```
┌─────────────────────────────────────────────────────────────┐
│                          ECTS file                          │
│                          Vantage A                          │
└─────────────────────────────────────────────────────────────┘
```

Designation of the module / subject
B2 Vantage A

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 Vantage A - Linguistic autonomy**
  'Vantage' is the level of true linguistic self-reliance.
  At the end of the course, students easily understand complex texts, both concrete and abstract ones, and including technical matters within their own professional field. Their language is sufficiently rich and subtle to formulate the message in an adequate and fluent way; consequently, a conversation with a native speaker requires no effort from either partner. They communicate in a detailed and clear manner on a large variety of topics and are able to defend a point of view on a certain theme by listing the pros and cons of various options.

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

- **Basic skills**
  At the end of the course students are able to

  Speaking
  in connection with personal subjects, current themes and social topics related to their own environment:
  - exchange information:
    - o relate and describe with personal evaluation, in the past, present and future
    - o report, summarise and highlight the main points
    - o ask for detailed instructions, carry them out and give detailed instructions themselves
    - o react to their interlocutor's point of view and express their agreement or disagreement on the basis of solid arguments
  - obtain goods and services:
    - o deal with transactions involving a dispute
    - o describe the problem and settle it adequately
  - take part in discussions:
    - o formulate and clarify a point of view
    - o put forward pros and cons

o formulate simple hypotheses
● cooperate in a goal-oriented way when faced with a troublesome situation of a practical or personal nature:
    o describe the problem, ask for and give advice, elucidate proposals, weigh up alternatives, wind up
    o explain what needs to be done and how it can be done (give instructions)
    o stimulate cooperation by inviting others
● hold informal conversations / have a chat:
    o on current, general topics
    o adequately ask for and react to other people's input
    o relate with personal evaluation and minimum adornment
    o express their own feelings and the personal impact of events and experiences
    o describe and compare

Writing
● on a wide variety of general and specialised subjects, insofar as the latter lie within their field of competence
● types of texts:
    o business and personal correspondence
    o accounts, reports, essays
    o creative writing assignments
● functions:
    o exchange information
    o spur into action and persuade
    o substantiate a point of view
    o bring structure into a message

Quality of the output (speaking/writing)
The language is accurate and adequate thanks to a varied vocabulary and well-chosen grammatical structures. Connectors and other linking tools result in good coherence.
The style of writing is adapted to the situation and the reader; current conventions with regard to form and register are respected.
Pronunciation and intonation are adequate and largely correct. Possible mistakes do not impede understanding the message. The register is neutral and the speech rate is rarely interrupted by marked pauses.

Listening/Reading
● grasp the direct meaning, in other words:
    o understand completely – only in the case of prescriptive texts
    o search for specific data
    o find the global meaning, i.e. determine the subject and what is said about it
● listen/read profoundly and critically:
    o separate essentials from inessentials
    o recognise the structure of the text and understand important points in detail
    o select, sort and understand relevant / specific information
    o identify explicitly formulated points of view, feelings, attitudes and conclusions, and set them off against their own point of view and/or compare them with other points of view
    o follow a complex story line or reasoning

in a variety of different texts, such as long technical instructions, texts of a narrative, descriptive,

argumentative and persuasive nature.

Characteristics and quality of the input language (listening/reading)
The listening and reading material is authentic. Texts can be lengthy and deviate from standard language, and the register may vary, provided students are allowed some time to familiarise with the specific register, accent, speech rate and articulation. Contents may be abstract and complex. The information is explicitly phrased to a large extent, but may contain implicit structuring.

Admission requirements
Are admitted to Vantage A
● students complying with the final attainment level of Threshold 4 A/B;
● students directed to Vantage A by the placement test.

Content
This course increases the quality and quantity of production and reception.
● Students are confronted with a **rich, varied input**.
● Focus is put on the **training** of listening, reading, speaking and writing **skills**. Basic skills are practised as described above.
● In this context, extensive attention is paid to **learning and communication strategies**.
● **Vocabulary and grammar** are revised and expanded in a **wide variety of social contexts**, such as current events, education, art, family structures, working conditions, … Contexts are partly geared to the students' interests and specific needs.
● **Accuracy** is important. It is aimed at by revision, correction of frequent mistakes and expansion of vocabulary and structures.
● Special attention is paid to better **coherence**: revision and expansion (variation) of linking words and tools.
● Students gain insight into **linguistic registers** (informal vs. formal language) and **sociocultural aspects of the language**. They are also exposed to **linguistic variants deviating from standard norms** and to current regional language.
● **Pronunciation and intonation** are practised in order to come as close as possible to native speakers (focus on recurrent difficulties; practising intonation as an important conveyor of meaning).
● Attention is also paid to **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, 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 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 for online tests. 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 per chapter 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:

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

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.