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The Competency-based approach of language teaching

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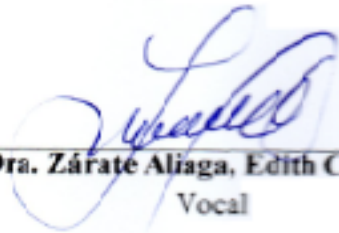
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MONOGRAFÍA**The Competency-based approach of language teaching**

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Index of contents

Cover	i
Signatures of jury	ii
Dedicatory	iii
Index of contents	iv
List of figures.. ..	vi
Introduction	vii
Chapter I. The competency-based approach	8
1.1 Definitions	8
1.2 Operational definition of competency	9
1.3 The notion of competence versus competency	10
1.4 Why choose a competency-bases approach?	13
Chapter II. The Competency-based approach in ESL context	17
2.1 Competency-Based Learning Principles	18
2.2 Competence-Based Syllabus	20
2.3 Learning concerns	22
2.4 Why focus on a skills development program?	23
2.4.1 A critical look at the results of schooling	23
Chapter III. Communicative competence in English language teaching.....	25
3.1 The chosen design	25
3.2 Knowledge for skills development	29
3.3 The distinction between specific skills and transversal skills	31
3.4 The necessary articulation of disciplinary skills and transversal skills	34
3.5 Some implications of a skills program	35

3.6	Support skills development	35
3.7	Putting evaluation at the service of learning	37
3.8	Major changes to the program	38
3.9	Essential conditions to ensure the implementation ow out	39
	Didactic application	42
	Synthesis.....	46
	Critical Appreciation and Suggestions	48
	References	49

List of figures

Figure1. Components of language teaching methodology	21
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Introduction

This monograph focuses on *The Competency – based approach of language teaching*.

Refers to assumption underlying the Competency Based Approach Teaching Learning, which might be defined as the educational capacity building process where commitment and competency are adjusted in a teaching- learning process. Meanwhile, at the same time the student earns goals of the system and achieves real objectives. This process especially focuses on the growth and development of commitment and competency between the teacher and the learner of the system. Now it is regarded as one of the efficient techniques for sustainability of an effective educational system. The monograph tries to create a framework for CBATL by highlighting its principal components, objectives, resources and ways for successful accomplishment, which the teacher should know while cultivating professional competency and commitment within their students. Chapter 2, displays information about language teaching and what it implies, also about the The Competency-based approach in ESL context, presents about communicative competence in English language teaching, presents information about the didactic application based on the The Competency-based approach that is based on the idea that learning a language successfully comes through having a real communication.

In brief, this monograph will be talking about, the didactic application, synthesis, critical appreciation, suggestions and references.

Chapter I

The Competency-based approach

1.1 Definitions

A Competency-based approach is the cognitive science that leads us to think and behave accordingly to our capacities or accomplishment. Competency is the instrument we use in solving problems. It turns to be the science that draws up a picture in our minds by mixing knowledge and experiences gathered over time. This is essential in the development of different kinds of skills. The description of competence is something that largely depends on concepts that help us in an specific situation or a given occupational area. Competence is the behavioral conclusion that someone shows in a direct or indirect situation. The capability of performing a professional task could be measured by competency with skills and knowledge. The potential level could be defined by competency, which on a task or a particular area means to obtain the level of mastery needed. It provides a linear basis of understanding in a task or a particular field. Hence, with competency absence, professionalism is meaningless.

1.2 Operational definition of competency

According to Dolz (2002):

According to the below The term, competence conveys a blurring of semantic content and its double historical origin according, he explained that the notion of competence was linked to two movements, one epistemological and the other social, according to him, the notion of competence goes back to epistemic posture cognitivism. Indeed, for this American linguist, the subject of language internally and innately has a syntax competence. In this sense, competence is presented as what the subject can ideally realize, thanks to its biological potential. It is presented as a positive virtuality of the subject. It is unique and independent” (p.89).

According to Hymes (1973-1991):

Linguistic competence is an innate and universal ability with an ideal internal capacity that explains any language phenomenon that occurs in performance, it is true that such a fact will be revisited as we will see later, in the 1980's, the craze for the notion of competence was widening to other sectors in the labor market, with that qualification (level of schooling, graduation) to take into account the efficiency of the workers, it is about clearing cognitive resources needed to achieve the task depending on the situation (p.95).

For Dolz (2002): “In this approach, we assess the effectiveness and suitability of the worker to infer skills without paying too much attention to innate character or acquired skills” (p.80).

For what interests us, in education and more precisely in the didactics of languages, it is the evolution what will become of competence, thanks to the work of different linguists and sociolinguists, among them, an author like Hymes, will bring nuances of size definition and focus on developing of competencies, indeed, contrary to what Chomsky

stated, he believed that competence is not unique; the ideal syntactical competence is insufficient for a mastery functional language; functional mastery of language is the skill to adapt to the issue's communicative and the production context; these skills are not biological, but are the object of an apprenticeship, this communication skill is not only linguistic; it is in the form of narrative, rhetorical, productive skills, receptive, etc, these are skills requiring a formal or informal learning.

