# Communicative competences in non-linguistic university degrees

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**ABSTRACT**

As labour markets continue to change rapidly, the learning environments continue to be unchallenged in the provision of new professionals across the world. This change has compelled the need for students to attain communicative competences in non-linguistic institutions of higher education. In order to address this issue, we propose a novel approach to communicative competences integration into the curriculum development of a specialised foreign language course. For this purpose, we combine students' needs analysis with a personalised English for specific purposes (ESP) course design that motivates them to learn more about technical and professional environments through a skill-based routing. Additionally, we provide a scale for measuring training outcomes as well as suggest first results from the piloting phase of the teaching experience. The findings of the study highlight usefulness of the customised competence training experience.

**Keywords***: higher education, communicative competences, second language acquisition, foreign language teaching*

## I. INTRODUCTION

Working environment in the 21$^{st}$ century is changing fast. As a result, higher education institutions include communicative competences in non-linguistic degrees to ensure their students come out as well-prepared individuals. The competence training offers graduates the ability to develop their goals and acquire an understanding of a variety of specific skills required to succeed in the labour market. Fundamentally, competence means achieving something successfully and efficiently (Feldhaus et al. 2006), it becomes a positive quality that all professionals want, regardless of the field of expertise. Several studies were conducted in different countries, so it is essential to point out some of the most relevant approaches and results.

According to a research carried out in the USA by Feldhaus et al. (2006), students of university degrees need specific training that guarantees the acquisition of ethical, social and professional responsibility competences. In addition, the authors of the teaching

project designed a qualification based on the essential competences for professional leadership in organisations. However, we have noticed that the focus on the leadership competence, provided by Feldhaus as the main course of orientation, contains no broader competence vision and does not combine it with second language (L2) skills.

The work of Walther et al. (2011), also based on the US experience, argues that competence-based training of engineering students is determined by a series of factors of the education system. Unlike the previous study, the authors propose the use of a framework based on seven blocks of professional skills linked to the technical training model. Due to the linguistic profile of students –future American engineers whose mother tongue is English–, the communicative competence in L2 has not been considered.

The research of Argüelles Álvarez (2013) conducted in Spain reveals ground-breaking achievements in teaching specialised English and content course. The combination of Content and Language Integrated Learning (CLIL) methods as well as a set of generic competences were taught within Moodle environment and on-campus. The assessment scale viewed holistically could gain precision and relevance in connection to competences achievement. In general, course activities planned alongside with project work designed specifically for the course were insightful for our L2 curriculum design.

Another investigation, undertaken by Kongsom (2016) in Thailand, improves the use of communicative strategies in engineering degrees. Foreign language students often face difficulties in learning English, specifically oral expression. The communicative strategy is closely linked to communicative competences. As determined by the study results, a course of ten communicative strategies managed to improve communicative and strategic competences of university students.

The main objective of our study is to investigate the combined methods and procedures related to the L2 communicative competence development. Additionally, the research included mediation as a new key aspect for teaching and learning foreign languages according to the CEFR. The study`s research questions to explore will include:

(i)     What type of methodology and procedures could address the implementation of linguistic competences in L2 training at university level?

(ii)     Is it possible to personalise and bear in mind students' interests while designing a training course?

(iii)    Can we assess training results?

(iv)     Does the use and piloting of a proposed course model correlate with expected learning outcomes in terms of competences acquired?

Thus, thorough research on literature addressing communicative competence training will be carried out. Scholarly articles will be used, and a qualitative review and analysis will be carried out to justify our stance on the importance of communicative competences in higher education across the world. In our study, the concept of non-linguistic university degree allows variation from technical to financial areas to extrapolate research results. The different political and geographical situations including various activities and social context around the world affect the issue.

Additionally, the attitude and the students' expectations are critical factors in the attainment of competences among students. Many students may view the competences as a waste of time and irrelevant in their field and our task is to change this point of view through the present research.

The need to train students to communicate effectively enough for the modern-day workplaces is the main reason for this article as it discusses the importance of communicative competency in non-language degrees across the world. The study is critical in determining the attention that higher education is giving to communicative competence. The research will also be vital in determining how the institutions are adjusting towards providing students with the competence both in language and non-language degrees.

## II. THEORETICAL BACKGROUND

### II.1. Concept of communicative competence and its development

The concept of communicative competence was introduced by Hymes (1972). The term was coined by Hymes while reacting against the perceived inadequacy of Noam

Chomsky's (1965) difference between the performance and linguistic competence. In order to address Chomsky's abstract idea of competence, Hymes conducted an ethnographic assessment of communicative competence that integrated communicative form and functions as they relate to one another. Hymes' approach towards improving the understanding of communicative competence is described as the ethnography of communication. Hymes believed in the ability to communicate properly needs to be developed in language teaching. It implies that students must be taught about various ways of learning a language in their daily communication to enable them to demonstrate their language mastery. The aim of Communicative Language Teaching is to infuse into individuals the ability to create and to construct utterances (spoken and written), which have the desired social value or purpose (Kramsch 2006).

Fundamentally, communicative competence concept has been widely recognised in the teaching of English language, as well as other fields such as sociolinguistic, discourse, strategic and pragmatic competences. According to Kramsch (2006), language communicative competence is the expression, interpretation and negotiation of meaning between interlocutors. The development of communicative competence among the students has contributed to a huge recognition of English as a fundamental communicating tool after graduation in many parts of Europe where the language is treated as a foreign language. The use of the English language, for example, skills and cultural aspects have permitted them to learn about ways of communicating with people of different cultural backgrounds in real language contexts (Pepper 2011).

