

# 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 situations.	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>		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>	Normalize and describe in past, present and future and deal effectively with an unanticipated complication.	Booking and Reservation 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>		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>	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Cashier, Sales clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> <li>Language learners following 4 year high school sequence or 3 semester college sequence</li> </ul>
<b>Intermediate Low</b>		Housekeeping Staff	<ul style="list-style-type: none"> <li>Language learners following an immersion language program in grades K-6</li> </ul>
<b>Novice High</b>			<ul style="list-style-type: none"> <li>Language learners following content-based language program in grades K-6</li> </ul>
<b>Novice Mid</b>	Communicate minimally with formulaic and role differences, lists and phrases		<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

**M Carnoy**

## **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 ,1987-08      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.

*The ETS Test Collection Catalog* Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests. Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments      **Proceedings - Pacific Northwest Council on Foreign Languages** ,1978 Contains the proceedings of the 26th 30th annual meeting      2004-2005 Guide to Educational Credit by Examination Jo Ann

Robinson, Troy Polite, Nancy Musick, 2004      **Resources in Education** ,1997      **2001 Guide to Educational Credit by**

**Examination** Jo Ann Robinson, Jacqueline E. Taylor, 2001      Teaching Language in Context Alice Omaggio Hadley, 1993

Seeks to assist readers interested in classroom language learning in the process of clarifying their own beliefs about language teaching and learning      Reflecting on Proficiency from a Classroom Perspective June K. Phillips, 1993

**Comprehensive Dissertation Index** ,1984      Tests in Print Oscar Krisen Buros, 1983      ADFL Bulletin Association of

Departments of Foreign Languages (U.S.), 2002      **Language and Language Behavior Abstracts**, 1982      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      **Linguistics and Language Behavior Abstracts**, 1992 LLBA contains abstracts of the world s literature in linguistics and language related research book abstracts book review listings and enhanced bibliographic citations of relevant dissertations Related disciplines such as anthropology education ethnology information science medicine and communications are covered Also includes some reference to papers in published conference proceedings      Oregon Studies in Chinese and Russian Culture Albert Leong, 1990 Oregon Studies in Chinese and Russian Culture is a unique collection of original essays and articles in English on Chinese and Russian language literature art philosophy and culture that were presented at the Summer 1986 Intensive Workshop for gifted teachers of Chinese and Russian sponsored by the U S Department of Education at the University of Oregon Participants in the workshop and contributors to this collective monograph include distinguished scholars writers philosophers and artists such as Yue Daiyun Ilya Serman Yeh Chia Ying Ernst Neizvestny Tang Yijie Ruth Zernova and Samuel Cheung      **Second Language Instruction/acquisition Abstracts**, 1997      Teaching Languages in College Wilga M. Rivers, 1992 Compiled under the editorship of Wilga M Rivers Professor Emerita of Harvard University this book is a call by 22 of the foremost researchers in the field for serious rethinking and strengthening of the foreign language program within the college curriculum It recognizes that languages have come of age as mature partners with literature and linguistic studies in our university departments and that language and culture programs must reflect that new maturity Back cover

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