Finally, there is a variety of definitions about competencies. These definitions include knowledge, attitudes, and skills of being, doing, knowing and living together. Throughout human history, they have always been required, are inherent to their family, social, and work life. When we talk about an education based on competencies, we refer to the integration and use of all those aspects or elements of human beings that we own and manage, for instance, being, doing, knowing and living together within a social environment.

1.3 The notion of competence versus competency

During the last two decades, the discourse about training and education has changed. Nowadays we generally use a pseudo-commercial language of products, markets and investment. The interest in competency and competence has been vital for this move. These two terms keep a complicated definition and can't be labeled in a satisfactory way. Competence is the quality of being well qualified, intellectually and pshysically, or the ability to perform better than the standard, especially the one acquired through training or experience.

In a business dictionary, it is described as 'a cluster of related knowledge, abilities, commitments and skills that enable a person (or an organization) to act effectively in a job or a situation compared to competency(ies) which focus on a cluster of abilities relating to

excellence in a specific activity'. Competence includes sufficiency (position of being good enough) of skills and knowledge that allows the person to perform in many situations because personality level has its own requirements.

Deseco (2002) defines competence as:

A system of external and internal abilities and mental structures assuming cognitive skills, knowledge mobilization and also social behavioural ingredients such as attitudes and emotions for successful activities in a particular context. This specific competence could be considered as a dynamic, organizing the structure of activity characteristic allowing a person to adapt to various situations on the basis of gained practice and experience (p.47).

According to Hymes (1973-1991) a competency in terms of superior performance, is "A skill or a characteristic of a person which assists to carry out superior or specific actions in a higher performance level" (p.47).

In spite of this, it can be said that competency is not the same as performance, but it is what makes the performance happen.

Armstrong (2015) supports this by saying that "Competence is a fully human attribute that has been minimized to competencies, a group of discrete activities that people have, the necessary knowledge, skills and understanding to engage in an effective way" (p.45).

Additionally, we might say that the word competency varies from one school of knowledge to another. The behaviourists use it to design a measurable behaviour and design an observation as a result of a certain training. The constructivists use this word to show the construction of capacities acquired from an interaction among people engaged in a particular situation. Many definitions have been recommended in the field of education such as in the QEP, in which a competency is known as a group of behaviours based on the

effective mobilization in a range of resources. This group of behaviours refers to the capacity to use effectively a variety of resources both external and internal, in particular knowledge acquired in everyday life or in school. The concept of resources refers not only to everything that students have learned at school, but also to their skills, interests and experiences.

Learners may rely on many resources such as their teachers, their classmates and additional documentation.

According to Legendre (2001) an additional definition has been given by ELT articles about the English Teaching in Algeria, which considers competency as a system of procedural and conceptual fragments of knowledge organized into schemes that helps to recognize a problem situation and its solution through an efficient action within a set of time. Also, a competency is an effective process which mobilizes and integrates a set of skills, capacities and a partly knowledge that will be applied in many problematic situations. As a conclusion, we could say that a competency can be simply defined as the ability of a worker or student to successfully complete tasks in order to find solutions and complete them in real situations. What's more, competencies are the many skills that students have to learn; this may guide them to obtain the four skills (reading, writing, speaking and listening) in a dynamic way in order to use them later on, in either the demanding daily life or even their jobs. The terms 'competency' and 'competence' have been studied as a kind of process in the shape of an ascending ladder.

According to Canale & Swain (2005):

The process starts with the perception of information, which by means of semantic assimilates, adapts and accommodates in mental structures and takes it to the next step i.e. to knowledge, if this knowledge is used in a determined context, it can reach one more step of ability (mental ability). This ability should be mixed with a

particular attitude, which represents motivational orientation and value, and is finally performed with the activity. If at the fifth step the activity fits to the required level, then this chosen action leads to competence, as we witness many of the resources will be mobilized for a competence realization on the way to competency success as we have already emphasized. Competence is an objective characteristic, dynamic, which is highly rooted in situational practice and experience (p.47).

A person is able to constructs competency through the activities in many situations. As a consequence, competency becomes a cumulative personal quality. Finally, we could say that competency as a realization of a need for self-actualization and self-development is a necessary component for a mature person in the society.

Term competency meaning becomes clearer than before and confirms its definition relating the word with a superior ability or performance related to excellence in a specific activity. We also find it interesting to determine the nature and the essence of competence in communicative language because we are concerned with the didactics of foreign languages.

1.4 Why choose a competency-bases approach?

According to Puren (2013):

Competencies have an important role in education, since through its use and application various educational objectives can be achieved, however, its formal study in the educational field dates from the seventies, when it was observed that the skills and intelligence of individuals ensured professional success, they concluded that competencies must be developed during educational training (p.60).

