

Overview of the Southampton Language Stages

At the end of a Language Stage you will be able to:

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	
U N D E R S T A N D I N G	Listening	Understand basic spoken information / interaction in conversation with a sympathetic native speaker relating to predictable everyday situations	Understand the gist of spoken information and general interaction.	Understand the gist of most spoken language delivered at normal speed in a familiar accent.	Understand the gist and detail of most spoken language in a range of registers, delivered at normal speed. You should be able to follow most films and television programmes.	Understand most spoken discourse, recognise regional variation (e.g. vocabulary, accent) and understand the significance and appropriateness of different spoken registers and varieties.	Understand most of the implications and intentions of spoken language delivered in a range of accents and registers at any speed.	Understand with ease virtually everything that is heard, including subtleties of meaning and nuance.
	Reading	Reading for general meaning.	Understand the gist and some detail of short authentic written texts in common genres.	Extract data and ideas from texts of general interest with the support of reference materials.	Read and understand the main ideas and most detail in authentic texts in a variety of genres (including emails, newspapers, textbooks and literature) without too much effort.	Understand complex factual, literary and persuasive material and some specialised texts and read longer texts at speed extracting main points and / or detail.	Understand with relative ease, texts in most registers, with recourse to reference materials for specialised and unfamiliar topics.	Understand and interpret critically most forms of written language including abstract, structurally complex or highly colloquial literacy and non-literary writings.
P R O D U C T I O N	Speaking	Provide and ask for simple information relating to areas of immediate concern.	Initiate and maintain conversations and discussions relating to most everyday contexts.	Engage with a degree of grammatical correctness and some spontaneity in conversations relating most everyday topics as well as in conversations on some specialised topics.	Engage confidently and accurately in conversations relating to everyday topics and a range of specialised ones.	Keep up with and participate in discussion and conversation on familiar and complex topics and present similar topics, with reasonable effectiveness and precision.	Engage with ease in spoken interaction on complex and abstract topics using a range of grammatical structures, vocabulary and discourse markers.	Converse with ease in most formal and informal situations and employ appropriate and effective strategies in managing linguistically and / or culturally complex interactions.
	Writing	Construct short written texts to communicate basic information relating to familiar topics.	Construct short written texts in appropriate style in order to communicate information, narrative and description.	Write coherent texts in a limited range of registers on every day and some specialised topics.	Write accurately in a variety of common genres in order to communicate information, ideas, concepts and opinions relating to a variety of situations and topics.	Write cohesive texts which are beginning to approach comparable native-speaker standard in terms of accuracy, textual and rhetorical devices and range of expression.	Write clearly in a range of appropriate styles on complex topics in a range of genres. Express arguments and conclusions.	Write convincingly in a variety of styles and registers with fluency and accuracy.
	Other Skills	Communication using grammatically simple phrases and sentences with a degree of accuracy.	Express opinions and ideas with some grammatical accuracy and textual coherence.	Express facts and concepts clearly using some complex constructions and an appropriate range of vocabulary.	Use complex grammatical structures and appropriate vocabulary, but with some first language interference.	Transfer information from spoken and written target language texts into English, for example through summary and commentary, and start to do the same from English into the target language.	Translate short written and spoken texts in a variety of genres from the target language into English, maintaining the content and beginning to approximate the style.	Translate short written and spoken texts in a variety of genres into English, transferring content and style effectively. Translate short, written and spoken English texts in a variety of genres maintaining content and accuracy and beginning to approximate to style and idiom.
Approximate Equivalence	Good GCSE; *CEF A2; **NLS Level 1/2	A Level Grade C; CEF B1; NLS Level 2	A Level Grade A / B; CEF B2; NLS Level 2/3	CEF B2/C1, NLS Level 3	CEF C1; NLS Level 3/4	CEF C1/C2; NLS Level 4	CEF C2; NLS 4/5	

*= Common European Framework **= National Language Standards

PRE-REQUISITES FOR ENTRY TO EACH LANGUAGE STAGE

	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7
Entry requirements	None OR relatively little experience of studying the language OR a GCSE grade C OR other qualification or experience equivalent* to CEF A1**	Stage 1B OR GCSE grade A or B, in the relevant language OR other qualification or experience equivalent* to CEF A2**	Stage 2B OR AS level grade A or B in the relevant language, A level grade C OR other qualification equivalent to CEF B1	Stage 3B OR A level grade A or B or equivalent qualification OR experience of using and / or studying the language at a level higher than B1	Stage 4B OR qualification or experience equivalent to CEF B2 but with experience of using and / or studying the language at a level higher than B2	Stage 5 OR qualification or experience equivalent to CEF B2 but with significant experience of using and / or studying the language at a level higher than B2	Stage 6 OR or other qualification or experience equivalent to CEF C1
Additional Information	<i>If you have already achieved stage 5 in one language you may not normally take a stage 1 module. Stage 1 modules are not suitable for proficient language learners (i.e. those who have already achieved stage 5 in one or more languages). If you fall into this category you may, however, take accelerated stage 1-2 but should discuss the workload implications with the module co-ordinator.</i>	<i>If you have already achieved a grade B or above at GCSE in the language you wish to study, you must choose a stage 2 language module. Stage 2 modules take into account that you may not have studied the language since GCSE</i>		<i>If you are a year 1 Modern Languages student, this will normally be the language stage you will take in your principal language(s) of study</i>	<i>To be successful in stage 5 you should ideally have a good knowledge of the target language culture(s) If you are not a native speaker of English you will need to be studying stage 4 English language (or have already achieved this level, equivalent to IELTS 7) in order to be able to cope with the translation element of stage 5</i>	<i>To be successful in stage 6 you must have extensive knowledge of the target language culture(s) and good practical awareness of linguistics, as developed within stage 5. If you are not a native speaker of English you will need to be studying stage 5 English language (or have already achieved this level, equivalent to IELTS 7.5) in order to be able to cope with the translation and oral mediation elements of stage 6</i>	<i>To be successful in stage 7 students must have extensive knowledge of the target language culture(s) and good practical awareness of linguistics, as developed within stages 5 and 6. If you are not a native speaker of English you will need to be studying stage 5 English language (or have already achieved this level, equivalent to IELTS 7.5) in order to be able to cope with the translation and oral mediation element(s) of stage 7</i>

Notes

* Where equivalence is unclear (as is often the case with experiential learning), please contact the module co-ordinator who will advise you of the appropriate stage to take. In some cases a diagnostic test maybe necessary in order to do this.

** CEF refers to the Common European Framework of Reference and its 6 point scale – A1, A2, B1, B2, C1, C2.