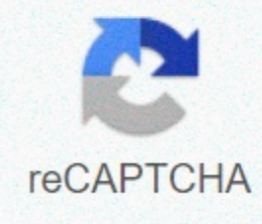




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## Actfl proficiency guidelines speaking

The ACTFL guidelines were created by the American Council on the Teaching of Foreign Languages to provide a means of assessing the skills of a foreign language speaker. The guidelines are divided into different skill levels: beginner, intermediate, advanced, superior and embossed. In addition, each of these (except superior and embossed) is further divided into low, medium and high. These skill levels are defined separately for the ability to listen, talk, read, and write. Thus, in the American programs that emphasize written language over oral, students can reach the advanced level of reading and writing while remaining at a lower level in listening and speaking. These guidelines can be useful for finding the skill levels of people in different languages. There are resources for finding the skill levels of people in different languages. For Arabic, Chinese, French, English, German, Japanese, Russian, Spanish and Turkish, you can find all these guidelines levels for speech, writing, listening and reading capabilities. For Portuguese, you'll find guidelines for speech ability only. There are also guidelines for Azerbaijani, Indonesian and Korean. See also Task-based language learning Common European framework for reference for language Canadian language benchmarks Defense Language Proficiency Tests Oral Proficiency Interview External links ACTFL Proficiency Guidelines (2012) American Council on the Teaching of Foreign Languages References This article on education in the United States is a stump. You can help Wikipedia by expanding it.vte Extracted from Open in Google Drive Download PDF Download Word Doc ACTFL Speaking Skill Levels ACTFL Level Features of Speaker Performance Beginner Low / Mid Produce words and phrases Communicate by repeating the interlocutor's words and with learned utterances Beginner High Sometimes, but do not consistently maintain simple conversation Communicating via a combination of learned utterances and spontaneous language in today's Intermediate Low / Mid Maintain simple conversation Express own opinion Produce complete sentences or strings of sentences in current tense Control basic vocabulary related to familiar topics (e.g. home, family, school) Understandable for people who have experience with language elders Intermediate High Tell stories about past events; keep discourse in the past most of the time Explain and describe in detail sometimes, but not consistently produce coherent discourse across groups of sentences most of the time Understandable for people who may not have experience with language elders Advanced Low / Mid Tell stories of past events; keep discourse in previously tense Express (and sometimes support) opinions on abstract questions Explain and describe in detail Produce coherent across groups of sentences Check the distinction between preterite and imperfect in the context of storytelling Understandable for people who may not have experience with language elders Advanced High/Superior Express opinions on abstract/controversial questions Support opinions on abstract/controversial questions in response to objections/arguments Produce coherent argumentation in extended discourse Use anecdotes only to support arguments, not instead of them Check the use of subjunctive and other low-frequency or complex structures Use simple rewrite and other strategies to compensate for gaps in lexical knowledge Errors that are still present, but do not distract from the content of the discourse Note: Some ACTFL levels have been combined to provide a broad understanding of speakers at these levels. For detailed descriptions of each level, see the ACTFL Proficiency Guideline for Speaking. You can also watch video clips of interviews in English for each level. Introduction to oral skill levels www.oralproficiency.coerll.utexas.edu welcome to ACTFL Competency Guidelines 2012 online. Here you will find the latest version of the ACTFL speech, writing, listening, and reading skills guidelines made interactive through the inclusion of glossy terms and multimedia examples. You can explore the guidelines by skill or level, listen to and read tests in English that represent abilities at each of the major skill levels. Download the full text of the ACTFL Proficiency Guidelines 2012 document in a PDF format. Previous versions of the guidelines are available here: 1986, 1999, 2001. Download the pyramid guidelines suitable for printing: 8.5 x 11 (PDF) or 11 x 17 (PDF). Buy oral skill levels on the Workplace 24 x 36 poster or download it for printing (PDF). The ACTFL Proficiency Guidelines 2012 can only be used for ideal educational purposes, provided they are rendered in full, without changes, and with credit to the ACTFL. Any redistribution or reproduction of part or all of the examples in any form is prohibited other than for ideal educational purposes. You may not, except with ACTFL express written permission, distribute or commercially exploit any media content. The general preface to the ACTFL Proficiency Guidelines 2012 ACTFL Proficiency Guidelines is a description of what individuals can do with language when it comes to speaking, writing, listening and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five main levels of skills: Distinguished, Superior, Advanced, Intermediate, and Novice. The large levels Advanced, Intermediate, and Beginner are divided into High, Mid, and Low sublevels. The levels of the ACTFL guidelines the continuum