Ronquillo & Goenaga (2009) It tells us that:

The analysis of communicative competence has been carried out from areas of knowledge as dissimilar as Pedagogy, the Psychology, Linguistics and Sociology the foundations that support the rise and rise of the term communicative competence go back to the studies on language carried out by leading linguists such as Ferdinand de Saussure, Noam Chomsky and Umberto Eco, among other (p.67).

Although Noam Chomsky (2010) did not influence the communicative approach, he studied the “linguistic competence” Diarria (2008) an anthropologist, linguist and cultural specialist, took up this notion, years later, in the early seventies, and complemented it, he thought that developing just this competition was not enough to learn a language. This is how the communicative competition formed in turn by the competency: linguistic, sociolinguistic, discursive, strategic and sociocultural.

Subsequently, Canale & Swain (2006) “Considered in the eighties that the communicative competence included three competences and not two: grammatical competence, sociolinguistic competence and strategic competence” (p.28).

For Canale & Swain (2005) the notion of communicative competence began to be used quickly by other linguists until the eighties, the communicative approach aims to teach the student to communicate in a foreign language, and acquire a communication competence (p.12). Competence, from the behavioral paradigm, as an underlying characteristic of an individual that is related causally as a criteria of superior performance in a job or situation.

For the Common European Framework of Reference for Languages a compulsory reference in language teaching, the competencies are equivalent to: The whole knowledge, skills and individual characteristics. It is the possibility for a human being to mobilize an integrated set of resources with the aim of solving a situation problem: General skills or

knowledge are: knowing how to do, knowing how to be, knowing how to learn. These competences allow to carry out, at the same time comprehensible, actions, general competences and communicative competences; the processes neurological and physiological related to expression and in oral and written comprehension.

According to Chnane (2011):

The text, spoken or written speech, as the axis of a language activity, being it as support, goal, product or process; the task: intentional action with a user or student achieves a concrete result with respect to a problem, the achievement of an objective and the fulfillment of an obligation (p.145).

The Final Report, Tuning educational structures in Europe, in its search for quality in European universities, they found that the way in which anyone uses their personal resources (skills, attitudes, knowledge and experiences) in order to act in an active way and responsible manner in their personal construction and social life project (p.65).

The Common European Framework of Reference (CEFR, 2001) adds:

The Common European Framework of Reference states that communicative competence comprises several components: linguistic, sociolinguistic and pragmatic. These belong to skills and abilities. The Common European Framework of Reference for Languages states that linguistic competences are a component that includes: phonological, lexical and syntactic skills and knowledge, and some other language dimensions as a system, regardless of the sociolinguistic value of its variants and of the functions of its realizations. It is not only related to the quality of knowledge and scope (the phonetic distinctions made or the extension and vocabulary accuracy, for example) but also to the cognitive organization and the way in which this knowledge is stored (for example, the many associative networks

where the speaker places a lexical element) and with its accessibility (availability, recovery and activation) (p.106).

CEFR (2001) adds:

Sociolinguistic competencies are related to sociocultural conditions of use of language, the Common European Framework of Reference for Languages states, they must concern with the use of linguistic resources (speech acts, production of language functions) they also have to concern with the domain of discourse, coherence and cohesion, to identify forms and types of text, parody and irony (p.60).

Richards & Rodgers (2001) also proclaimed, “An educational movement that focuses on learning outcomes in development of programs to teach foreign languages” (p.15). Tobon (2009) defined competencies as the set of “Complex performance processes with suitability in certain contexts, based on responsibility”(p.100). Flores (2008) “The competences that basic education teachers mobilize in their professional teaching performance”, and “all those actions carried out by the teacher, to contribute to the development of cognitive, affective and motor aspects” (p. 28).

Piquet (2008) Regarding teachers’ didactic competences:

Has pointed that a good language teacher is one who has pedagogical competences and language teaching competencies; so, it is not enough to be a teacher whose native language is the target language, but it is necessary to know how to develop a pedagogical and didactic level. To master a language is not enough to be competent in a classroom (p.36).

Chapter II

The Competency-based approach in ESL context

For Cuq (2008):

Offers a conceptual and methodological precision of ESL, it says that speaking a second language is implicitly referring to the presence of at least one other language in the language environment of the learner and admitting that this language, classically called 'the mother tongue, occupies first place (p.89).

For Diarria (2008):

It remains in school the main teaching tool and a discipline to be learned by any learner in the formal institution. It is important to note that. The sociolinguistic notion of English as a Second Language (ESL) has its meaning and must ensure its full measure in the development of content and methodological approaches (p.62).

For Chnane (2011):

The notions of academic competency and out-of-school skills need to be combined in the ESL learner. It is therefore necessary to take into account specific didactic approaches and content that are not confused with the methods and contents of

didactics of native English or foreign language, in order to avoid didactic unproductivity (p.49).

This competence, holistic and integrated by essence, includes two other skills:

- Comprehension competence, which is distributed in oral comprehension (auditory perception, types of speech, listening objectives, listening learning strategies) and in reading comprehension (global approach, types of reading, reading project and stages of reading, experience of texts, development of a reading grid).
- The competence of expression, which requires the oral production (phonetics and the teaching of the oral, oral production) and the written production (models of the process of writing, written production, texts).

