

Competences

THE COMMON EUROPEAN FRAMEWORK OF REFERENCES FOR
LANGUAGES

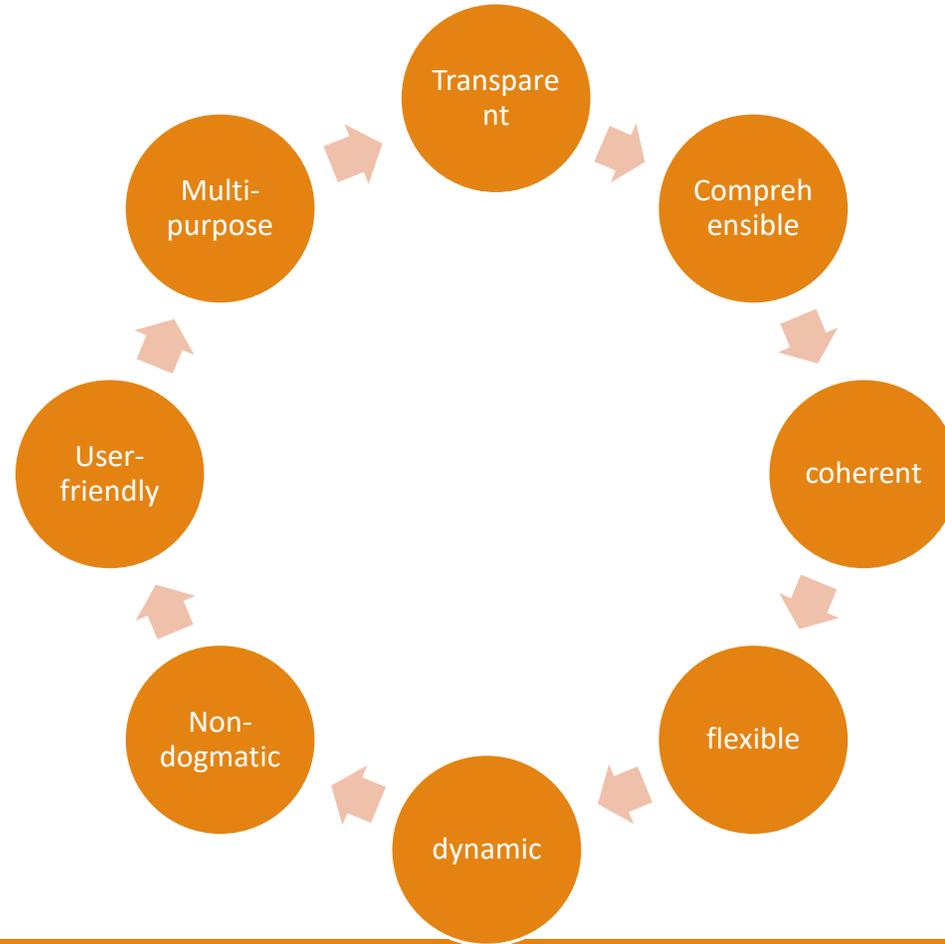
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CEFR

- publication of the modern language division
- available in 38 languages
- published 2001
- supporting the European unification
- supporting multilingualism
- supporting mobility

