

## WORKSHEET B

|                             |  |
|-----------------------------|--|
| <b>Title</b>                | <b>Plurilingual profile and partial competences</b>  |
| <b>Objective(s)</b>         | To be able to capitalize on individual profiles in mixed-ability groups  |
| <b>Keywords</b>             | Plurilingual competence - pluricultural competence - uneven competences - changing configuration - transitory profile - partial objectives |
| <b>Ref to the Guide</b>     | <b>Ref to the CEFR</b>   |
| I, I.4, I.5, II, II.1, II.4 | 6, 6.1.3.1, 6.1.3.2, 6.1.3.4, 6.1.4.2  |

### Task A

#### Step 1 ( † )

Consider the following two learner profiles, and how you are going to organize your teaching, assuming these two profiles are together in the same group of learners:

| <b>GROUP A</b> |             | <b>A1</b> | <b>A2</b> | <b>B1</b> | <b>B2</b> | <b>C1</b> | <b>C2</b> |
|----------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Written        | Reception   |           | ✓         |           |           |           |           |
|                | Production  | ✓         |           |           |           |           |           |
|                | Interaction |           | ✓         |           |           |           |           |
| Oral           | Reception   |           |           |           | ✓         |           |           |
|                | Production  |           |           |           | ✓         |           |           |
|                | Interaction |           |           |           | ✓         |           |           |
| <b>GROUP B</b> |             | <b>A1</b> | <b>A2</b> | <b>B1</b> | <b>B2</b> | <b>C1</b> | <b>C2</b> |
| Written        | Reception   |           |           |           |           | ✓         |           |
|                | Production  |           |           |           | ✓         |           |           |
|                | Interaction |           |           |           | ✓         |           |           |
| Oral           | Reception   |           | ✓         |           |           |           |           |
|                | Production  | ✓         |           |           |           |           |           |
|                | Interaction | ✓         |           |           |           |           |           |

#### Step 2 ( † † † )

Compare this with your own teaching/learning context and discuss how you can make use of the different profiles and competences to enhance learners' motivation and to the benefit of other learners.