Cuq & Gruca (2009) “In addition to the four competences related to the comprehension of oral, written, oral and written expression, one must add the competency of evaluation, transversal metacognitive resources, since all communication implies evaluation” (p.154). Cultural competence, developed by authors such as Puren (2013), Abdallah Pretceille (2000) or Chnane (2011) is also to be considered in the context of ESL education. Does the APC in English Second Language Teaching take into account these skills? Do the institutional requirements in this area consider the conditions of FSL skills acquisition? Do classroom practices build skills for learners? Do students' productions make it possible to certify the effectiveness of the CBA?

2.1 Competency-Based Learning Principles

The competency-based approach was the subject of several works elaborated by the didactician Philippe Perrenoud, which proposes that to guarantee the good practice of this approach in the educational systems it is necessary to renovate and rewrite the programs so

that it has a coherence between the intentions (the objectives) and their implementations (the practice).

Perrenoud (2006) defines five unifying principles for teaching according to the CBA:

- Create didactic situations with meaning and learning.
- To differentiate them so that each student is required to be in his/her zone of near development.
- Develop a formative observation and interactive regulation in situations by working with obstacle objectives.
- Master the effects of intersubjective relations and cultural distance on didactic communication.
- Individualize learning paths in the multi-year learning cycles.
- In what follows, we will try to determine the main values and principles on which the CBA is based (p.47).

Richards & Rodgers (2001) call it the Ecological variety:

The first principle, what is significant for the learner is better with the use of time, the teacher is careful to create meaningful learning situations for the learner in so much as it links knowledge to social practices that are part of its socio-cultural environment. The formation is released from its field of contents and accumulated knowledge to reach this X (p.42).

This principle is therefore to bring the learner to mobilize his knowledge by touching his centers of interest, which allows him to contextualize the acquired knowledge and seize their utilities. The CBA is an asset for creating and making sense of schoolwork and the learner becomes an active subject in teaching and constructing his own knowledge. The second principle is the creation of "situation" learning. The approach is based on the

"situation" which represents the primary tool of the integration of knowledge. X Rogiers defines the situation as "an example of information intended for a specific task." The importance is no longer given to the knowledge of the learner but to the mobilization of his knowledge in the different situations and circumstances. Cycle-based teaching: in order to establish sustainable skills, it is necessary to shift the evaluation deadlines to allow time for the construction of knowledge and learning. This principle conveys the idea that what is fundamental at one level of education is not that of another level, hence, the need to prioritize the competencies targeted from one level to another and the evaluation focuses only on what is fundamental and necessary for the continuation of the studies. Therefore, it was necessary to make a division of the teaching on the cycles and on degrees and to opt for a formative evaluation to evaluate the level reached and to remedy the learner.

Differentiation: it is based on the principle of individual differences in learning since each learner learns a little in his own way, his own pace, his own specific skills and particular difficulties, considering this diversity helps to ensure equality of potential and chances of success for all learners.

Finally, we can say through the reading of different principles of the competency-based approach, that it responds to the need to reduce school failure in students as long as it places the learner at the center of the educational action, and it becomes the main player in the Teaching / Learning process.

2.2 Competence-Based Syllabus

The new training program is based on a concept of learning based on the contribution of (socio) perspectives constructive and (socio) cognitive. The former has an essentially epistemological anchoring and emphasize the constructed and socially negotiated nature of

knowledge, hence the importance of considering the contexts in which they are developed and the influence of social and cultural interactions on their mode of constitution.

For Kern (2002) the second have a psychological anchoring and underline the central role played in cognitive learning by the processes by which the individual interacts with his environment and processes information.

Furthermore, the program is now formulated in terms of skills to be developed, these skills being inseparable from the subject who possesses and implements them, whereas previous programs were formulated in terms of objectives corresponding to the content of knowledge to be done to acquire to the pupils, these contents being so to speak external to the subject. Two major aspects therefore mark the new training program: the concept of learning put forward, which considers the contribution of cognitive sciences and distances itself from the long-dominant behaviorist perspective; the transition from objectives to skills. ¿What links are there between the theoretical perspectives underlying the concept of privileged learning in the context of the reform and the choice of formulating the program by skills?

Nunan (2012) said “It should be noted at the outset that the concept of competence is not in itself socioconstructivist or cognitivist and that it can be interpreted by relying on various frames of reference” (p.35). It is sometimes assimilated to that of objectives generally associated with behaviors that are easily measurable and observable. There is therefore a privileged behaviorist frame of reference. Adopting the language of skills is therefore not enough to modify the structure of the programs, which can remain fundamentally additive, sequential and linear.

Observed → Teaching → Practices → Instructional Design → Features

Figure1. Components of language teaching methodology. Fuente: Nunan, 2012.