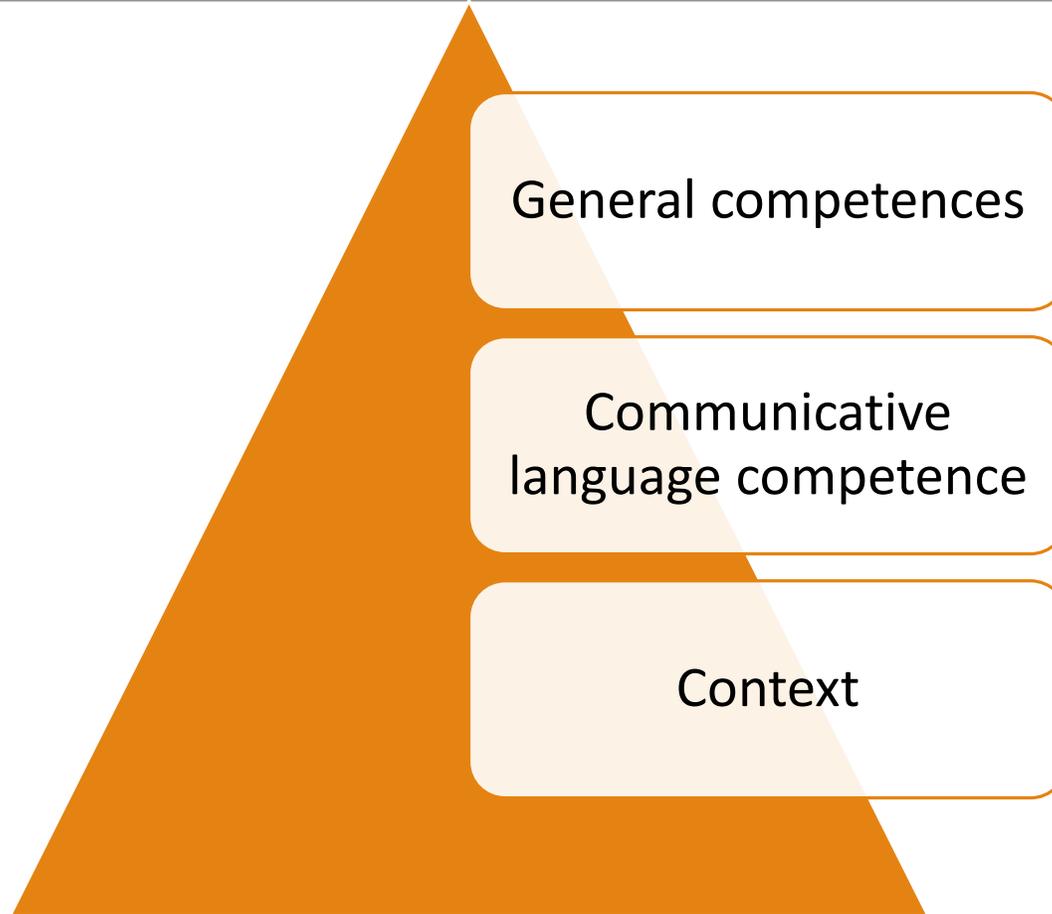
Criteria



Competences

„Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions.“

Competences



General competences

- knowledge (savoir)
- skills (savoir apprendre)
- existential competence (savoir-etre)
- ability to learn (savoir apprendre)

Communicative language competence

- linguistic competences

... lexical, grammatical, semantic, phonological, orthographic and orthoepic competence

- sociolinguistic competences

... handling social relations, politeness conventions, folk wisdom, register differences, accents and dialects

- pragmatic competences

... discourse competence, co-operative principle, functional competence

Can Do's

- ... describe what learners can actually do in a foreign language
- e.g. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (A1, global scale)