At the pedagogic level, the approach through which the competences highlight the practical side of learning, the use of the learning effects for the individuals as well as the society. In this regard, studies have shown that the use of competences in defining the objective is crucial as it allows the education to provide a considerably more direct answer to the concrete needs of the learning community. Voiculescu (2013) reported that the integrator model of skills enhanced a proper interpretation of the concept, thereby preserving the elements identified. According to the authors, the communicative competences have the ability to address the knowledge and abilities that integrate the values, attitudes and the necessity for problem-solving.

The communicative competence provides knowledge that ensures the theoretical basis of the competence, the ability to represent the executory, acting side of the competence and the personality characteristics that direct the competence from the value point of view (Kramsch 2006). Within the university environment, the communicative competence is defined in reference to given disciplinary competences. Notably, they are competences that transcend the education discipline. Theoretically, some skills are learnt with the disciplinary ones. They might be included explicitly and implicitly.

The establishment of the Common European Framework of Reference (CEFR) has further enhanced the development and use of the communicative competence in the teaching of the University students across European nations (Council of Europe 2018). Primarily, the framework was developed as a continuation of the Council of Europe's work in language education during the 1970s and 1980s. Notably, the action-oriented approach of the framework builds on and proceeds beyond a communicative approach in the teaching of the foreign languages amongst the university students. Thus, they are led to a better perception of what is general and what is specific concerning the linguistic organisation of different languages.

There are several theories that support the communicative language teaching. One of these theories is Hymes' theory (1972) of communicative learning. In this theory, Hymes (1972) proposed a theory of language performance or use. This theory bases its core arguments on the acceptability and therefore pursues the models and rules that underlie within people's performance. Hymes' framework (1972) goes beyond the difference between the competence and performance, based on the fact that both can be important. This has led to the development and understanding of the communicative competence teaching, which emphasizes all the four skills, namely listening, speaking, reading and writing. However, listening and speaking have a special place in Communicative Language Teaching.

## II.2. Necessity and feasibility of developing communicative competence

Teaching communicative competence provides the students with an opportunity to speak and share their ideas in a relatively relaxed manner. Ideally, the students are subject to being the major players or protagonists within the classroom settings as part

of foreign language learning (Valdman 1992). As such, their initiative and motivation are both enhanced. Studies have shown that the problems that can be brought by the lack of competence in a foreign language can be solved through the implementation of communicative competence as a teaching strategy (Pepper 2011). Communicative competence does not only focus on the development of the students' listening and speaking abilities but also their writing skills.

Many national governments have tried to adapt the curricula of their programmes to the needs of the labour market, and equipping their students with the transferable competences that will enable them to apply their knowledge in various professional areas. The future employer requires these skills. Teaching the communicative competence in non-linguistic universities, therefore, facilitates the introduction of the new teaching methods, which creates a diversified teaching process. Under these circumstances, teachers can utilize the various resources to assist the students in developing their communicative skills, which is one way through which diversity is manifested.

For instance, English teachers might use pictures to foster group discussions, thereby assisting students in developing improved informational understanding and the cultural backgrounds on various topics. Games also constitute one mechanism that promotes communicative competence (Halász and Michel 2011). Ideally, games can be used to help students learn about the foreign vocabulary and practice their writing skills. More specifically, teachers can assist the student in learning about the vocabulary and consequently practising their writing skills. In some areas, teachers can help students in developing contexts in a foreign language when teaching them grammar and the culture of that particular foreign language. Students can be asked various integrative questions to enable them to practice not only their spoken foreign language but also learn about the different cultures (Valdman 1992). Undeniably, this can be an excellent platform for students to learn and deeply study a foreign language.

## II.3. Challenges of developing student's communicative competences

Studies have reported that inadequate interaction between teachers and students contribute to one of the significant traditional limitations to the learning of foreign

language. Traditional learning encompasses a simple interaction mechanism where teachers are involved in lecturing while students take notes and rarely participate in class. Further, test-based teaching methods make learners develop a certain degree of reluctance and therefore become unable to participate in various classroom activities. In this sense, communicative teaching approach is still a journey from the theory to practice within the non-linguistic universities (Halász and Michel 2011).

Lack of individual initiative towards learning the foreign language also influences the effectiveness of teaching. Learning a foreign language calls for an own effort, although a joint initiative by both the teacher and students is essential. While it is evident that most universities pay more attention to the development of the students' communicative competence, the traditional systems of assessment do not take into account whether or not the students have genuinely developed such competences (Kramsch 2006). In most cases, such methods are still ingrained, even though the dichotomy between fluency and accuracy is always worth to be considered. Related to this is the fact that students may not be willing to learn by themselves. Studies have found that students who do not speak the foreign language as their major may demonstrate a varied opinion about that particular language (Halász and Michel 2011). As such, the absence of both the input and output reduces the students' interest and skills in reading the vocabularies. This kind of attitude towards learning a foreign language may severely impede students' learning. In essence, the teachers and students need to establish a steady relationship between foreign language teaching and learning.

## III. METHODS AND PROCEDURES

The communicative competence deals with the ability for a student to communicate, manage, relate, create and recognise. In order to tackle the issue of personalised implementation in non-linguistic degree second language (L2) learning and curriculum design, the following methods and procedures will be used in this study. Initially, we will perform students' needs analysis and then, in line with its results, we will design a combined training process based on communicative competences progress. Finally, an assessment scale and a self-assessment table will be proposed to measure competence achievement.

