**ADVANCED LANGUAGE LEARNING: SELECTED REFERENCES**

**(Last updated 22 November 2016)**

Allen, H.W. (2009). Beyond the language-literature divide: Advanced pedagogy for training graduate students. *ADFL Bulletin, 41*(2), 88-99.

Bardovi-Harlig, K., & Bofman, T. (1989). Attainment of syntactic and morphological accuracy by advanced language learners. *Studies in Second Language Acquisition*, *11*(01), 17-34.

Byrnes, H. (2002). Toward academic-level foreign language abilities: Reconsidering foundational assumptions, exploring pedagogical options. In B. L. Leaver & B. Shekhtman (Eds.), *Developing professional-level language proficiency* (pp. 34-58). Cambridge, UK: Cambridge University Press.

Byrnes, H. (2004). Advanced L2 literacy: Beyond option or privilege. *ADFL Bulletin, 36*(1), 52-60.

Byrnes, H. (2004). Contexts for advanced foreign language learning. In B. L. Leaver & B. Shekhtman (Eds.), *Developing professional-level language proficiency* (pp. 61-76). Cambridge: Cambridge University.

Byrnes, H. (2005). Literacy as a framework for advanced language acquisition. *ADFL Bulletin, 37*(1), 85-110.

Byrnes, H. (Ed.). (2006). A*dvanced language learning: The contribution of Halliday and Vygotsky*. London, UK/New York, NY: Continuum.

Byrnes, H. (2006). Locating the advanced learner in theory, research, and educational practice. An introduction. In H. Byrnes, H. Weger-Gunthrap, & K. A. Sprang (Eds.), *Educating for advanced foreign language capacities. Constructs, curriculum, instruction, assessment* (pp. 1-14). Washington, DC: Georgetown University Press.

Byrnes, H. (2006). What kind of resource is language and why does it matter for advanced language learning?. In H. Byrnes (Ed.), *Advanced language learning: The contribution of Halliday and Vygotsky* (pp.1-28). London, UK/New York: Continuum.

Byrnes, H. (2008). Grammatical metaphor as a marker of evolving L2 advancedness: Some conceptual and textual considerations. In B. Ahrenholz, U. Brendel, W. Klein, M. Rost-Roth, & R. Skiba (Eds.), *Empirische Forschung und Theoriebildung. Beiträge aus Soziolinguistik, Gesprochene-Sprache- und Zweitspracherwerbsforschung. Festschrift für Norbert Dittmar zum 65* (pp. 191-201)*.* Geburtstag. Frankfurt, Germany: Peter Lang.

Byrnes, H. (2012). Advanced language proficiency. In S. M. Gass & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 605-520). New York, NY: Taylor & Francis, Routledge.

Byrnes, H., Crane, C., & Sprang, K. A. (2002). Non-native teachers teaching at the advanced level: Challenges and opportunities. *ADFL Bulletin, 33*(3), 25-44.

Byrnes, H., & Maxim, H. H. (Eds.). (2004). *Advanced foreign language learning: A challenge to college programs*. Boston: Heinle & Heinle.

Byrnes, H., & Sinicrope, C. (2008). Advancedness and the development of relativization in L2 German: A curriculum-based longitudinal study. In L. Ortega & H. Byrnes (Eds.), *The Longitudinal Study of Advanced L2 Capacities* (pp. 109-138). New York, NY: Routledge/Taylor & Francis.

Byrnes, H., & Sprang, K. A. (2004). Fostering advanced L2 literacy; A genre-based, cognitive approach. In H. Byrnes & H. H. Maxim (Eds.), *Advanced foreign language learning: A challenge to college programs* (pp. 47-85). Boston, MA: Heinle Thomson.

Byrnes, H., Weger-Guntharp, H., & Sprang, K. A. (Eds.). (2006). *Educating for advanced foreign language capacities: Constructs, curriculum, instruction, assessment*. Washington, DC: Georgetown University Press.

Carlson, E. (2016). A framework for advancing proficiency in language learner output. *The Language Educator 11*(2), 42-45.

Donato, R., & Brooks, F. (2004). Literacy discussions and advanced speaking functions: Researching the (dis)connection. *Foreign Language Annals, 37*(2), 183-199.

Dupuy, B. C. (2000). Content‐based instruction: Can it help ease the transition from beginning to advanced foreign language classes?. *Foreign Language Annals*, *33*(2), 205-223.

Eskey, D. E. (1973). A model program for teaching advanced reading to students of English as a foreign language. *Language Learning*, *23*(2), 169-184.

Garza, T. J. (1991). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals*, *24*(3), 239-258.

Grenfell, M., & Harris, V. (1998). Learner strategies and the advanced language learner: problems and processes. *The Language Learning Journal*, *17*(1), 23-28.

Gutiérrez, J. R. (1990) Overcoming anarchy in the advanced language class. *ADFL Bulletin, 21*, 41-45.

Hulstijn, J. H., Hollander, M., & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *Modern Language Journal*, *80*(3), 327-339.

Jogan, M. K., Ana, H. H., & Gladys, A. M. (2001). Cross‐cultural e‐mail: Providing cultural input for the advanced foreign language student. *Foreign Language Annals*, *34*(4), 341-346.

Kelly, P. (1991). Lexical ignorance: The main obstacle to listening comprehension with advanced foreign language learners. *International Review of Applied Linguistics in Language Teaching*, *29*(2), 135-149.

Lacorte, M., & Canabel, E. (2005). Teacher beliefs and practices in advanced Spanish classrooms. *Heritage Language Journal, 3*, 83-107.

Leaver, B. L., & Shekhtman, B. (2002). *Developing professional-level language proficiency*. Cambridge, UK: Cambridge University Press

Loomis, S. (2015). Using speaking test data to define the advanced proficiency level for L2 Arabic speakers. *Foreign Language Annals, 48*(4), 604-617.

Maley, A. (2008). *Advanced learners*. Oxford, UK: Oxford University Press.

Mori, J. (2012). Social and interactive perspectives on Japanese language proficiency: Learning through listening towards advanced Japanese. University Park, PA: CALPER Publications.

Ortega, L., & Byrnes, H. (Eds.). (2008). *The longitudinal study of advanced L2 capacities*. New York, NY: Routledge.

Ortega, L., & Byrnes, H. (2008). The longitudinal study of advanced L2 capacities: An introduction. In L. Ortega & H. Byrnes (Eds.), *The longitudinal study of advanced L2 capacities* (pp. 3-20). New York, NY: Routledge.

Ortega, L., & Byrnes, H. (2008). Theorizing advancedness, setting up the longitudinal research agenda. In L. Ortega & H. Byrnes (Eds.), *The Longitudinal Study of Advanced L2 Capacities* (pp. 281-299). New York, NY: Routledge/Taylor & Francis.

Paesani, K., & Willis, H. (2012). Beyond the language-content divide: Research on advanced foreign language instruction at the postsecondary level.  *Foreign Language Annals, 45*, 54-75.

Pearson, L., Fonseca-Greber, B., & Foell, K. (2006). Advanced proficiency for foreign language teacher candidates: What can we do to help them achieve this goal? *Foreign Language Annals, 39*(3), 507-519.

Righini, M.D.C. (2014). The use of social media resources in advanced level classes. In D. Nunan & J. C. Richards (Eds.), *Language learning beyond the classroom* (pp. 85-94). New York, NY: Routledge.

Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced‐level college students of Japanese. *Foreign Language Annals*, *29*(2), 239-249.

Thorne, S. L. & Reinhardt, J. (2008). “Bridging activities,” new media literacies and advanced foreign language proficiency. *CALICO Journal,* 25(3): 558-572.