„Can +

what +

how well +

verb +

requirement and restriction“

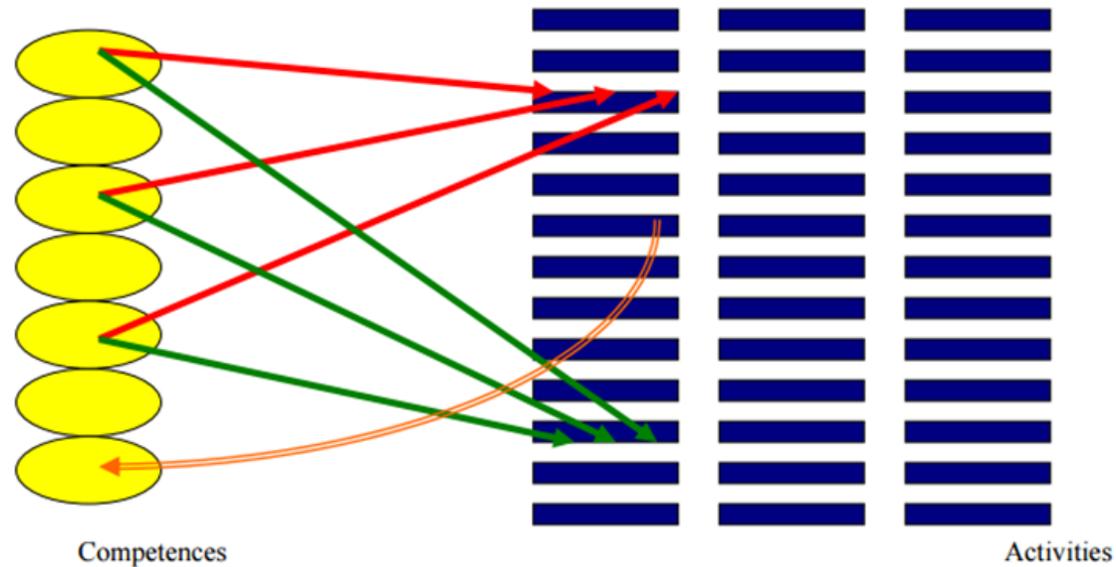
- encourage task-based language teaching

Competency-based learning

- Strategies:

- Avoidance strategies or achievement strategies
- Self assessment

- Activities:



Activities and Can Do's



Can Do statements – Speaking (A2)

- A. I can participate in short conversations in routine contexts on topics of interest.
- B. I can express what I feel in simple terms, and express thanks appropriately.
- C. I can discuss what to do, where to go, make arrangements to meet (e.g. in the evening, at the weekend).
- D. I can get simple practical information (e.g. in shops, post offices, railway stations) and order something to eat or drink.



Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

PART 1: PERSONAL QUESTIONS

PET SPEAKING PART 1

- 1 What's your name?
- 2 How old are you?
- 3 What nationality are you?
- 4 Where do you live?
- 5 Are you a student?
Do you work or are you a student in ...?
What do you do/ study?
- 6 Are you married? Have you got a boyfriend / girlfriend?
- 7 Can you spell your family name?
- 8 Do you enjoy studying English? Why? Why not?
- 9 Do you think that English will be useful for you in the future?
- 10 Have you got any brothers or sisters?
- 11 Have you got any children?
- 12 How do you get to school?
- 13 How long does it take to come to school?
- 14 Tell me about your day at school/college

A. Talking about yourself

CEFR Can Do: I can participate in short conversations in routine contexts on topics of interest.

10 Ways to Respond to



**Thank
you!**

No problem.
You're welcome!
My pleasure.
Of course!
Anytime.
You bet!
Sure thing.
Not at all.
Happy to help!
You got it.



Really Learn English!

B: Thanking someone appropriately

CEFR Can Do: I can express what I feel in simple terms and express thanks appropriately.



shopping centre

birthday party

cinema

ice skating

bowling

C: Making plans

CEFR Can Do: I can discuss what to do, where to go, make arrangements to meet (e.g. In the evening, at the weekend).

Take-Away

Pizza



MENU

Pizza	Small	Large
Regular	5.00	8.00
Toppings		
Onion	0.50	1.00
Mushroom	1.00	1.50
Olives	1.50	2.00
Extra cheese	2.00	2.50
Tuna	2.50	3.00
Garlic bread	3.00	4.00
Salad	3.00	4.00
Drinks		
Coke/Sprite/Fanta	2.00	4.00

059-7766778

* Delivery 4.00

* Free delivery for orders over 20.00

D: Ordering food

CEFR Can Do: I can get simple practical information (in shops, post offices or railway stations) or order something to eat or to drink.

Sources

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