

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

A1 Breakthrough 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: 5 - 7 study points

**Objectives**

- **General objectives Breakthrough - Survival level**

At the end of the level, a very limited number of tools in the target language enable students to survive in the most essential communicative situations. In personal contacts, students are able to understand elementary, factual information and instructions; they are able to ask for and provide personal information as well as information directly relevant to everyday life. They understand the essence of simple everyday notices, messages and announcements and are able to write short messages and fill out simple forms.

Students can call upon earlier learning experiences / relevant prior knowledge with regard to all skills. They have the ability to use compensating strategies and non-verbal behaviour. 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.

- **Basic skills**

At the end of the course students are able to

**Speaking**

- exchange information in connection with personal data and limited non-personal information necessary in everyday life, i.e.
  - react with some elementary answers and ask some elementary questions themselves, account and describe through a loose enumeration of elements
  - put their experiences (i.e. their wishes, needs and feelings) into words
  - ask for their interlocutor's experiences
- arrange things / cooperate in a goal-oriented way, i.e.
  - describe transactions with some elementary questions and answers, understand directions / instructions
  - formulate an invitation, a proposal and an appeal, and reply to it
  - give an instruction to a known language user
  - make and cancel an appointment
  - formulate a problem or a complaint
- establish social contacts: basic functions for social interaction, including presenting oneself,

greeting, parting, apologising, thanking, establishing contacts and answering by means of basic formulas

### 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
  - spur into action
  - establish and maintain social contacts

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

*The students' language is short with simple structures; it contains a basic repertoire of isolated words, short clauses, stock formulas and idioms.*

*There is some coherence within simple clauses and short simple sentences. 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
- recognise and understand specific / relevant information (under the form of words and very elementary clauses)
- fully understand short, acquired instructions and simple warnings in everyday situations

### Characteristics of the input language

*The listening and reading material is (semi-)authentic. Texts include short, simple messages, announcements, simple informative texts of a narrative / descriptive nature (conversations, TV and radio shows, magazines) and important forms. They are short, concrete, predictable, simply structured and visually supported in most cases.*

### Admission requirements

None

### 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 (making an announcement, asking for information, expressing possession), expressing feelings and attitudes (satisfaction, ...), willingness, requesting someone to do something, asking to repeat, asking for help and functioning socially (greeting, addressing, presenting someone, parting, thanking);
- **vocabulary** concerns students' basic personal details and limited non-personal information necessary in everyday life situations, such as particulars (name, address, telephone number, etc.),

occupation, interests, different types of meals, food and drink, invitation, appointment, booking, shopping, clothing and fashion, time organisation, planning and intentions, aspects of country and people (public holidays, ...), living environment, daily activities, etc.;

- the most **elementary basic structures and sentence patterns** are reproduced in a memorised repertoire, e.g. past, singular and plural, etc.; students also use basic structures to partly make their own sentences;
- **basic linking tools** (e.g. referring words) and basic connectors (such as 'and' and 'then') between loose words and clauses;
- basic features of **articulation and intonation**;
- **neutral register**: forms of address and basic formulas for polite social interaction in the most current everyday 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 specific 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, 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.