### III.1. Student needs survey design

As demonstrated by the soft competences required in the university and work context, it is necessary to be a qualified specialist and to have a correct command of professional expertise related to the ability to communicate effectively. In addition to this challenge, university students have to acquire L2 (English language) skills. Thus, non-linguistic education requires a strong focus on communicative competences embedded in curricular programming and teaching materials of specialised language subjects. A method selected for detecting students' points of view and motivation is a needs analysis that is going to collect learners' background information on English training and special vocabulary preferences. 76 engineering students of the *Universitat Politècnica de València* took part in our survey and provided us with their opinions and suggestions that will be described later in the Results section.

### III.2. Communicative competences learning process

It should be noted that a student survey is an essential starting point in the research process. Due to its personalised approach, we can design a didactic planning aimed at achieving curricular objectives. Specifically, the linguistic objective focuses on level B2 (Council of Europe 2018, 2001) and entails a correct mastery of the four skills (oral and written expression, reading and listening comprehension). Moreover, a number of additional 21st century competences should be included in the learning process: mediation and online training competences, as well as pluricultural and plurilingual competences.

However, at the lexical level, needs analysis outcomes will provide us with solid data on thematic choice for the course dossier. The study looks at ways student motivation regarding themes is used to reinforce language competence training. A course dossier contents will be compiled from ten units based on vocabulary section approved by students, a wide range of activities also combines speaking, grammar, reading, paraphrasing and translation tasks. Each unit will promote the use and development of competences through a dynamic L2 environment as well as encourage reflection point on the knowledge and skills acquired or in progress.

This didactic strategy is proposed in line with the learning process based on tasks and projects and follows the curricular design guidelines set by Nation and Macalister (2010), Nunan (2013, 2004) and Ur (2012). These guidelines will allow certain linguistic concepts to be worked on with a greater degree of adaptation to the learning objectives and transversal competences.

### III.3. Measuring language competences

As mentioned before, a number of higher education institutions have introduced key competence measurement, including communication in foreign language as one of them (e.g. Universita Di Bologna, Coventry University, University of Cordoba, Alexandru Ioan Cuza University, among others). However, we cannot use them to tackle specific language competences while teaching foreign languages in non-linguistic degrees because of the missing linguistic components. For the current study, the researchers had to design a specific scale for measuring communicative competences` achievement within a specialised training context.

Language factors promoted by the updated Common European Framework of Reference for Language (Council of Europe 2018) will play an active role in emphasising the B2 level of English through seven language competences (LC): LC-01 Listening, LC-02 Speaking, LC-03 Reading, LC-04 Writing, LC-05 Mediation, LC-06 Pluricultural and plurilingual competence, LC-07 Online training competence.

## IV. RESULTS AND DISCUSSION

### IV.1. Needs survey analysis

In line with the Bologna process priorities, our research places students at the centre of the learning process and we will study both their linguistic background and technical thematic preferences. 76 engineering degree students of the *Universitat Politècnica de València*, Spain (academic year 2017-2018) took part in a needs survey aimed at providing specific information through the Google format survey. The purpose of the survey was to get a better understanding of our future students' language background, future linguistic needs together with motivation towards a number of specific topics.

The latter has become significantly relevant for the students' involvement in their own communicative competence advance. In this respect, it is worth mentioning that the training designed aims a diverse group of future engineering staff specialised in industrial technologies, chemistry, biomedicine, energy among other. So, a closer connection between the learning process planned and the way we personalise it, can keep the course aligned with a meaningful competences training.

Here below are displayed the results of our survey (See Figures 1, 2 and 3):