For Perrenoud (2006) says “It should be noted, however, that the concept of competence has gradually taken on a certain autonomy in the field of education and has gradually dissociated from that of objectives” (p.11). Gradually imposed new frames of reference from both epistemology, cognitive psychology and developmental psychology. A certain ambiguity remains, however, as to the meaning given to this concept. This is why it is not enough to use the language of skills to register in a socio-constructivist or cognitivist approach to learning. This could explain why many do not clearly see the links between the concept of learning put forward by the reform and the choice to formulate programs according to a skills-based approach. It is important to clarify these links. It is not from the notion of competence that one can infer the conception of learning which underlies it, but quite the opposite. It is the concept of learning retained which makes it possible to clarify the meaning given to this notion.

2.3 Learning concerns

The school is not entirely foreign to the concern to develop skills. In this sense, the idea of competence is not an absolute novelty. One could indeed easily suppose that, whatever the way in which the programs are formulated, quality education is education which leads the pupil not only to acquire new knowledge, but to develop skills. Therefore, just because previous programs were written in objective language does not mean that teachers were not concerned with developing skills. Conversely, if formulating programs by skills aims to induce certain teaching practices, this is not enough to guarantee the use of teaching strategies capable of developing skills. Some of the pedagogical practices in use may therefore very well be part of a logic of skills development while others may deviate from them. It is important to know how to recognize them, to identify those which can support the development of skills and to strengthen them. In this sense, the new training program

in no way leads to discarding existing practices, but rather invites to reframe them by examining them in a new light. It also presupposes the ability to take a critical look at certain practices. It sometimes happens that disciplinary knowledge occupies the entire place to the detriment of its implementation in significant situations. For example, disciplinary teaching, centered on memorizing specific knowledge without any concern with regard to the situations in which this knowledge is implemented, does not promote the development of skills. Students are then encouraged to memorize specific knowledge for the sole purpose of answering the questions of an examination and not to develop skills.

The pedagogical realities to which the notion of competence refers are therefore not completely new, but it is important to know how to recognize, in existing practices, what favors the development of competences or what, on the contrary, hinders it.

2.4 Why focus on a skills development program?

Several reasons have led to favoring a program by skills rather than by objectives. We basically keep three: a critical look at the results of schooling, the drift of programs by objectives and the influence of professional training.

2.4.1 A critical look at the results of schooling.

Numerous researches, in various fields of knowledge, have highlighted the lack of reinvestment and transfer of learning outcomes. The knowledge apparently acquired by the pupils is indeed very little reinvested not only in extra-curricular contexts, but even within the school context from one level of education to the next or even from one discipline to another. Teachers often deplore the lack of prerequisites for their students, in other words the difficulty in being able to build on the skills that should normally have been achieved through their education. What is striking is less the absence of knowledge than the inability

to evoke it and make appropriate use of it. This knowledge is often qualified as inert, the student being unable to reuse it functionally and judiciously in other situations. However, inert knowledge is, by definition, not mobilizable. It is not a resource for the learner.

Significant gaps in the intellectual skills of high level were also highlighted. The emphasis placed on memorizing a very large number of specific content elements is often to the detriment of complex intellectual skills such as logical reasoning, critical judgment, argumentation, which seem to be little used by school learning. Finally, there is a focus on content to the detriment of the thought processes that allow its appropriation and use.

Training indeed seems more centered on the accumulation of knowledge than on the training of thought, that is to say, on the development of the reasoning processes necessary for structured and meaningful learning.

Chapter III

Communicative competence in English language teaching

3.1 The chosen design

In the new training program, According to new training programs, competence is knowing how in terms of mobilizing and putting into use resources. The idea of resources encompasses a variety of heterogeneous assets which are not only knowledge-based, which can come from a variety of sources and which are not necessarily the product of education or training. The idea of mobilization suggests that the common characteristic of these otherwise heterogeneous assets is precisely that of being mobilizable, in other words, they can be called upon as needed and used in various situations. The fact that these resources are, by definition, mobilizable, obviously does not imply that they must always be all mobilized. A selection must necessarily be made, in particular according to the context. Being competent therefore means calling on the right resources, combining them effectively and using them wisely. In addition, it is important to consider not only internal resources, but also external resources. Taking into account external resources - knowing their existence and knowing how to use them, but also being able to assess what can constitute a resource with regard to this or that skill - plays an important role in a school

context and refers, among others, skills in the selection and processing of information from the environment.

Chomsky (2010) means Competence is know-how that integrates knowledge, but also other resources. This idea implies that knowledge is a necessary, but not sufficient, component of competence: You need knowledge to be competent in a field or in a situation, but the mere fact of having knowledge does not necessarily make you competent.

Hymes (1991) says:

This is an important nuance knowledge must be able to be functionally linked to each other and combined with other resources. This idea also implies that knowledge is not in itself a resource since an individual can possess knowledge without however being able to mobilize it, in other words without making appropriate use of it (p.15).

