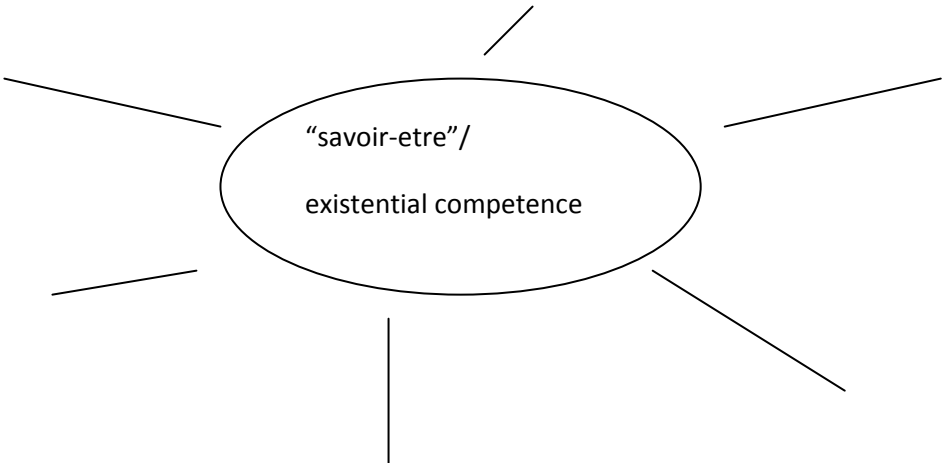


WORKSHEET A

Title Existential competence (savoir-être) and the user's/learner's mental context	
Objective(s) Reflecting about existential competence and mental context	
Keywords savoir-être –mental context – competence	
Ref to the guide	Ref to the CEFR
I.3, III intro, III,1	4 intro, 4.1.4, 4.1.5, 5.1.3
Task	
Step 1 (†)	
Brainstorm characteristics and factors you associate with “existential competence/savoir-être” (provide nouns and/or adjectives)	
	
Look at the CEFR (5.1.3) and compare the list provided with your own.	
Step 2 († †)	
Give an operational definition of existential competence which you might find useful in the teaching profession in general and in your teaching context in particular.	

Then read the following extracts taken from the CEFR and reflect upon similarities between the notions of “existential competence” and “mental context”.

The external context is filtered and interpreted through the user’s:

perceptual apparatus;
attention mechanisms;
long-term experience, affecting memory, associations and connotations;
practical classification of objects, events, etc.;
linguistic categorisation.

These factors influence the user’s *observation* of the context. The extent to which the observed context provides the mental context for the communicative event is further determined by considerations of relevance in the light of the user’s

intentions in entering into communication;
line of thought: the stream of thoughts, ideas, feelings, sense, impressions, etc., attended to in consciousness;
expectations in the light of previous experience;
reflection: the operation of thought processes upon experience (e.g. deduction, induction);
needs, drives, motivations, interests, which lead to a decision to act;
conditions and constraints, limiting and controlling the choices of action;
state of mind (fatigue, excitement, etc.), health and personal qualities (see section 5.1.3).

CEFR, p. 50

Step 3 († † †)

Moving from your notes, your spidergram and your definition, discuss the two notions in group.