of skills from the highly articulate, well-educated language user to a level of little or no functional ability. These guidelines present skill levels as regions, and describe what a person can and cannot do with languages at each level, regardless of where, when or how the language was acquired. Together, these levels form a hierarchy where each level subsumes all lower levels. The guidelines are not based on any particular theory, educational method or curriculum. They do not describe how a person learns a language or prescribes how a person should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability. The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community in the US government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition marks the third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original release in 1986, and a new revision of the ACTFL Speaking and Writing Guidelines, which was revised to reflect real assessment needs in 1999 and 2001 respectively. New for the 2012 edition is the addition of the great level of distinguished to the Speaking and Writing Guidelines, the division of Advanced Level into the three sublevels of High, Mid, and Low for listening and reading guidelines and the addition of general level description on Advanced, Intermediate, and Beginner levels for all skills. Another new feature of the 2012 guidelines is their online publication, supported by glossy terminology and commented, multimedia tests of performance at each level of speech and writing, and examples of oral and written texts and tasks related to each level of reading and listening. Direct application of the ACTFL skills guidelines is for evaluating functional language ability. The guidelines will be used for global assessment in academic and workplace environments. However, the guidelines have instructional implications. The ACTFL Skills Policy underthe foundation of the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and is used in conjunction with the national standards for foreign language learning (1996, 1998, 2006) to describe how well students meet content standards. Over the past 25 years, the ACTFL guidelines have had an increasingly profound impact on foreign language teaching and learning in the US. Recognitions ACTFL is in great debt to the many people who contributed to the earlier editions of the Skills Guidelines. In addition, the ACTFL wants to recognize the most important writers and editors of this third edition of the skills Elvira Swender, Daniel J. Conrad and Robert Vicars; and invaluable contributions from the project consultants: Mahdi Alish, Karen Breiner-Sanders, Ray T. Clifford, Helen Hamlyn, David Hipple, Judith Liskin-Gasparro, Pardee Lowe, Jr., Cynthia Martin, Karl F. Otto, Jr., Benjamin Rifkin, Mildred Rivera-Martinez and Erwin Tschirner. Finally, the ACTFL is most grateful for comments and feedback from the many members of the profession who contributed generously to their time and expertise in reviewing previous drafts of this document. Excellent | Superior | Advanced | Intermediate | Beginner ACTFL Skills Guidelines 2012 - Talks describe five main levels of skills: Distinguished, Superior, Advanced, Intermediate and Novice. The description of each main level is representative of a certain range of abilities. Together, these levels form a hierarchy where each level subsumes all lower levels. The large levels Advanced, Intermediate, and Beginner are divided into High, Mid, and Low sublevels. The guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the boundaries that speakers face as they try to function at the next higher main level. This policy can be used to evaluate speech that is either interpersonal (interactive, two-way communication) or presentational (one-way, non-interactive). The written descriptions of speech skills are accompanied online by voice samples illustrating the functions of each main level. ACTFL Proficiency Guidelines 2012 – Speech can only be used for ideal educational purposes, provided they are rendered in full, without changes, and with credit to the ACTFL. Distinguished-level reputable speakers can use language skillfully, with accuracy, efficiency and efficiency. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate way. Speakers at the outstanding level can use convincing and hypothetical discourse for representational purposes, allowing them to argue for a point of view that is not necessarily their own. They can tailor the language to a variety of audiences by customizing the speech and signing up in ways that are culturally authentic. Distinguished-level speakers produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse usually resembles written discourse. A non-native accent, lack of a native-like expressive economy, a limited deeply embedded cultural references, and/or an occasionally isolated language error may still be present at this level. See example The following excerpt from an oral skill interview is an example of Distinguished-level speech. Direct link to the media This Distinguished-Level speaker produces sophisticated and organized extended discourse as he trades hypothetically with the highly conceptual version of Singularity. As is typical of speech at this level, there is highly specialized vocabulary (message, emotionality, humanoid,) and very specific cultural references (Borg-like). The speaker essentially invents a term (human machine) and thus exploits the potential of language to enrich the development of his argumentation. While this speaker may lack a native expression economy, his