a) Language learning
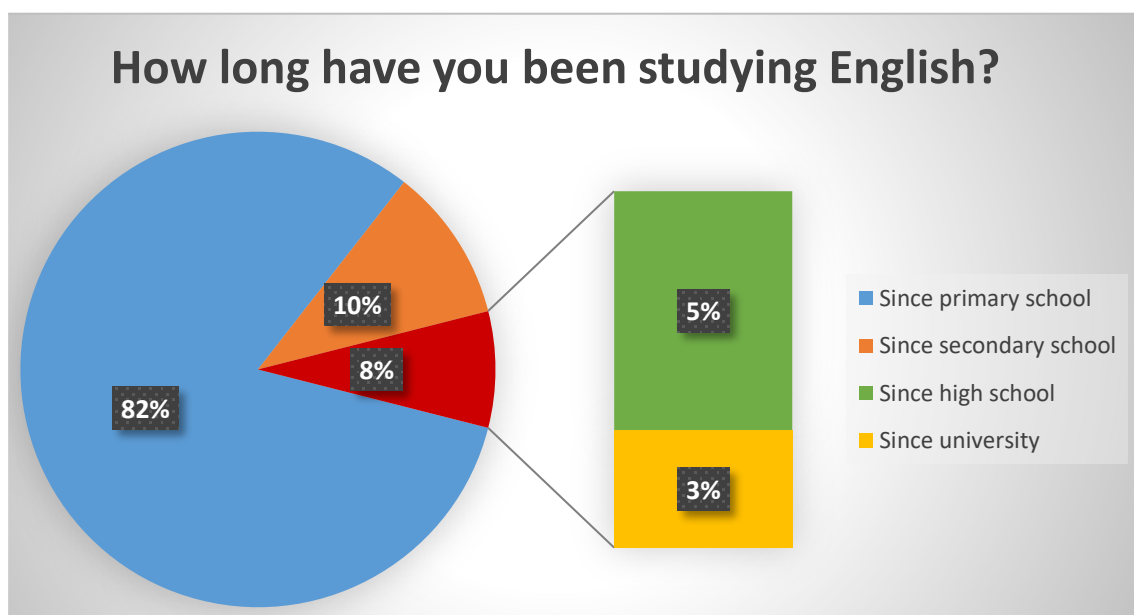


Figure 1. Language learning background.
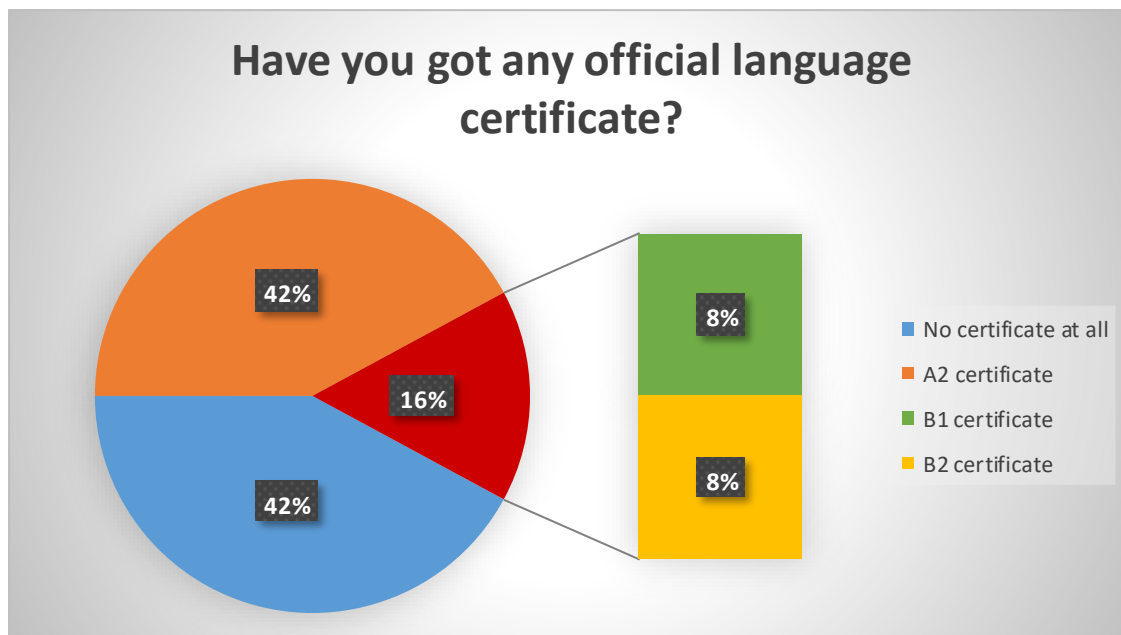
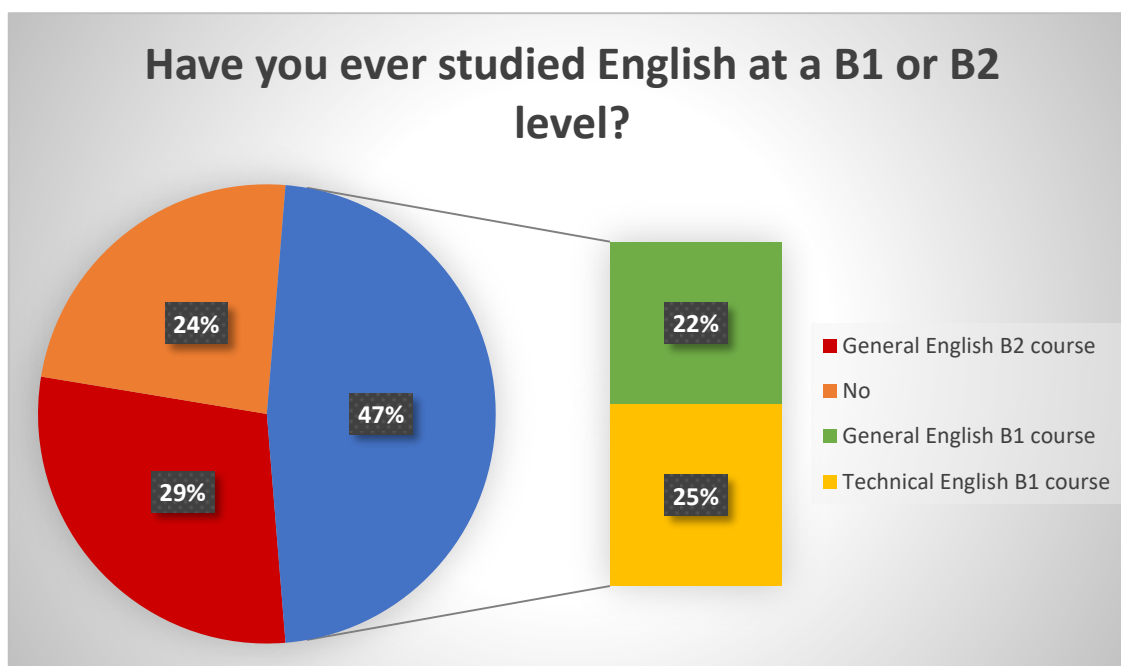Figure 2. Official certificates obtained by engineering students.



