

ECTS file Threshold 1 A/B

Designation of the module / subject

B1 Threshold 1A/B

Duration and number of contact hours

Start and end dates: see website

Curriculum options:

- Year course 120 hours

Credits

- for a 120-hour year course Arabic, Chinese and Japanese: 6 to 8 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 1A/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

- carry out transactions and/or file a complaint
 - 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
 - cooperate in a goal-oriented way: briefly explain what needs to be done and how it can be done (give instructions)
- establish social contacts; have a chat, keep the conversation going for a while and wind it up, i.e.
 - 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
 - tell briefly about personal events or experiences of persons from their direct environment
 - 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:
 - fill out forms, write short messages
 - make announcements in business and personal correspondence
 - carry out creative assignments like writing 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 language (speaking/writing)

The students' language is short with simple structures; current sentence structures are used correctly and vocabulary is simple. Articulation and intonation sound largely correct. The speech rate is cautious. 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 (reading/listening)

The listening and reading material is authentic. It includes instructions and warnings, advertisements, announcements and texts of a narrative and descriptive nature. Texts relate to everyday life and familiar aspects of the global world. The essential information is explicitly worded and the texts are clearly structured. They are written or spoken in standard language and standard register. They may be visually supported.

Admission requirements

Are admitted to Threshold 1

- students complying with the final attainment level of Waystage A/B
- students directed to Threshold 1 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 family, leisure, living, spatial orientation;
- increasing **accuracy** with regard to structures and vocabulary, e.g. verbal tenses, relative pronouns: who, that, ...;
- 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 the way of greeting, 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, goal-oriented (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 two centralized 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: self-assessment by means of (online) tests in the course of the year or at specific moments. 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: competency tests for listening, speaking, reading and writing.

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:

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

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.