Hymes (1991) says “The pupil who has learned certain knowledge in mathematics, but who is not able to use it in situations where this knowledge proves useful, has not developed skills” (p.16). This idea also warns us against the risk of restricting the use of knowledge acquired in school to strictly academic situations which often have a limited and artificial nature (for instance, complete an exercise sheet) insofar as this knowledge does not refer to any extra-curricular practice (Hymes, 1991).

Hymes (1991) a skill is necessarily linked to its contexts of exploitation and to the conditions of its fruitful use. Hymes this idea leads to insisting on the fact that a competence does not exist in itself independently of its field of application that is to say of the contexts and conditions of its fruitful use. It can only manifest itself through the appropriate use of the resources it mobilizes. It is generally linked to best practices.

Scarcella, Andersen, & Krashen (2013) says:

These may be professional practices: which brings us to the professional competence of a doctor or to the professional competence of a teacher in reference to their ability to mobilize and use various resources in situations related to their professional practice, however, it can also be situations related to other areas of practice, for example those of everyday life which are therefore not professional or disciplinary, there are indeed a large number of situations that do not belong to a particular field of practice, but rather refer to current situations in life that a person is confronted with and for which he needs to be equipped (p.14).

For Hymes (1991):

To the adopting a skills-based approach means giving up the desire to exercise absolute control over all the components of a skill since the resources mobilized by a skill are not all of the order of knowledge acquired in a school context, we can highlight certain characteristics of competence which reveal its systemic and irreducible nature to a sum of elements that can be acquired sequentially and linearly, competence is complex since it does not lie in the sum, but in the dynamic organization of its components, it calls upon various resources which are combined in a particular way according to contexts or situations, two individuals can be just as competent as each other without mobilizing exactly the same resources and combining or orchestrating them in the same way, some of the resources mobilized by a skill are certainly essential, in the sense that they constitute necessary conditions for the implementation of a skill, but that does not mean that they are sufficient (p.92).

Competence is evolving since it does not start from nothing and it necessarily builds on existing resources, resources which are called upon to develop and enrich themselves

through their mobilization and their use in various contexts and situations. In addition, it can only be part of long-term training aims since it is always possible to increase expertise, in other words to become more and more competent. This obviously does not prevent the recognition of various skill levels since competence is not an all-or-nothing affair and one can be competent to varying degrees.

Canale & Swain (2005) says:

Said it is always linked to its field or to its contexts of application. It cannot therefore be defined independently of the situations in which it is exercised, you can be very competent in a given situation, without calling on any particular expertise in a particular field, the skill must be adjusted to the requirements of the situation, thus, there are situations which may require the use of certain disciplinary knowledge without, however, requiring to be specialists in a discipline or a field, on the other hand, it is interactive since it develops through its use in various contexts (p.46).

Developing a skill does not necessarily imply the acquisition of new resources. It can consist of learning to better manage the use made of existing resources. Indeed, learning often consists of discovering new ways of using what we already know.

Canale & Swain (2005) say the competence is global and integrative insofar as it integrates knowledge but is not reduced to it, since it calls upon other resources which are not necessarily related to knowledge (for example, internal resources linked to personality, interests, aptitudes or external resources of various kinds, both human and material). Furthermore, it is the whole that gives meaning to the components. Which means that a skill is more than the sum of its parts. This also implies that the same knowledge or the same resources can be mobilized and combined in very different ways depending on the types of situations and the skills that these require. The same resource can thus be used for several skills.

Scarcella, Andersen, & Krashen (2013) says:

This concept of competence is entirely consistent with the socio-constructivist and cognitivist perspectives of learning, without necessarily deriving from it, they both constitute complementary frames of reference, useful for analyzing competence framework brings together various expanded notions of communicative competence (p.18).

There is no skill without knowledge. However, it is important to consider them as resources for skills. Which basically has two consequences:

- On the one hand, one should not teach knowledge without worrying about its usefulness, in other words the skills in which this knowledge can be mobilized, since the meaning of knowledge is closely linked to its use.
- On the other hand, the moments of acquisition should not be separated from the moments of application, as is very often the case in a school context, since the knowledge to be acquired must appear as resources for overcoming an obstacle, understanding a situation, solve a problem and many more.

Canale & Swain (2005) says:

There is little chance that the student will invest in a learning process, if he does not perceive its usefulness, or, if the perceived usefulness is none other than meeting the requirements of an evaluation, it is unlikely that the learning processes sought lead the student to enrich his repertoire of resources (p.24).

3.2 Knowledge for skills development

Kern (2002) says:

It is important to relate knowledge to the contexts and conditions of its use, indeed, knowledge is not good in itself, regardless of the contexts and conditions in which it

is used, some knowledge may be entirely appropriate for certain contexts and inappropriate for other contexts, it is not because the student has knowledge acquired in a particular context (in particular a school context) that he will spontaneously be able to mobilize it, in other words to make good use of it, in other contexts where this same knowledge could be used (p.52).