speech confirms that on Distinguished Level native and non-native profiles are similar. Superior speakers at the overall level are able to communicate with accuracy and flow to participate fully and efficiently in conversations on a variety of topics in formal and informal environments from both concrete and abstract perspectives. They discuss their interests and special areas of expertise, explain complex matters in detail, and provide long and coherent narratives, all with ease, flow and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support those opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, these speakers use extended discourse without unnatural prolonged hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, can still be affected by language patterns other than the language of the target language. Parent-level speakers use a variety of interactive and discourse strategies, such as taking and separating key ideas from supporting information through the use of syntactic, lexical, and phonetic devices. Superior-level speakers show no flawed pattern when using basic structures, although they can make occasional mistakes, especially in low-frequency structures and in complex high-frequency structures. Such errors, if they occur, do not distract the native interlocutor or interfere with communication. See examples The following excerpts from an oral skill interview are examples of overall-level speech. Direct link to the media justification for rating Superior-Level speaker is able to communicate with ease and accuracy to participate fully and effectively in a conversation covering several aspects of the subject of education from both an abstract and a concrete perspective. The speaker gives structured arguments to support their opinions (education should and construct his hypotheses (To reinvent the economy by education it would mean that we would look at our current social and economic circumstances and reality and prepare courses that will meet, you know, these challenges.) The speaker uses extended discourse to make his points even when engaged in abstract elaborations (education should be completely comprehensive ... knowledge should translate into something that meets the needs of the total man). As is typical for superior-level speakers, there is no pattern of errors in basic structures, and occasional structural and phonetic errors do not interfere with communication or distract the listener. Discuss a topic on abstract, support opinion, hypothesis direct link to media justification for rating This Superior-level speaker deals with the topic of transportation, treating several aspects of the problem. The speaker uses extended discourse, intertwined specific examples to illustrate her point. This clip shows the ability of speakers to remain at the level of the problem, to support her opinion on why Americans do not take advantage of mass transportation, and to hypothesise what we can do to encourage more use of mass transportation. The speaker demonstrates the ability to communicate with accuracy and flow to participate fully in the conversation on this social issue, without evidence of unnatural hesitation, even when engaged in abstract elaborations. The speaker shows the ability to distinguish main ideas from supporting information through the use of syntactic and especially phonetic devices (such as intonation). The speaker also shows familiarity with the target-language culture typical of superior-level speakers (for example, culture of individuality, mystery around having a car, benefits of living in the suburb). There is no pattern of errors in basic structures, and occasional errors do not interfere with communication or distract the listener. Advanced speakers at the advanced level engage in conversation in a clearly participatory way to communicate information about autobiographical topics, as well as topics of community, national or international interest. The topics are handled specifically by means of storytelling and description in the great time frames of the past, present and future. These speakers can also handle a social situation with an unexpected complication. The language of advanced speakers is abundant, the oral section is the goal of Advanced Level Length and Discourse. Advanced speakers have sufficient control over basic structures and generic vocabulary to be understood by native speakers in the language, including those that are not sufficient for non-native speech. See examples The following excerpts from an oral skill interview are examples of advanced-level speech. Direct link to media justification for This excerpt shows the speaker's ability to communicate on a topic of current interest: the real estate market in her area. The speaker tends to use general or generic vocabulary and has strategies to compensate for lexical and syntactic limitations (housing uh, jump, uh, jump high, and it is ... because there is no land to build more houses). Report on a topic of current interest - follow up Direct Link to Media Rationale for Rating This excerpt, as a follow-up of the previous excerpt, shows the speaker's ability to provide preparation as requested (I think it means that ... so that's why it's called mini-Manhattan). Past Narration Direct Link to Media Rationale for Rating This excerpt shows that the speaker can tell and describe with some details (That child um, that the child's parents died in a fire and his siblings were also injured, and now he ended up with no home) and can tie sentences together evenly (um, because I'm only there once or twice