

WORKSHEET A

Title		General competences	
Objective(s)		To understand the notion of general competences and the constituent parts	
Keywords		Competences – savoir – savoir-faire – savoir-être – savoir-apprendre	
Ref to the Guide		Ref to the CEFR	
Introduction		5	
Task (†)			
The CEFR defines four kinds of general competences. Classify in the scheme below keywords or short sentences linked to the different general competences you will find in the list:			
declarative knowledge (savoir)	skills and know-how (savoir-faire)	“existential” competence (savoir-être)	ability to learn (savoir-apprendre)
<p>1 living standards</p> <p>2 openness towards, and interest in, new experiences, other persons, ideas, peoples, societies and cultures</p> <p>3 study skills</p> <p>4 knowlegde of locations, institutions and organisations, persons, objects, events, processes and operations in different domains</p> <p>5 ability to perceive and catenate unfamiliar sound sequences</p> <p>6 ability to make effective use of the learning opportunities created by teaching situations</p> <p>7 ability to carry out effectively the routine actions required for daily life</p> <p>8 family structures and relations</p> <p>9 ability to use available materials for independent learning</p> <p>10 willingness and ability to distance oneself from conventional attitudes to cultural difference</p> <p>11 ability of the learner to come to terms with new experience and to bring other competences to bear in the specific learning situation</p> <p>12 knowlegde about everyday living</p> <p>13 ability to identify one’s own needs and goals</p> <p>14 capacity to fulfil the role of cultural intermediary between one’s own culture and the foreign culture</p> <p>15 leisure skills</p> <p>16 ability to incorporate new knowledge into existing knowledge</p> <p>17 general phonetic skills</p> <p>18 knowledge about national stereotypes</p> <p>19 ability of the learner to find, understand and if necessary convey new information</p> <p>20 knowledge of society and culture of target language communities</p> <p>21 ability to use new technologies</p> <p>22 communication awareness</p>			



- 23 knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community'
- 24 cultural sensitivity
- 25 ability to observe and participate in new experiences
- 26 sensitivity to language
- 27 ability to distinguish and produce unfamiliar sounds and prosodic patterns
- 28 attitudes and personality factors affect the language learners' ability to learn
- 29 knowledge of body language
- 30 knowledge of ritual behaviour
- 31 knowledge of values, beliefs and attitudes

Task B

Step 1 (†)

Examine your teaching syllabus or textbook and reflect on how each general competence is explicitly taken into consideration. If this is not the case, imagine how the different objectives could be modified in order for them to explicitly integrate the general competences.

Step 2 († † †)

Discuss with your group how the fact of integrating the general competences in the objectives affects the teaching process.