Figure 3. Previous general or technical language learning background.

According to the answers received, the majority of university students (82%) started learning English in elementary school. 42% of the respondents admit having the official

A2 certificate in English, 8% have an official B1 level and 8% a B2, while 42% lack any type of official certification. Regarding the previous experience of learning English, the proportion obtained corresponds to the almost equal distribution of courses of general English B1 (22%), technical English B1 (25%), general English B2 (29%) or absence of previous experience (24%).

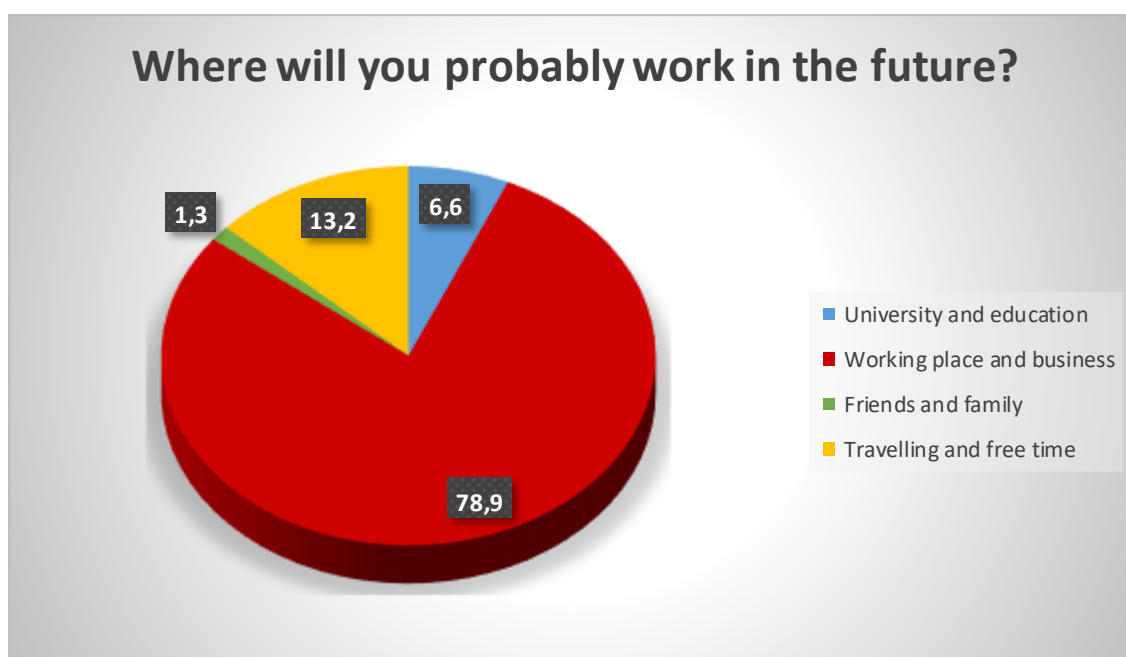b) Future L2 use and vocabulary preferences



Figure 4. Future working place.

