

WORKSHEET A

Title Communicative language competence	
Objective(s) To be able to differentiate the components of communicative language competence	
Keywords communicative language competences – linguistic competences – sociolinguistic competence – pragmatic competence	
Ref to the guide	Ref to the CEFR
III.2	2.1.2, 5.2
Task	
Step 1 (†)	
In order to differentiate the three components of communicative competence (linguistic, sociolinguistic and pragmatic), read the relevant passage in the guide and/or the relevant chapters in the CEFR; then relate each of the following descriptors to the appropriate competence.	
CEFR descriptor	Competences : linguistic / sociolinguistic/ pragmatic
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	
Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	
Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.	
Can follow films employing a considerable degree of slang and idiomatic usage.	
Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	
Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	

<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can initiate, maintain and end discourse appropriately with effective turntaking.</p> <p>Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.</p> <p>Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.</p>	
<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	
<p>Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>	

Step 2 (1) or (1 1 1)

Check with the CEFR.