

## WORKSHEET A

<b>Title</b> Reception, production	
<b>Objective(s)</b> to understand better what reception and production are in relation to interaction and mediation according to the CEFR	
<b>Keywords</b> competences – communicative language competence – language activities – text	
<b>Ref to the guide</b> II.4,III Appendix (in particular tables 3 and 3.4)	<b>Ref to the CEFR</b> 2.1.3, 4, 4.4.1, 4.4.2, 7.3.2
<b>Task A ( † † † )</b>	
<b>Step 1</b>	
<p>You learned foreign languages, and no doubt that was a matter of “the four skills”, that is, oral comprehension, reading comprehension, oral expression and written expression. Did these activities cover all the possible language activities? Mention some activities that in your opinion were not taken into account in an operative and/or precise way.</p>	
<b>Step 2</b>	
<p>Nowadays, with the backing of the CEFR, we turn more towards a richer approach to the language activities of <b>reception</b> and <b>production</b> as well as of mediation and interaction. Observe the Tables in the Appendix of the guide, as well as the Table in chapter III. What does the CEFR use the term “competence” for? Discuss the implications of this terminological change, and the reasons that underlie the distinctions</p> <ol style="list-style-type: none"><li>between competences and communicative language activities, and</li><li>between general and communicative language competences.</li></ol>	
<b>Task B ( † † or † † † )</b>	
<b>Step 1</b>	
<p>Think about examples of reception and production activities (both oral and written) and make a list. Compare your list with the production and reception activities proposed by the CEFR and discuss the similarities and differences:</p> <ul style="list-style-type: none"><li>- production, in 4.4.1.1. and 4.4.2.1</li><li>- reception, in 4.4.2.1, 4.4.2.2 and 4.4.2.3.</li></ul>	
<b>Step 2</b>	
<p>Read the following extract from the CEFR and reflect on how often and why you practise those activities in isolation.</p>	



### 2.1.3 Language activities

The language learner/user's communicative language competence is activated in the performance of the various **language activities**, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both.

As processes, **reception** and **production** (oral and/or written) are obviously primary, since both are required for interaction. In this Framework, however, the use of these terms for language activities is confined to the role they play in isolation. Receptive activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents). Productive activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them (judgements made of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

Now continue reading section 2.1.3:

In **interaction** at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication.

In both the receptive and productive modes, the written and/or oral activities of **mediation** make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies.

Discuss the differences between reception and production when they are isolated and their role within interaction and mediation.

#### Step 3

Read the following extract from the CEFR below and think about the role of texts in relation to reception and production activities, as well as about the relation between those activities, strategies, and tasks. Give examples.



### 2.1.5 *Tasks, strategies and texts*

Communication and learning involve the performance of **tasks** which are not solely language tasks even though they involve language activities and make demands upon the individual's communicative competence. To the extent that these tasks are neither routine nor automatic, they require the use of **strategies** in communicating and learning. In so far as carrying out these tasks involves language activities, they necessitate the processing (through reception, production, interaction or mediation) of oral or written **texts**.

Continue reading section 2.1.5 and compare your examples with those in the CEFR. Discuss the implication for language teaching/learning.