a week , there's really not much I can do. And because he is very withdrawn). Narrative and description related to autobiographical experience Direct Link to Media Rationale for Rating The speaker shows the ability to weave description and narrative together while talking about his educational background. He has sufficient control over basic structures and a broad, generic vocabulary to be understood easily by listeners, even those who are not sufficient for non-native speech. Follow up for more information Direct link to the media justification for assessment In this clip, the tester follows up for more information, and asks the speaker to compare and contrast the Korean and U.S. education systems. The speaker seems to handle this task with ease and confidence, providing a full account. As is typical of advanced speakers, narrative and

description are combined and intertwined to relate relevant and support facts in connected, paragraph length discourse (Let me talk about difference first...) Advanced High speakers provide all advanced-level tasks with linguistic ease, confidence and expertise. They are consistently able to explain in detail and tell fully and accurately in all timeframes. In addition, advanced speakers handle tasks related to the Superior level, but cannot maintain performance at this level across a variety of topics. They can provide a structured argument to support their opinions, and they can construct hypotheses, but error patterns appear. They can discuss some topics abstractly, especially those related to their special interests and special disciplines, but in general they are more comfortable discussing a variety of topics specifically. Advanced speakers may demonstrate a well-developed ability to compensate for an imperfect understanding of some forms or for limitations in the vocabulary of confident communicative strategies, such as rewriting, circumference and illustration. They precisely use vocabulary and intonation to express meaning and often show great fluency and simple speech. However, when asked to perform the complex tasks related to the Superior level across a variety of topics, the language will at times break down or prove insufficient, or they can avoid the task altogether, for example by resorting to simplification through the use of description or narrative instead of argument or hypothesis. Advanced mid-level speakers can be handled with ease and confidence in a large number of communicative tasks. They actively participate in most informal and some formal exchanges on a variety of specific topics related to work, school, home and leisure activities, as well as topics related to events of current, public and personal interest or individual relevance. Advanced Mid speakers demonstrate the ability to tell and describe in the great time frames of the past, present and future by providing a full account, with good control over the aspect. Narrative and description tend to be combined and intertwined to relate relevant and support facts in coherent, paragraph length discourse. Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occur in the context of a routine situation or communicative task that they are otherwise familiar with. Communicative strategies such as circumference or transformation are often employed for this purpose. The speech of Advanced Mid speakers performing tasks at the advanced level is characterized by considerable flow. Their vocabulary is quite extensive, but primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than the target language. Advanced Mid speakers contribute to conversations on a variety of familiar topics, treated specifically, with a lot of accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are easily understood by native speakers unaccustomed to dealing with non-natives. When you are prompted to perform functions or handle topics related to the Parent Level, the quality and/or quantity of the speech generally decreases. Advanced low-level speakers can handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home and leisure activities. They can also talk about some topics related to employment, current events and matters of public and public interest. Advanced low speakers demonstrate the ability to tell and describe the great time frames of the past, present and future in paragraph length discourse with some control over the aspect. In these stories and descriptions, Advanced combines and connects low speakers and links sentences to connected paragraph-length discourse, although these stories and descriptions tend to be handled separately rather than intertwined. They can deal with the essential linguistic challenges presented by a complication or an unexpected turn of events. Answers produced by Advanced Low Speakers are usually no longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations or the oral paragraph structure of this language. At times, the discourse can be minimal for the level, characterized by an irregular flow, and contain noticeable self-correction. More generally, the performance of Advanced Low Speakers tends to be uneven. Advanced low speech is usually characterized by a certain grammatical roughness (e.g. inconsistent control of verbender), but the overall performance of advanced tasks is maintained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, advanced low speakers are able to use communicative strategies such as reformulation and circumference. Advanced low speakers contribute to the conversation with sufficient accuracy, clarity and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, although