The use of English in the future leaves us with clear evidence of the respondents recognising the importance of L2 to achieve professional goals. The majority (78.9%) have indicated the use of English in their future jobs as the most likely scenario, the second most voted option (13.2%) is travel and free time. The third choice (6.6%) is the university and educational environment, and friends and family (1.3%) rank in the last place.
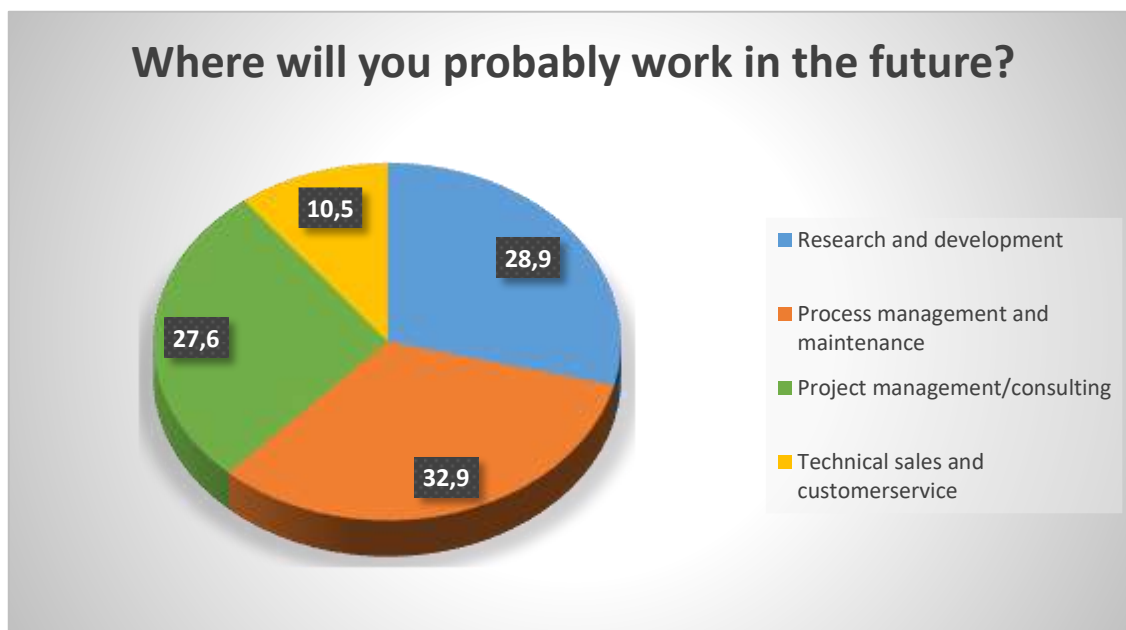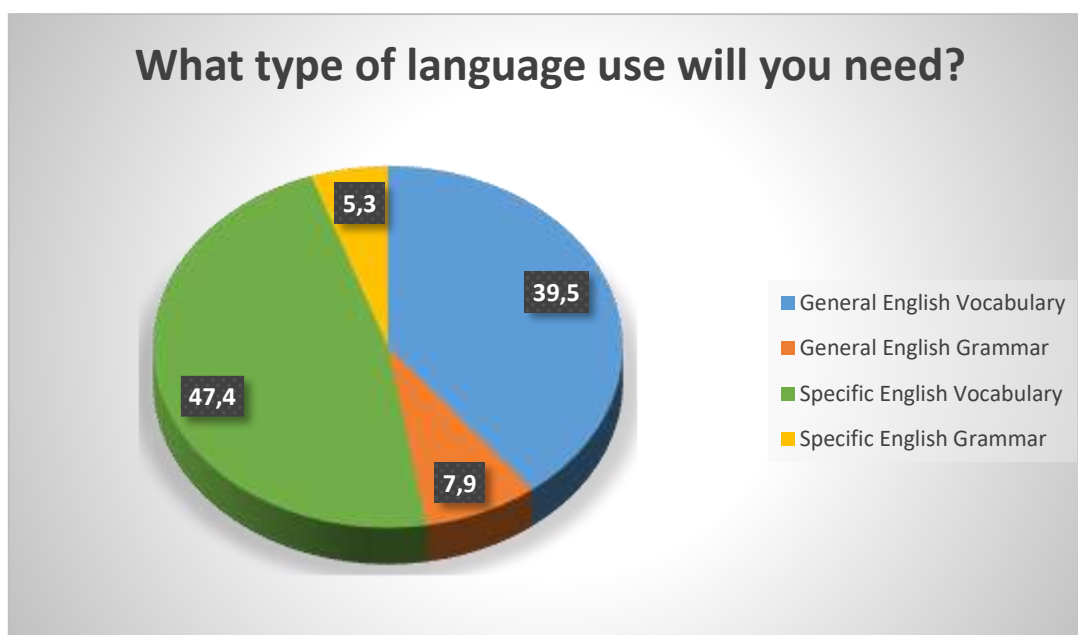
Figure 5. Future work options.



Figure 6. Types of future language use.

Figure 7. Types of future language skills needs.

In the survey, students choose to work in the future in the areas of process management and maintenance (32.9%), research and development (28.9%), project management and consulting (27.8%), technical sales assistance and customer service (10.5%). In line with job expectations, students of university degrees indicate future needs of specific English vocabulary (47.4%), general English vocabulary (39.5%), and, to a lesser extent, general English grammar (7.9%) or specific grammar (5.3%). The linguistic skill most in demand for their professional future is oral expression in L2 (81.6%), followed by oral comprehension (9.2%), written expression (5.3%) and reading comprehension (3.9%).

The data from the topic preference survey gave promising results. Most of the participants agreed with the topics and the precise values for each one of the topics are listed in the figure below:
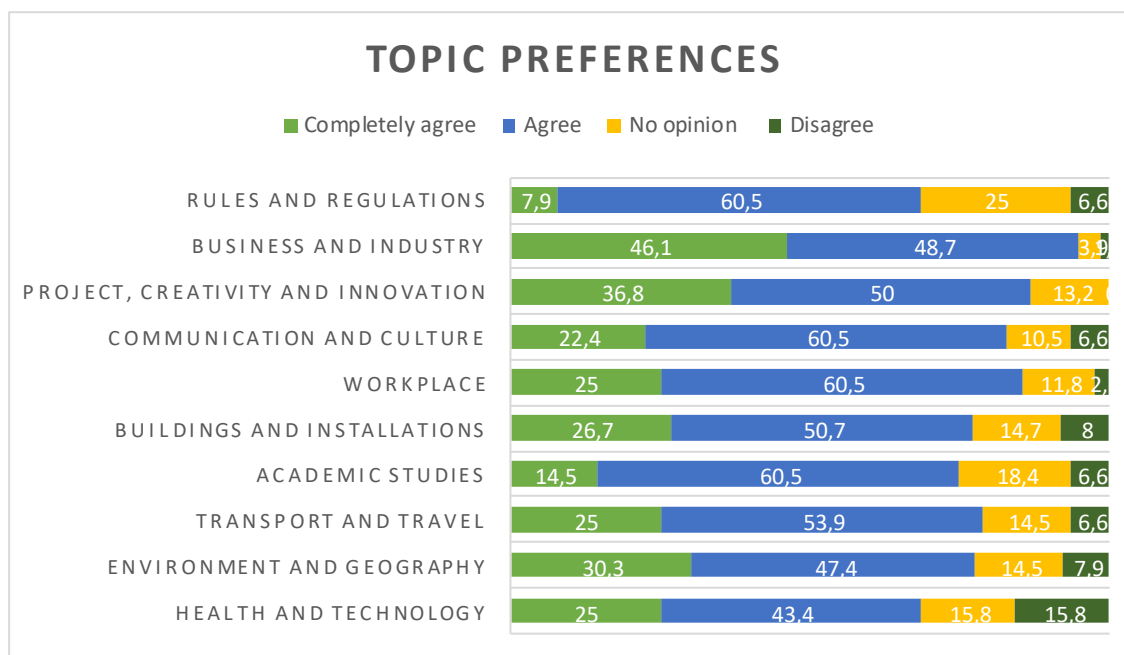
Figure 8. Topic preferences.

c) Proposals and suggestions

The needs analysis survey includes the following set of open-ended questions:

- What other subject could we include in the design of the course? Several respondents pointed out the need to incorporate: New technologies, Art, Cinema and history, Science, Teamwork, Job application, Marketing strategies, How to communicate well, Business and negotiation, among others.

