

<b>ECTS file</b> <b>Threshold 3A/B</b>
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**Designation of the module / subject**

B1 Threshold 3A/B

**Duration and number of contact hours**

Start and end dates: see website

Curriculum options:

- Year course 120 hours
- Blended learning programme 120 hours (60 contact / 60 distance)
- Semester course FAST 70 hours (65 contact/5 distance)
- Semester course blended learning FAST 70 hours (35 contact/35 distance)

**Credits**

- for a 120-hour year course Arabic, Chinese and Japanese: 6 to 8 study points
- for a 120-hour year course of the other languages: 5 to 7 study points
- for an accelerated/FAST 70-hour semester course: 3 to 4 study points

**Objectives**

- **General objectives Threshold - Limited linguistic autonomy**

At the end of the level, students are able to communicate autonomously in the target language, to a limited extent and using restricted linguistic tools, in most everyday situations and on topics that are familiar to them or fall within the scope of their own interests (work, school, recreational activities). In personal contacts, they are able to carry out current transactions; they can give and ask for business information, and establish and maintain social and professional contacts in current situations. They understand the essence and relevant details of simple spoken and written texts of a general nature and are able to write simple coherent texts, including texts of a businesslike nature.

Each of the ensuing modules further familiarises students with new contexts or expands contexts presented earlier. A growing number of linguistic tools are put at the students' disposal, enabling them to carry out increasingly complex tasks. As tasks are gradually accomplished in a more effective, broader and more accurate way and as the variety of texts gets wider, students will find themselves in a higher module within Threshold.

Students are aware of their language learning process that allows them to learn more effectively. They make use of current language learning and communication strategies enabling an effective and purposeful process of language production and language reception. Students aim at accuracy in linguistic usage. They speak confidently, show resilience and are willing to immerse themselves in the sociocultural world of a text.

- **Basic skills**

At the end of Threshold 3A/B students are able to

**Speaking**

- ask for and give information, i.e.

- o describe and relate everyday events
- o give a short account of a current message or pass on a message of a third party
- take part in discussions and keep up with what is being said:
  - o phrase the essence of their own attitude or opinion and indicate whether or not they agree with their interlocutor
  - o comment briefly on other people's attitude or opinion and compare alternatives
- carry out transactions and deal with a slight complication in the process (unexpected turn in the situation) and/or file a complaint
  - o when doing current purchases, in a restaurant, using public transport; in connection with transactions at a bank or post office; during a trip or when preparing one; possibly in the framework of contacts with local authorities abroad
  - o cooperate in a goal-oriented way: briefly explain what needs to be done and how it can be done (give instructions)
- establish and maintain social contacts; have a chat, keep the conversation going for a while and wind it up, i.e.
  - o say hello and goodbye using standard formulas, introduce themselves and/or someone else, thank someone, invite someone and reply to an invitation, offer an apology and/or react to one
  - o tell briefly about personal events or experiences of persons from their direct environment
  - o put their own attitude / feelings into words and ask for and react to similar information given by others

They are able to do this in connection with their own living, working and learning situation and the nearby/wider environment.

### **Writing**

- write about topics related to their living, working and learning situation; the topics are concrete, simple, predictable and familiar
- types of texts:
  - forms, short messages
  - business and personal correspondence
  - accounts, reports
  - creative assignments like a travel story
- functions:
  - ask for and provide factual information
  - express attitudes and feelings and ask for them
  - spur into action
  - establish and maintain social contacts
  - bring structure into a message

### Quality of the output (speaking/writing)

*The students' language is short and sufficiently structured; current sentence structures are used correctly and linguistic usage is still simple but increasingly adequate and varied. Articulation and intonation sound largely correct. The speech rate is fairly fluent. The register is neutral. The acquired forms of address and formulas for polite social contacts are used in current contexts with both known and unknown interlocutors. Current linking tools and connectors are used within the sentence and in elementary paragraphs.*

## Listening/Reading

- grasp the direct meaning, in other words
  - understand completely – only in the case of prescriptive texts
  - search for specific data
  - find the global meaning, i.e. determine the subject and what is said about it
- listen/read profoundly, in other words
  - identify, understand and sort the gist and important details (bring structure)
  - identify explicitly formulated feelings, attitudes and points of view
  - form their own opinion on the basis of the information (assess)

### Characteristics of the input (listening/reading)

*The listening and reading material is authentic. It includes simple detailed instructions or technical info (e.g. patient information leaflet, mobile phone manual), warnings, narrative and descriptive texts as well as texts of a simple argumentative nature (e.g. blog post, report, (newspaper or internet) article, simple letter to the editor, promotional film, interview, explanatory text in connection with a chart/graph).*

*Texts relate to everyday life and familiar aspects of the global world. Occasionally, information may be offered implicitly. The texts are clearly structured. They are written or spoken in standard language and standard register or occasionally in an acceptable variant. They may be visually supported.*

## Admission requirements

### Are admitted to Threshold 3A/B

- students complying with the final attainment level of Threshold 2A/B;
- students directed to Threshold 3 by the placement test.