this may require some repetition or restatement. When attempting to perform functions or handle topics related to the Superior level, the linguistic quality and quantity of speech will deteriorate significantly. Intermediate mid-level speakers are primarily distinguished by their ability to create with language when talking about familiar topics related to their daily lives. They are able to combine learned material to express personal opinion. Mid-level speakers can ask simple questions and can handle a simple survival situation. They produce sentence-level languages, ranging from discreet sentences to strings of sentences, usually today. Mid-level speakers are understood by interlocutors who are accustomed to dealing with non-native students in the language. See samples The following excerpt from an oral skill interview is an example of mid-level speech. Direct link to media This example shows the speaker's ability to combine learned material and create with language (I get up at 10:00. I go to school to study English). Managing a simple survival situation – making travel plans direct link to media justification for rating The role play shows the speaker's to deal with a simple survival situation not only by answering, but also by asking simple questions (Eh, can you send me how much I have to pay for this package?) Throughout the situation, the speaker produces speech at the sentence level and is able to minimally maintain the conversational task with the help of a sympathetic interlocutor. Create with language to have a short conversation Direct Link to Media Rationale for Rating This example shows the speaker's ability to create with language in a way that allows him to engage in a simple conversation and provides basic autobiographical information. The speaker produces consistent speech at the sentence level and can be understood by a sympathetic interlocutor. Ability to ask questions Direct link to Media Rationale for Rating This example shows the speaker's ability to ask very simple questions to get basic information about her interlocutor. The questions are very simple and the speaker clearly struggles to formulate them, but she clearly engages her interlocutor in simple, real conversation. The speaker still requires a sympathetic listener accustomed to non-natives who speak English. She asks: Why do you work in this work? How long do you do this work? What did you do before this job? What did you teach? In the United States? Can you tell me what's called? Which country were you born? Intermediate speakers are able to speak with ease and confidence when dealing with the routine tasks and social situations at the intermediate level. They are able to handle successful uncomplicated tasks and social situations that require the exchange of basic information related to work, school, recreation, special interests and areas of expertise. Intermediate speakers can handle a significant number of advanced-level tasks, but they can't maintain the performance of all these tasks all the time. Intermediate speakers can tell and describe in all major timeframes using connected paragraph-length discourse, but not all the time. Typically, when Intermediate High speakers attempt to perform advanced tasks, their speech shows one or more functions in breakdown, such as lack of execution or description in the correct main time frame, an inability to maintain paragraph length discourse or a decrease in the width and expediency of vocabulary. Intermediate speakers can generally be understood by native speakers that do not comply with dealing with non-natives, although interference from another language may be evident (e.g. use of code switching, false cognates, literal translations) and a pattern of gaps in communication may occur. Intermediate mid-level mid-level intermediate speakers can handle a variety of uncomplicated communicative tasks in simple social The conversation is generally limited to the predictable and specific exchanges necessary to survive in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate Mid-Speakers tend to function reactively, for example by answering direct questions or requests for information. However, they are able to ask a variety of questions when necessary to get simple information to satisfy basic needs, such as directions, prices and services. When asked to perform functions or handle advanced-level topics, they provide some information but have trouble connecting ideas, manipulating time and aspect, and using communicative strategies, such as perimeter. Intermediate Mid speakers are able to express personal opinion by creating with language, in part by combining and combining familiar elements and conversation input to produce responses that usually consist of sentences and strings of sentences. Their speech may include pauses, reformulations, and self-corrections as they search for sufficient vocabulary and appropriate forms of language to express themselves. Despite the limitations of their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. Overall, Intermediate Middle Speakers are calm when performing mid-level activities and do so with considerable quantity and quality in mid-level languages. Intermediate low-level speakers can handle a limited number of uncomplicated communicative tasks by creating language in simple social situations. The conversation is limited to some of the specific exchanges and predictable topics necessary to survive in target language culture. These topics are related to basic personal data; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making