- What would be the best English textbook for each respondent? Among the answers obtained are, for example, *English grammar in use, Gold First, Objective First, Communicating across cultures, Cambridge English B2 level, Face-to-face, My grammar lab* or speaking skills books.

The results displayed help obtain characteristics of previous L2 knowledge of our students, validate possible didactic topics and suggestions regarding our students' L2 training experience. Just as respondents suggested, we enriched our course content with

multicultural job and academic oriented activities as well as strengthened grammar preparation to interconnect it with specific vocabulary.

## IV.2. A course dossier for teaching competences

In line with the Bologna process priorities, our research places students at the centre of the learning process and we will study both their linguistic background and technical thematic preferences.

The course dossier covers the main areas of English grammar and concentrates on aspects that learners need to advance in listening, reading, speaking and writing skills to be able to communicate confidently. It consists of ten units which are based on the most up-to-date topics to engage learners to study the language according to the B2 level requirements (see Table 1). A wide range of activities has been designed to engage learners and the language to the real-world demands and to group the units into the following type of activities:

- Warm-up activities to introduce the topic and give the students a chance to work in groups to share knowledge on the topic;

- Vocabulary activities allow students to reinforce the newly acquired words in a context;

- Grammar activities to build knowledge on different grammar aspects though fill-in gaps, writing or group activities;

- Reading activities to practice the reading skill through interactive exercises;

- Paraphrasing, translating activities to connect L2 structures and mother tongue of our students;

- Discussions, information analysis activities to encourage application and improvement of transversal competences;

- Summary, reflection and self-assessment activities to identify and measure competences acquired in a particular unit.

Table 1. Dossier contents (Polyakova and Stepins 2019). Source: authors.

| Dossier | Unit contents |
|---|---|
| **Unit 1. The world around us** | Vocabulary: Geography and environment. Grammar: Quantifiers, articles, uncountable and plural nouns. |
| **Unit 2. Health technology** | Vocabulary: present and past of health technology. Grammar: comparison and order of adjectives, prepositions at, on, in. Speaking topic: sport. |
| **Unit 3. On a business trip** | Vocabulary: transport and travel. Grammar: infinitive and -ing, irregular verbs. |
| **Unit 4. Academic issues** | Vocabulary: academic CV, writing clearly. Grammar: connectors, prepositions and expressions. Speaking topic: Erasmus interview. |
| **Unit 5. Buildings and facilities** | Vocabulary: buildings, industrial facilities, problems with installations. Grammar: present tense, past tense, present perfect. |
| **Unit 6. Workplace** | Vocabulary: workplace. Grammar: modal verbs. Speaking topic: SWOT analysis. |
| **Unit 7. Communication** | Vocabulary: communication and media. Grammar: future tenses, conditionals, temporal clauses. |
| **Unit 8. Projects, creativity and innovations** | Vocabulary: projects, creativity and innovations. Grammar: active and passive voice. |
| **Unit 9. Business and industry** | Vocabulary: Business and Industry. Grammar: Reported Speech, Reporting Verbs and Their Patterns |
| **Unit 10. Rules and regulations** | Vocabulary: Rules and regulations. Grammar: future tenses |

When linking the teaching of communicative competences in L2 with professional needs, the starting point is to customise ten didactic units according to the needs of future specialists. Likewise, each unit proposes a clear communicative-linguistic approach of B2 level and connects unit contents to the list of transversal competences chosen for the current project. In order to illustrate the various types activities designed for the first unit, we have selected the following combination of competences and tasks:

**Unit 1. The world around us** (unit name chosen for the topic Environment and geography).

Language competences, B2 level of English:

- Speaking, listening, reading, writing;

- Vocabulary (geography and environment);

- Grammar (quantifiers, articles, uncountable and plural nouns);

- Mediation (groupwork and presentation of different types of energy).

Activities:
- Discuss different types of energy in your country (page 10, activity F);
- Classify energy types, indicate advantages / disadvantages in a table (page 11, activity G); write a short text giving the opinion on the classification (page 11, activity H);
- Work in groups and present different types of energy to convince others to use this type of energy (page 11, activity I).

In this manner, we account for a course dossier prepared so that any L2 English professor can have several pre-designed thematic activities closely related to competence development. Similarly, the dossier format will allow the incorporation of learning tasks based on cross-curricular projects and explore new paths of collaboration with teachers-experts in specialised subjects.

## IV.3. Assessing communicative competence development

As mentioned before, the research also includes an adapted assessment scale that will strengthen knowledge acquisition process and ensure effective competence achievement. Besides that, a rubric presented (see Appendix I) suggests a user-friendly format based on competence names, descriptors and Likert scale marking that can be used for teacher, peer and self-assessment.

Figure 9. Self-assessment part at the end of each unit.

