

WORKSHEET A

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| Titre Descriptors of communicative activities and descriptors of competences | |
| Objective(s) Recognizing the role of communicative activities in both developing and implementing different types of competences | |
| Keywords Communicative language activities – reception – production – interaction – mediation – general competences – linguistic competences | |
| Ref to the Guide | Ref to the CEFR |
| II.4, III.1, III.2 Tables 1, 3 | 4.4, 4.6.4, 5 Table 2 Common Reference Levels: self-assessment grid |

Task A

Step 1 († † †)

Discuss the difference between competence and skill.

Step 2 († †)

Observe table 1 and table 3 of the Guide and try and continue your discussion by comparing terminology with your notes. As you can see, the term communicative language activities has replaced what was previously referred to as “the four skills”, to which interaction and mediation have been added.

Step 3 († †)

Now read Ch 2.4 of the Guide and decide in what sense the notion of communicative language activity encompasses and expands that of “4 skills”. Go to Ch. 4.6.4 of the CEFR to complete your exploration of what communicative language activities refer to.

You may also decide to consult Table 2. Common Reference Levels: self-assessment grid to reflect upon communicative activities in the perspective of assessing levels of language proficiency.

Step 4 († †)

Now consider the notion of competence according to the CEFR. First go back to Guide and observe again tables 1 and 3, then read Ch 3.1, 3.2. How would you describe the link between competences and communicative language activities?

Task B

Step 1 († †)

Consider scales proposed for different communicative activities in Ch 4.4 of the CEFR and compare them with scales of communicative language competences proposed in Ch. 5.2. How can you link the two?

Step 2 († †)

Now consider the lists of general competences proposed in Ch. 5.1 of the CEFR. What do



they add to the previous ones? In what way are they useful to refine judgment?

Step 3 († †)

Now choose one specific communicative activity (for example conversation in spoken interaction) and analyze and discuss what competences are related to it and how the scales in Ch 5 can inform and refine your judgment.

Step 4 († † †)

Report to the big group and discuss possible implications for your teaching practice.