easy purchases. On the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask some appropriate questions. Intermediate Low speakers manage to maintain the functions of the Intermediate Level, but only barely. Intermediate Low speakers express personal meaning by combining and combining what they know and what they hear from their interlocutors into short statements and discreet sentences. Their responses are often filled with beer and inaccuracies when searching for appropriate linguistic forms and vocabulary as they try to shape the message. Their speech is during frequent breaks, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their native language. Despite frequent misconceptions that may require repetition or reformulation, Intermediate Low speakers can generally be understood by sympathetic interlocutors, especially by those accustomed to dealing with non-natives. Beginners beginners can communicate short messages about highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been met, memorized and recalled. Beginner-level speakers can be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. See samples The following excerpt from an oral skill interview is an example of beginner-level speech. Direct link to media This example shows a beginner-level speaker that communicates in the shortest messages about known topics, such as food and colors. She speaks primarily in isolated words and phrases (Eh, which ... in the home.) Sometimes this speaker can put together words to form short lists (Colors? Wh.. I can... Blue... this blue ... eh this rose ... what does this color say?) All communication depends on the support of a very sympathetic interlocutor. Producing memorized material referring to the immediate environment Direct Link to Media Rationale for Rating This is an example of beginner-level production of memorized material in isolated words to name a few familiar colors from his immediate environment. The tester tries to contextualize talking about colors by referring to eye color, and the speaker understands that she refers to colors because of contextual clues. The speaker recycles the words of the tester and his pronunciation is strongly influenced by his native language, and he can be difficult to understand even by the most sympathetic listener. Communicate minimally on highly predictable topics Direct Link to Media Rationale for Rating The speaker communicates short messages on highly predictable topics. She produces utterances and incomplete sentences, primarily stringing together words that have been met, memorized and recalled. There is little evidence of her ability to control basic sentence structure. It's an attempt to create language and answer the tester's questions about her city, but her language is hardly understandable, preventing a true exchange of conversation. We get some information from her, but she is hard to understand, even for a very sympathetic listener. Beginner-high-level speakers are able to handle a variety of intermediate-level tasks, but can't maintain performance at this level. They are able to handle a number of uncomplicated communicative tasks in social situations. The conversation is limited to some of the predicted topics necessary to survive in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Beginners loudspeakers answer simple, direct questions or requests for information. They are also able to ask some formal questions. Beginners loudly are able to express personal opinion by relying heavily on learned sentences or recombinations of these and what they hear from their interlocutor. Their language consists mainly of short and sometimes incomplete sentences in the present, and can be hesitant or inaccurate. On the other hand, since their language often consists of extensions of learned material and stock sentences, they can sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary and syntax can be strongly influenced by the first language. Frequent misunderstandings can occur, but with repetition or reformulation, beginners high speakers can generally be understood by sympathetic interlocutors used for non-natives. When you are prompted to handle a variety of topics and perform mid-level functions, a beginner speaker can sometimes respond in understandable sentences but will not be able to maintain speech at the sentence level. Beginners Mid Speakers on Beginner Mid sublevel communicate minimally using a variety of isolated words and memorized sentences limited by the specific context in which language has been learned. When they answer direct questions, they can say only two or three words at a time or give an occasional stock response. They often stop when searching for simple vocabulary or trying to recycle their own and their interlocutors' words. Beginners Mid speakers can be understood with difficulties even by sympathetic interlocutors accustomed to dealing with non-natives. When asked to handle topics and perform mid-level functions, they often resort to repetition, native language words, or silence. Beginners Low speakers on Beginner Low sublevel have no real functional ability, and because of their pronunciation, can be incomprehensible. Given sufficient time and known signals, they may be able to exchange greetings, give their identity and mention a number of known objects from their immediate environment. They cannot perform functions or handle intermediate-level topics, and therefore cannot participate in a true conversation exchange. Exchange.

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