Prove to be very functional. It is therefore essential to get the student to recognize in what contexts and under what conditions certain knowledge is useful. This can only be done by sufficiently diversifying the contexts of use and by making certain conditions of this use explicit. Furthermore, the acquisition contexts should not be too far from the contexts in which the student is likely to reuse this knowledge. One cannot dissociate the acquisition of knowledge and the development of thought processes. There are indeed close relationships between the acquisition of knowledge and the development of thought. On the one hand, all learning calls upon memory, judgment, reasoning processes, among others, processes which notably require information processing. This means that the pupil cannot learn without calling upon certain cognitive (and affective) resources since one cannot dissociate the assimilation of knowledge from a certain cognitive work of the pupil. On the other hand, the acquisition of knowledge contributes in return to the development of thought processes since it is in his effort to understand, to assimilate new knowledge, that the student is led to build new cognitive tools, to develop new modes of reasoning (Legendre, 2001). Those features are then linked to actual teaching and learning practices (Richards & Rodgers, 2001). In short, we can say that if the student's thought processes partly condition what he is able to learn (for example, a 5-year-old child does not reason like a 9-10-year-old child), her learning contributes in return to the development of her thinking, given that it does not develop empty but in close connection with the knowledge she strives to assimilate.

Fostering the development of skills means ensuring that thought is at the service of learning and that learning contributes in return, through the requirements they pose, to the development of reasoning processes.

3.3 The distinction between specific skills and transversal skills

Qualified, skills whose scope is limited to a relatively limited set of situations. These skills necessarily require knowledge which is also relatively specific. For example, a professional skill, whatever it is, always calls for skills and knowledge specific to this professional activity. As professional activities are themselves generally linked to disciplinary fields, we can identify specific skills linked to fields of study or intervention or even more specific disciplines within a field. In everyday life, we also find specific skills related to certain types of activities, whether it be practicing a sport or any other activity that is as simple as the preparation of a good meal. In the school context, skills may be more specific to certain disciplines and require specific disciplinary knowledge.

We can qualify as transversal or generic skills whose scope is very broad since it is not delimited by professional, disciplinary or other boundaries. These skills are generally described in a decontextualized manner even if their use is necessarily contextualized. Thus, we can speak of a skill related to communication, even if it goes without saying that such a generic skill will be contextualized very differently depending on the situation. A good example of transversal or generic competence is the mastery of natural language which the child acquires at a very young age but whose field of application is constantly widening. Another example of competence called upon to become more and more transversal is the competence to read since it can be mobilized in a very vast repertoire of situations whether it is to read for pleasure, to learn or to learn. Reading and writing

constitute, like oral communication, skills which are destined to become more and more transversal insofar as they will be mobilized in several contexts of school learning linked to specific fields.

To distinguish between specific skills and transversal or generic skills is simply to recognize that a skill is necessarily linked to a certain field of application which can be more or less vast, a competency can be suitable for a large number of similar situations, just as it can be linked to a more limited number of situations where families of more or less wide situations, however, watertight boundaries should not be established between them, on the one hand, specific skills contribute to the development of more generic skills, the latter can only be built in context, and vice versa, transversal skills are called upon to play an important role in the acquisition of specific skills, simultaneously use of specific and more generic resources (Legendre, 2001).

On the other hand, it is important to realize that the field of a competence (or the scope of its field of application) is not defined once and for all since it can be enriched according to experience. Thus, a skill can be called just as well to be specified (example: you can develop your ability to communicate in a particular field of intervention) than to generalize (example: reading will only become a generic skill to the extent that the repertoire of situations in which it is used is enriched and diversified).

The close relationship between disciplinary skills and transversal skills invites us to recognize that there is no particular skill for each situation, but conversely, no skill is sufficiently global and decontextualized to be able to potentially apply to all situations. Furthermore, several of the resources mobilized by a specific competence are not exclusive to this competence since they are mobilized by numerous other competences, a situation generally calling upon both specific competences, which have a defined field of application and generic or transversal skills which can be applied to a much wider field of

situations. For example, there are many situations that can call for problem-solving approaches. The type of situation and the very nature of the problem to be solved generally requires specific skills and knowledge.

The fact remains that the reasoning processes then called upon are not specific or exclusive to this situation or to this particular problem.

3.4 The necessary articulation of disciplinary skills and transversal skills

Transversal or generic skills are high-level skills insofar as the resources they mobilize can be applied in a very large number of situations. However, to acquire a certain transversality, the resources in question must be called upon in sufficiently numerous and diversified situations. Articulating transversal skills and disciplinary skills means targeting the development of high-level skills.

Transversal skills cannot be developed in a decontextualized way, they should not be considered as intellectual capacities or general procedural knowledge that can be developed for themselves regardless of their varied contexts of application. Two consequences can be drawn from this:

- On the one hand, the skills related to the disciplines have a very important role to play in the development of transversal skills, since any disciplinary skill calls simultaneously for specific skills and for transversal or generic skills.
- On the other hand, transversal skills must be able to be reinvested in a conscious and deliberate manner in the various disciplinary fields, which requires a certain decompartmentalization.