## Content

This course increases the quality and quantity of production and reception by means of

- confrontation with a **varied input**;
- **training** of listening, reading, speaking and writing **skills**; basic skills are practised as described above;
- practising reading, listening, writing and speaking strategies (**learning strategies + communication strategies**);
- revision and expansion of **vocabulary and structural range** in contexts like climate, application, transport;
- increasing **accuracy** with regard to structures and vocabulary, e.g. conditional sentence, future tense;
- increasing **structure and coherence** thanks to the use of current linking words;
- training of **pronunciation** with the aim of coming close to native speakers; focus on recurrent difficulties; training of intonation as an important conveyor of meaning; attention to stress, sentence rhythm and speech rate;
- exposition to **linguistic variants** deviating slightly from standard language and to current regional language;
- becoming conscious of **variants in register** (formal vs. informal);
- **sociocultural aspects of the language**, such as punctuality, attitudes and values in the other culture: non-verbal communication; insight into the linguistic system; attention to possible causes of miscommunication;
- development of **attitudes** like confidence in speaking, resilience, motivation to strive for linguistic

variation and accuracy, willingness to autonomously extend the mastery of the language in accordance with personal needs.

### **Study material**

See website

### **Course language**

Target language

### **Methods**

Variety of interactive methods

- **Explanation**

For example: learning conversation, conversation & discussion, task-based (group) projects, peer teaching, (individual and group) presentations, use of multimedia (audio, video, tablets, ...), online exercises, online forum, language lab.

### **Assessment (for concrete information see assessment file on the teacher's website)**

- **Type and form**

Type: staggered evaluation throughout the year and exams during one (semester course) or two (year course) exam periods.

Form:

- competency tests for reading, writing, listening, speaking
- interim feedback through staggered online knowledge tests, in-class observation, self-assessment and peer assessment.

- **Didactic material**

Depending on the item of the exam: course material, dictionaries, computer/tablet, prints, texts, audio, video, ... or nothing.

- **Types of questions**

A variety of types of questions (open and closed questions, multiple choice, connections, discussion, role play, problem-solving cooperation, ...).

- **Clarification**

How is your progress assessed?

Interim feedback is given on the basis of:

- Listening: in-class observation, self-assessment and peer feedback
- Reading: in-class observation, self-assessment and peer feedback
- Writing: in-class writing assignments and homework
- Speaking: in-class observation, self-assessment and peer feedback
- Supporting knowledge: (online) tests throughout the year. A minimum score of 80% is required for online tests. Tests can be taken repeatedly until this score is obtained.

Are taken into account for the final score:

- the competency tests for speaking, writing, listening and reading.

What is tested?

The general objectives and basic skills are described above.

Detailed objectives and sample assignments per chapter can be found in the course material and

the online schedule.

What is the weight of the different components?

Listening, reading and writing each count for 1 part of the total, speaking skills for 2. The weight of interim assessments is announced by the teacher at the moment the assignment is given.

What is the pass criteria?

You are expected to take all parts of the exam and to submit all assessment assignments. Students with one or more unsatisfactory marks are put on a deliberation list by the computer.

The following criteria apply for the deliberation:

- 2 ‘weak’ marks = overall fail (a ‘weak’ mark for speaking skills carries the weight of a ‘weak’ on two exam components)
- 1 ‘weak’ mark is always discussed by the deliberation committee.

At the end of a reference level, we are stricter and expect a more balanced profile.

How do we communicate the results of the assessment?

Language profile: You have scored as follows on the curriculum objectives for the 4 skills:

(*)	Listening (1)	Speaking (2)	Reading (1)	Writing (1)
Very good			+++	
Good	++			
Fair		+		
Weak				-

**Final assessment:** passed/failed (deliberation)

Very good +++	Things run smoothly! You perform all tasks successfully with ease, confidence, steady quality and more.	8-10
Good ++	It works! You perform all tasks with relative ease and fairly steady quality.	6.5-7.9
Fair +	It works, but not all the time. You perform most tasks at his level but not always with ease and the quality is not yet steady.	5-6.4
Weak -	It does not work yet. You perform some tasks of the level but the quality does not yet reflect the aims of this level.	0-4.9

More information on the assessment can be found on the CLT website in the centre regulations.

- **Exam resits**

NO, there are no exam resits.