

ECTS file Effectiveness B
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Designation of the module / subject

Effectiveness C1

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)

Credits

- for a year course of 120 hours: 5 to 7 study points

Objectives

- **General objectives Effectiveness C1 - Effective operational proficiency**

At the end of the course, students are able to communicate effectively in the target language. They formulate their messages accurately and fluently in oral and written contacts. They clearly express themselves in a rich and well-balanced language, including in a business context. They thoroughly understand a wide variety of spoken and written texts, both inside and outside their own field of interest.

Students are aware of their language learning process that allows them to learn more effectively. They are at ease with language learning and communication strategies enabling an effective and purposeful process of language production and language reception. Students aim at variation, diversity and accuracy in linguistic usage. They speak confidently, show resilience, are willing to immerse themselves in the sociocultural world of a text and are prepared to autonomously extend their mastery of the language in accordance with their own needs.

Students' targets in effectiveness A and B are similar. However, the degree of difficulty of the assignments, the quantity (larger units) and the quality (fluency, accuracy, range) of production and reception are higher in effectiveness B. Contexts are widened and/or deepened.

- **Basic skills**

At the end of the course students are able to

Speaking

- exchange information:
 - on random topics (both concrete and abstract)
 - describe, relate, compare, summarise and illustrate
 - sketch the course of unexpected events
 - ask for detailed instructions, carry them out and give detailed instructions themselves
 - put their experiences into words

- take part in discussions
 - on random topics
 - formulate ideas and opinions accurately
 - develop their own line of reasoning and underpin it with arguments
 - develop hypotheses
 - react to questions and comments
 - engage in complex reasoning and if necessary express their agreement or disagreement with their interlocutor
 - use the appropriate register
- cooperate in a goal-oriented way:
 - clearly describe the problem in a troublesome situation of a practical or personal nature
 - exchange views on what joint action can be taken
 - in the latter case, both give precise instructions or well-founded advice and ask for or respond to it
 - adequately deal with or negotiate transactions involving a dispute
 - persuade if need be
 - stimulate cooperation by inviting others to take part and/or say what they think (conduct debates & meetings)
- hold informal conversations:
 - react to what is being said in the conversation and respond adequately to the input of others
 - express their own feelings and the personal impact of events and experiences in a well-balanced way
 - hold the participants enthralled by slipping in, among other things, personal anecdotes or a touch of humour

Writing

- on random subjects, including sensitive ones
- a whole spectrum of texts:
 - business and personal correspondence
 - accounts, reports, essays
 - creative writing assignments
- functions:
 - exchange information
 - spur into action, give instructions and persuade
 - express and substantiate an opinion and a point of view
 - bring structure into a message

Characteristics and quality of the output language (speaking/writing)

The students' language is well-balanced thanks to an extensive idiomatic vocabulary and varied grammatical structures. Where relevant they are able to provide good coherence and structure; linking words and connectors are used effectively. The language is accurate and attains maximum effectiveness; there is hardly any interference with the mother tongue. The style is adapted to the situation and the reader; current conventions with regard to form and register are respected. The pronunciation is accurate. The intonation comes across as natural and is conveniently used to emphasise and nuance certain elements.

Listening/Reading

- grasp the direct meaning:
 - understand completely – in the case of prescriptive texts
 - search for and select specific/relevant data
 - find the general meaning
- read/listen profoundly, in other words
 - give structure by separating essentials from inessentials
 - understand important points in detail
 - identify explicitly formulated points of view, feelings, attitudes and conclusions
 - follow a complex story line
 - infer, i.e. identify the writer's attitude, point of view and feelings even if they are not explicitly formulated; grasp nuances and registers
- read/listen critically:
 - form their opinion with regard to the content of the text or compare elements/sources
- infer and read in detail:
 - recognise implicit attitudes and feelings
 - notice nuances and stylistic differences in a variety of texts, such as long and complex technical instructions, texts of a narrative, descriptive, argumentative and persuasive nature, literary and artistic texts

Characteristics and quality of the input language

The listening and reading material is authentic and highly diversified. It includes complex instructions, detailed technical messages, texts of a narrative, descriptive, argumentative and persuasive nature, and literary and artistic texts.

Texts can be lengthy and deviate from standard language, provided students are allowed some time to familiarise with the specific register, accent, speech rate and articulation.

Admission requirements

Are admitted to Effectiveness B:

- students complying with the final attainment level of Effectiveness 1A + 2A (oral + written module);
- students directed to Effectiveness B by the placement test.

With regard to English/French/German (CLILL education), are admitted to an extended 240-hour course (Effectiveness A + B in 1 year):

- students submitting a Vantage B certificate (oral + written module);
- students directed to Effectiveness A by the placement test and effectively attending this level.

Content

Increasing the quality and quantity of production and reception by means of:

- confrontation with a **rich, varied input**;
- **training** of listening, reading, speaking and writing **skills**;
- reading, listening, writing and speaking strategies (**learning strategies + communication strategies**);
- practising and enlarging **linguistic acts**: accounting and describing in vivid detail, with emotions and humour, understanding in detail, paraphrasing and summarising accurately, comparing in a

well-structured and evaluative way, analysing, underpinning an opinion or suggestion, persuading, dealing with unexpected complications, forming hypotheses, solving problems, reacting thoughtfully and carefully, using language in a creative way;

- revision and enlargement of (idiomatic) **lexical and structural range** in a wide variety of **contexts**, such as social contacts, literature, sensory perceptions, spatial description, social structures, current events, technology; contexts are partly geared to the audience's interests and specific needs;
- increasing **accuracy** with regard to, among other things, structures and vocabulary: revision, correction of frequent mistakes, expansion of structures allowing to express nuances or bring information to the fore;
- increasing **structure and coherence**: revision and expansion (variation) of linking words and tools, e.g. words that express an attitude, words that correct and designate things;
- practising **pronunciation** in order to come close to native speakers; focusing on recurrent problems; practising **intonation** as an important conveyor of meaning; paying attention to stress, sentence rhythm and speech rate;
- exposition to **linguistic variants** deviating from standard norms and to current regional language;
- insight into and training of different **registers**, from very informal to formal; attention to literary language and technical jargon in common fields;
- **sociocultural aspects** of the language, such as (in)directness of speech; implicit and explicit information in certain contexts; etymology; humour; social, political, economic and cultural background; 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

- **Methods**
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 central 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. 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 can be found in the course material.

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 (very) 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.