

WORKSHEET A

Title		Key concepts and paradigm	
<p>Objective(s) To familiarize yourself with the key concepts and terminology for professional development. To help professionals reflect on the innovative vision of the CEFR and its consequences on the practice of language learning and teaching.</p>			
<p>Keywords Levels – domains – functions – themes – language competences and activities</p>			
Ref to the Guide		Ref to the CEFR	
Introduction		2, 2.1, 2.2, 2.1.4, 4.2, 6.3	
<p>Task A (1)</p> <p>Read Chapter 6.3 in the CEFR “What can each kind of Framework user do to facilitate language learning?” Insert the keypoints in the grid below.</p>			
Type of user		Use of CEFR in order to facilitate learning	
Examiners			
Decision-makers			
Authors			
Teachers			
Learners			
<p>Task B (1 1 1)</p> <p>Step 1</p> <p>Brainstorm on the concept of "ideal native speaker" What does it mean for you? what is your opinion on it? is it valued in your context? is it mentioned by your institutions? Can you be "native speaker" in several languages? what does plurilingualism mean for you? 2. Now read paragraph 1.3 of the CEFR and discuss the point of view of the CEFR in relation to your previous discussion.</p> <p>Step 2</p> <p>Discuss why the CEFR uses the term "paradigm" in this passage and the concern of the CEFR about implementing this new vision into the practice and about the consequences of that.</p>			



Refer to the introduction to the ECEP Guide (ch 0) to help you in the discussion.
 Have you noticed any major changes in your context since the existence of the CEFR?
 How do you imagine/expect the new paradigm will change your professional practice?
 Make a final synthesis of the key-points of the discussion and share in the plenary.

Task C

Step 1 (†)

Familiarize yourself with the common terms in the CEFR and match the terms in the word bank with the headlines they represent:

Common Reference Levels	Language functions	Themes	Domains
	1 2 3 4	1 2 3 4	1 2 3 4
General competences	Communicative language competence	Language activities	
1 2 3 4	1 2 3	1 2 3 4	

Word bank

public occupational waystage vantage breakthrough linguistic mastery sympathising apologising threshold	declarative knowledge (savoir) 'existential' competence (savoir être) mediation negotiating a time and place to meet skills and know-how (savoir-faire) personal identification effective operational proficiency ability to learn (savoir-apprendre) interaction asking for information	pragmatic reception cinema health and body care personal educational production education sociolinguistic
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Step 2 († †)

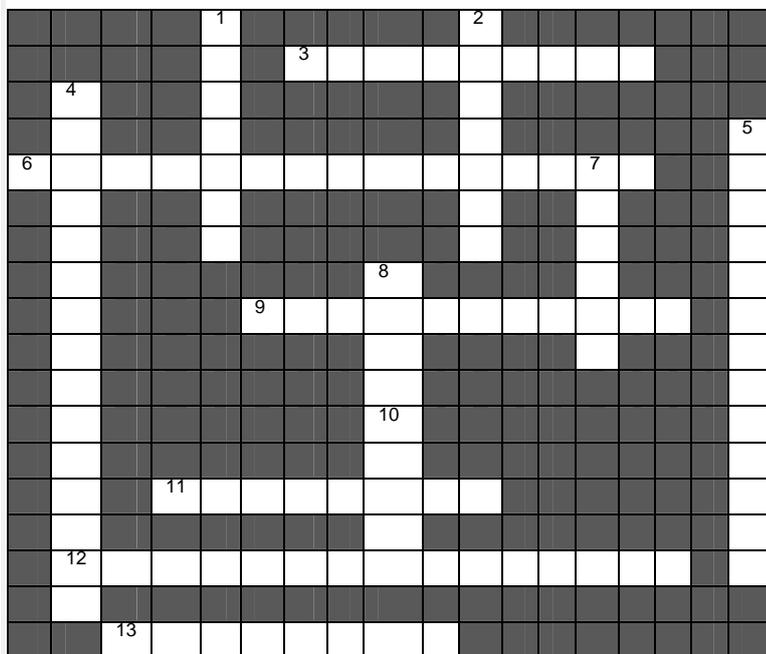
Share your choices with a partner.



Task D

Step 1 (†)

Do the crossword, matching the terms with their definitions:



DOWN:

1. broad sectors of social life in which social agents operate.
2. CEFR B2 level
4. the co-existence of different languages in a given society.
5. the ability to understand.
7. a French term referring to declarative knowledge.
8. a language activity which involves reading or listening.

ACROSS:

3. a language activity in which a person acts as an intermediary between interlocutors who are unable to understand each other directly.
6. a concept about the capacity to develop an ability to communicate in a number of languages.
9. a language activity in which two or more language users participate in an oral and/or written exchange of information.
10. a language activity which involves speaking or writing.
11. an organised and purposeful action to carry out a task which people set for themselves or with which they are confronted.
12. refers to the sociocultural conditions of language use.
13. CEFR A2 level.

Crossword Key:

Across: (3) mediation; (6) plurilingualism; (9) interaction; (10) production; (11) strategy; (12) sociolinguistic; (13) waystage.

Down: (1) domains; (2) vantage; (4) multilingualism; (5) comprehension; (7) savoir; (8) reception.

Step 2 († † †)

Discuss your results in a group.

