

WORKSHEET B

Titre Descriptors of communicative activities and descriptors of competences	
Objective(s) Using and constructing descriptor of communicative activities for developing and implementing different types of competences	
Keywords Communicative language activities – reception – production – interaction – mediation – general competences – linguistic competences	
Ref to the Guide II.4, III.1, III.2 Tables 1, 3	Ref to the CEFR 4.4, 5 Table 2 Common Reference Levels: self-assessment grid

Task A

Step 1 († †)

Go back to task B of Worksheet A

Starting from the results of the task and from your common discussion, select a communicative activity you commonly propose to your learners. Then, construct a scale similar to the ones proposed by the CEFR in chapter 4.

Step 2 († †) then († † †)

Integrate specific competences in your grid referring to the different linguistic competences listed in tables 1 and 3 of the Guide. Use Chapter 5 of the CEFR as a databank of descriptors for completing and refining your grid. Then discuss in the group.

Task B

Step 1 († †)

Consider general competences as listed in 5.1 of the CEFR.

Move from the scale you have already prepared and try and integrate descriptors for the general competences required for completing that specific communicative activity. For this phase, only consider knowledge (savoir) and skills and know-how (savoir-faire).

Step 2 († †) then († † †)

Reflect on helping your learners to (a) improve their ability to learn and to (b) reflect upon the existential competence (savoir-être) linked to different communicative activities.

Considering the communicative activity you have been working on, prepare a checklist of specific components of the ability to learn that they need to develop.

Then discuss in the group.