Another compelling challenge in the area of assessment is the development of self-assessment skills of our learners. We recommend to implement the following self-assessment block designed for each unit (see Figure 9) in order to engage students and support their gradual progress.

## IV.4. Task-based curricular design modelling and piloting

Teaching English as a foreign language is part of the communicative competences' integration programme. The programme teaches students to acquire skills that assist them to be competent in multi-professional skills. The skills acquired after completion of the programme are diverse with the inclusion of communicative orientation of training. Pillars of learning is achieved through the learning of English since it is a pathway for students to acquire communicative knowledge and skills to be used in a different profession.

The following stage on piloting communicative language competences integration performed in close cooperation with Professor Parvina Islamova (Tajik State University of Commerce) includes course details as well as its goals, training setting and learning outcomes linked to competence achievement. The future profession, in this case, is accounting and audit. Professional accountant learning different types of speech skills such as listening, speaking, reading, writing and mediation improve the chances of being a qualified professional in the job market. During the program period, students will get an opportunity to form communication skills. The component of communication skills is the ability of students to communicate with classmates, therefore, enhancing productive learning.

Forming and refining their communication skills is the first objective of this course. Communication skills are the basics for students for them to be best positioned in understanding and factually synthesizing information. Communication skills go beyond the basics needs putting students in a good state for them to effectively develop and justify points. Point justification abilities are made possible through mastery of speech and writing. Practicing communication relies on the text as a basic tool. The changing global trends put English as the leading foreign language to connect people. Refined communication skills put a student in a good position to be accepted by most employers. The English language through mastery of communication skills makes it possible for students to enhance other complementing transversal skills. The English language is, therefore, the backbone of ensuring that students acquire other transversal competences with ease.

The lesson was conducted using unit 3 of the dossier called "On a business trip" in the group of a specialty "Accounting and audit" 13 participants, aged around 18-19. In words of Parvina Islamova, "We have got a theme about a business trip, and I wanted to test my students with the use of this book, but I have known that the level of English is higher than they have. I have found this book interesting, however my students would have had a better experience if they were B1-B2 level. My students are so ambitious they want to improve their knowledge, and I think it was a good idea to change our textbook". The practical process also proved that knowledge acquired on the English language [partially acquired LC-01, LC-02, LC-03 and LC-04] was a factor when it

came to carrying out of experiments and analysis of data. The interpretation of data is essential in concluding competence achievement".

## V. CONCLUSIONS

This assessment of the importance of communicative competences in higher institutions demonstrates the type of skills looked for by institutions as well as for clarity in their definition. In terms of limitation, this study aims to critically assess the relevance of communicative competence in non-language degrees to increase the employability of students in the workplaces and delivery of the expected outcomes. We hope people that will use this study will be able to gain an insight into the importance of the subject both in the class and outside their classrooms.

The study results presented in this article show that the authors attached importance to the development of a reliable study methodology. Moreover, a number of methodological procedures for addressing university students' thematic interests and connecting them to curricular objectives helped adopt innovative competence-based approaches. This allowed scholars to answer research questions in the following way: RQ (i) the combination of procedures that ensured study cohesion was based on needs survey, dossier and assessment suggestions as well as project piloting; RQ (ii) as mentioned before, students' needs detected by needs analysis are the core element of motivation towards competence training; RQ (iii) adapted competence assessment merging a specific scale and self-assessment table can be used for assessing learning results; RQ (iv) piloting results were quite promising even though some adjustments should be done.

The main result that is obtained in the research is a course design proposal that allows to integrate the personalised learning elements to complete successfully the training process through the implementation of communicative competences. One of the most remarkable practical implications of this study is that the proposed dossier allows a structural and clear development of communicative competences and their measurement. Thus, it helps learners to have a robust vision of his/her learning processes. The implementation of communicative competences is usually presented in the context of a subject but there is no concrete didactic material which embraces and

works those competences gradually and systematically through cross-curricular competences.

In summary, learning of L2 can be challenging, but it can also be exciting if done with a positive attitude (Redecker et al. 2011). It entails the involvement of different people to make sure that students can succeed in their education. These people include, but not limited to, educators, graduates and employers.

## ACKNOWLEDGEMENTS

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## APPENDIX I

Table 2. Adapted communicative competences assessment scale

| | Competence | Markers/ descriptors | Likert Scale (1-5) |
|---|---|---|---|
| **Communicative competences** | **LC-01** Listening, B2 | Can understand the main ideas of propositionally and linguistically complex speech.<br>Can follow extended speech and complex lines of argument. | |
| | **LC-02** Speaking, B2 | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.<br>Can give clear, detailed descriptions and presentations on a wide range of subjects.<br>Can communicate detailed information reliably.<br>Can give a clear, detailed description of how to carry out a procedure.<br>Can interact with a degree of fluency and spontaneity. | |
| | **LC-03** Reading, B2 | Can read with a large degree of independence.<br>Can scan quickly through long and complex texts, locating relevant details.<br>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. | |
| | **LC-04** Writing | Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. | |
| | **LC-05** Mediation, B2 | Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.<br>Can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions. | |
| | **LC-06** Pluricultural and plurilingual competence, B2 | Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.<br>Can alternate between languages in his/her plurilingual repertoire in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors. | |
| | **LC-07** Online training competence, B2 | Can participate actively in an online discussion.<br>Can engage in online exchanges between several participants.<br>Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them. | |
| **Comments and feedback** | | | |