

ECTS file Waystage 2 A/B

Designation of the module / subject

A2 Waystage 2 A/B

Duration and number of contact hours

Start and end dates: see website

Options:

- Year course 120 hours

Credits

- for a 120-hour year course Arabic, Chinese and Japanese: 6 to 8 study points

Objectives

- **General objectives Waystage - Self-reliance level**

At the end of the level, limited resources in the target language enable students to handle some of the most obvious communicative situations. In personal contacts, they understand simple, factual information and instructions; they are able to provide and ask for simple personal information, as well as information directly relevant to everyday life. They understand the essence of simple everyday notices, messages and announcements and are capable of rendering familiar information in a simple written form.

Students can call upon earlier learning experiences as well as draw on and make use of relevant prior knowledge with regard to all skills. They are capable of self-correction. Students have the ability to use compensating strategies and non-verbal behaviour, and to adapt to a minimum extent to the communication situation.

They are not afraid of speaking and writing, show resilience, are willing to aim at a certain correctness and have the ability to immerse themselves in the sociocultural world of the interlocutor or the text.

Students' targets in Waystage 1 and 2 are similar. Contexts are widened and/or deepened. The quality of production and reception are a little higher in Waystage 2.

- **Basic skills**

At the end of the course students are able to

Speaking

- exchange information with regard to basic facts concerning themselves and their direct environment. They are able to formulate the necessary elementary questions and answers, give a brief account and describe things through an enumeration of sentences in present, past and future. They are able to put their experiences (i.e. their wishes, needs and feelings) into words and to ask for their interlocutor's experiences
- cooperate in a goal-oriented way: perform basic transactions concerning personal everyday needs they are able to

- formulate the necessary elementary questions and answers
- give an instruction to an unknown language user
- formulate an invitation, a proposal and an appeal, and reply to it
- formulate a problem and a complaint
- establish social contacts: basic functions for social interaction, including presenting oneself, greeting, parting, apologising, thanking, inviting, expressing 'liking or disliking', establishing contacts by means of basic formulas and elementary questions and answers

Writing

- about topics related to everyday life and their direct environment
- types of texts:
 - fill out forms and make notes
 - make a short, simple announcement in personal & business correspondence
 - write a short text of a narrative, descriptive nature
- 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; it contains standard formulas as well as simple sentences with basic coherence. The message comes across, even if the text still contains elementary mistakes. Elementary conventions with regard to forms of address are respected.

Listening & Reading

- determine the overall meaning of what they hear and read, and try to understand what it is about by means of hypotheses
- skim and scan quickly in order to decide whether a more in-depth reading is useful
- separate essentials from inessentials, recognise the structure of the text, select relevant/specific information and (start to) sort and understand
- fully understand short, acquired instructions and simple warnings in everyday situations

Characteristics of the input (reading/listening)

The listening and reading material is (semi-)authentic. The texts concern topics of direct importance to everyday life and are concrete, predictable and familiar. They are simple, short, sufficiently redundant and clearly structured; they are presented in their original layout provided they are clearly legible. They are written in simple standard language, may be visually supported and the essential information is explicitly worded.

Admission requirements

Are admitted to Waystage 1

- students complying with the final attainment level of Waystage 1 A/B;
- students directed to Waystage 2 by the placement test.

Content

- confrontation with a **varied input**;
- **training** of listening, reading, speaking and writing **skills**;
- reading, listening, writing and speaking strategies (**learning strategies + communication strategies**);
- **basic linguistic actions**: exchanging information (telling what has happened or is about to happen, rendering other people's words, describing an object, situation or person, conveying an opinion), expressing feelings and attitudes (expressing positive and negative feelings, expressing approval, showing willingness, asking for and granting or refusing permission, proposing something, asking (not) to do something and functioning socially (warning someone, drawing attention to something and making an appointment);
- **vocabulary** concerns basic facts regarding students and their immediate environment in contexts like personal details (family, appearance, character traits, interests, occupation, etc.), contacts with emergency services, post office, bank, etc., information services (audiovisual and written media, internet and email), different types of meals, eating and drinking out, hotel and other holidays, invitation, appointment and booking, food, household articles, shopping, clothing and fashion, the world of feelings (liking more of less, rather, ...), orientation and the road (movement, direction and distance, quantity, dimensions and speed), time organisation (planning and intentions), aspects of country and people (public holidays, ...), health services (parts of the body, health and physical condition, illness, accident and medical help), living conditions (housing, house layout, furniture, etc.), public and private transport, leisure, climate, etc.;
- **basic structures** are used to formulate and answer simple questions and make elementary sentences: future, telling in the past, comparing, imperative, etc.;
- **basic linking tools** (e.g. referring words) and basic connectors (such as 'and, or, because, but, therefore, even, when, until', etc.) are used in clauses and simple sentences;
- current features of **articulation and intonation** sound largely correct;
- **neutral register**: forms of address and formulas for polite social interaction in current contexts with both known and unknown interlocutors;
- **sociocultural aspects of the language**, such as manners, the choice of certain forms of address; attitudes and values in the other culture: non-verbal communication; insight into the linguistic system;
- development of **attitudes** like confidence in speaking, resilience.

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 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, peer feedback
- reading: in-class observation, self-assessment, peer feedback
- writing: in-class writing assignments and homework
- speaking: in-class observation, self-assessment, 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 or 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.