use of natural language technology in educational testing measurement and assessment Recent developments in natural language processing NLP have enabled large scale educational applications though scholars and professionals may lack a shared understanding of the strengths and limitations of NLP in assessment as well as the challenges that testing organizations face in implementation This first of its kind book provides evidence based practices for the use of NLP based approaches to automated text and speech scoring language proficiency assessment technology assisted item generation gamification learner feedback and beyond Spanning historical context validity and fairness issues emerging technologies and implications for feedback and

personalization these chapters represent the most robust treatment yet about NLP for education measurement researchers psychometricians testing professionals and policymakers The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution NonCommercial No Derivatives 4.0 license

**The Oxford Handbook of Persian Linguistics** Anousha Sedighi, Pouneh Shabani-Jadidi, 2018-08-03 This handbook offers a comprehensive overview of the field of Persian linguistics discusses its development and captures critical accounts of cutting edge research within its major subfields as well as outlining current debates and suggesting productive lines of future research Leading scholars in the major subfields of Persian linguistics examine a range of topics split into six thematic parts Following a detailed introduction from the editors the volume begins by placing Persian in its historical and typological context in Part I Chapters in Part II examine topics relating to phonetics and phonology while Part III looks at approaches to and features of Persian syntax The fourth part of the volume explores morphology and lexicography as well as the work of the Academy of Persian Language and Literature Part V language and people covers topics such as language contact and teaching Persian as a foreign language while the final part examines psycho neuro and computational linguistics The volume will be an essential resource for all scholars with an interest in Persian language and linguistics

**Handbook of Classroom Assessment** Gary D. Phye, 1996-11-19 The Handbook of Classroom Assessment takes a multi dimensional approach to classroom assessment A successful combination of theory and practice the book emphasizes the assessment of classroom learning within content areas and the development of standards for evaluation Most chapters are devoted to the assessment of learning and achievement and discuss current theories The book also features assessment of academic self concept and subjective well being in children and adolescents The Handbook provides successfully field tested examples of assessment techniques and strategies within the content areas of mathematics social studies foreign languages and the visual arts Contributing chapter authors share the unique distinction of having backgrounds that include both the development of assessment theory and first hand experience translating theory into practice at the classroom school site state or national level The book is divided into four sections Section I discusses the top five theories with respect to what learning is how it is related to achievement and how we assess both in the classroom setting Section II on standardized assessment briefly covers all major standardized achievement tests used in preschool K 6 and 7 12 Assessment of classroom learning Section III presents test instruments and techniques specific to the measurement of math skills social science skills and artistic talent across ages and grades Section IV on classroom practices includes an assessment of general reasoning skills and performance and how to develop a grading philosophy Key Features Explains the why what and how of classroom assessment Combines theory and practice for a multidimensional approach to assessment Presents test instruments and techniques specific to measuring various skills Uses field tested examples of assessment techniques Provides a resource for staff development at the school site

*Proceedings - Pacific Northwest Council on Foreign Languages*, 1978 Contains the

proceedings of the 26th 30th annual meeting      **Georgetown University Round Table on Languages and Linguistics (GURT) 1991: Linguistics and Language Pedagogy** James E. Alatis,1992-04-01      **Longitudinal Studies of Second Language Learning** Steven J. Ross,Megan C. Masters,2022-11-30 Longitudinal Studies of Second Language Learning Quantitative Methods and Outcomes provides a how to guide to choosing using and understanding quantitative longitudinal research and sampling methods in second and foreign language learning This volume will provide readers with exemplary longitudinal studies of language learning outcomes as well as an overview of widely used methods of data analysis Readers will understand how long term data collection processes are organized and archived and how the data are managed over time prior to analysis Each of the chapters provide applied researchers with examples of how language learning outcomes gathered over time can be organized into data sets useful for insightful descriptive and inferential analyses of learning outcomes As the only edited volume that focuses on longitudinal data analysis specifically for a second language acquisition SLA applied linguistics readership this will be an invaluable resource for advanced students and researchers of SLA applied linguistics assessment and education      *Russian Language Studies in North America* Veronika Makarova,2013-10-01 Russian Language Studies in North America New Perspectives from Theoretical and Applied Linguistics offers a unique collection of research papers representing current directions in Russian language studies in Canada and the United States Traditionally Slavic and Russian studies in these countries have centered around literature history politics and culture This volume reflects recent changes in Russian studies by focusing on language structure language use and teaching methodology The volume brings together several generations of scholars from young promising researchers to those with long established reputations in the field      *Teaching and Learning Chinese as a Foreign Language* Janet Zhiqun Xing,2006-01-01 This book provides a research based account of how to teach and learn Chinese as a foreign language In addition to the discussion of relevant second foreign language research this volume gives detailed information on ways to develop a pedagogical modelthat is uniquely suited to teaching Chinese in five key areas pronunciation tones and pinyin characters and words sentences when and why different sentence structures are used discourse and pragmatic competence coherence and genre and cultural competence Specially written for Chinese language teachers student teachers and applied linguists this is the first book written in English that systematically addresses all major aspects involved in teaching and learning Chinese as a foreign language This book covers all the fundamental grammar elements in Chinese explains their functions in discourse and communication and explores different strategies for teaching and engaging students in learning the language      *The Handbook of Research in World Language Instruction* Victoria Russell,Kathryn Murphy-Judy,Francis John Troyan,Aleidine J. Moeller,Krishnauna Hines-Gaither,2025-06-05 This seminal handbook provides a comprehensive overview of the research on world language education and how that research can transform into effective and daily instructional practices for K 16 language teachers With contributions from leading scholars in the field the volume addresses cutting edge research trends

and practice Covering key topics in language education the volume is organized in six sections Teaching Methods and Approaches Culture Pragmatics and Intercultural Communicative Competence Assessment and Program Evaluation Diversity Equity and Inclusion in the World Language Classroom Technology Integration and Online Language Teaching and Learning and Key Issues in World Language Instruction including advocacy teacher recruitment and retention and professional development This handbook is an essential text for all scholars researchers and educators in world languages

**English Language Testing in U.S. Colleges and Universities** Dan Douglas, 1990 A collection of essays and research reports addresses issues in the testing of English as a Second Language ESL among foreign students in United States colleges and universities They include the following Overview of ESL Testing Ralph Pat Barrett English Language Testing The View from the Admissions Office G James Haas English Language Testing The View from the English Teaching Program Paul J Angelis Standardized ESL Tests Used in U S Colleges and Universities Harold S Madsen British Tests of English as a Foreign Language J Charles Alderson ESL Composition Testing Jane Hughey The Testing and Evaluation of International Teaching Assistants Barbara S Plakans Roberta G Abraham and Interpreting Test Scores Grant Henning Appended materials include addresses for use in obtaining information about English language testing and the questionnaire used in a survey of higher education institutions reported in one of the articles MSE

**Meeting the Challenges to Measurement in an Era of Accountability** Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4-8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

**Monthly Catalog of United States Government Publications**, 1990

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