The student must be able to realize that some of the skills acquired in a given disciplinary context are also useful in other disciplinary contexts. If the disciplinary partitions are too tight, teachers will not be able to help the pupils to achieve this

integration. Integrating transversal skills with disciplinary skills therefore means, among other things, promoting disciplinary decompartmentalization.

Disciplinary decompartmentalization is not only a matter of the structure of the programs but implies a collective responsibility of teachers with regard to the development of transversal skills, teachers should not feel concerned only by their discipline, but rather consider themselves both as specialists and as generalists helping students to link various knowledge, Marco Comun Europeo, 2001.

It is in this sense that teachers are encouraged to have a knowledge of the programs which is not only vertical but horizontal, so as to facilitate the establishment of interdisciplinary relationships and to better situate their particular contribution to the general training of the teacher and the student, Informe del Grupo de Trabajo de Reforma Curricular, 2003.

The fact that certain competences are not exclusive to a single discipline but cross many disciplinary fields and other fields which are not only the subject of school subjects should encourage each teacher to be concerned with what, in its discipline, is common with other disciplines and to refer to it explicitly. In addition, the concern to bring the pupil to develop not only disciplinary, but also transversal skills encourages a greater collaboration and concertation of the teachers between them. Focusing training on skills development absolutely does not mean turning your back on disciplinary knowledge, but modifying its status, knowledge is not dissociable from skills and these are not independent of situations.

3.5 Some implications of a skills program

In the following lines, we will highlight two major implications of a skills program: supporting skills development by building on existing resources, both internal and external, and putting evaluation at the service of learning, which implies a significant change in the culture of evaluation (Legendre, 2001).

3.6 Support skills development

First of all, it is important to seek the mobilization and use of existing resources in various situations. The student already has, when he arrives at school, a repertoire of varied resources which can be more or less vast. It is important to solicit their mobilization and use, in other words to build on the student's prior learning, which is completely consistent with a constructivist vision of learning. It is by exploiting the resources at his disposal that the student will be led to develop his skills, but he will be able to be encouraged to mobilize and use his resources only in a context where performance and competitiveness do not predominate. In a learning situation, there must be room for experimental trial and error, diversity of approaches and constructive error. The latter is not only inherent in learning, but it represents a precious tool to allow, both the teacher and the student himself, to diagnose gaps and identify what to focus interventions on. Putting students in a position to mobilize their resources can therefore help teacher to make a diagnosis on the level of development of the competences of the pupil and to allow this one to become aware of what he knows or what he would need to know for example to solve a problem or to realize a spot. The teacher should not limit himself to exploiting what is the subject of his teaching. Multiple resources, both external and internal, can be used for learning and teaching. Multiple resources, both external and internal, can be used for learning and

teaching. Multiple resources, both external and internal, can be used for learning and teaching.

Supporting skills development also means fostering students' awareness of the resources available to them. The latter is not necessarily aware of the resources that he mobilizes in a situation or those that he could use to carry out a task, lead a project or solve a problem. It does not need to be aware of all the resources mobilized since efficiency is also linked to the ability to mobilize certain resources automatically without having to be aware of it. However, it is sometimes extremely useful to become aware of some of them because being aware of the resources mobilized can make their management much more effective. For example, a student who is aware of the way he learns, the thought processes he uses to solve a problem or the way he went about carrying out a project will be much better equipped to deal with new situations. It is also sometimes useful to confront the pupils with obstacles likely to lead them to carry out these awakenings. Among the resources of which it may be useful to be aware, external resources should not be overlooked. Students do not always realize that they can benefit from the resources provided by their environment, whether human, material or physical.

One of the roles of the school is also to allow the student to enrich the repertoire of resources available to him. We can consider the acquisition of new knowledge as an important source of enrichment of its own repertoire of resources, but on two conditions: the student must perceive its usefulness, because if the resources at his disposal satisfy him fully to make faced with the situations he faces, he will have little motivation to learn; it must also be able to link knowledge to its use, because it is only to the extent that it can be mobilized that it constitutes a resource. The knowledge acquired in a school context should constitute, from this point of view, real tools at the service of action and thought.

3.7 Putting evaluation at the service of learning

In a skills program, the primary function of evaluation is not to sanction success or failure but to provide support for the development of skills and to guide the teacher's pedagogical interventions. The preferred assessment methods must be consistent with the very nature of a skill.

We cannot support the development of skills if we are unable to make an appropriate diagnosis on them, to do this, evaluation must become an integral part of learning, there are no times to learn and others to assess, any learning situation, if it is sufficiently rich and requires the cognitive activity of the student, provides precious clues to judge the development of a skill. This type of assessment does not focus exclusively on what is or is not acquired, but on the acquisition process itself, the evaluation here takes the form of various methods of regulation (or self-regulation) of learning which do not necessarily require the use of formal evaluation tools, the professional's ability to observe in context is a major asset here (Legendre, 2001).

Evaluation integrated into daily work, in other words evaluation which consists in observing the pupil's work and taking a set of indices from which, it is possible to make a global judgment on the development of the competence, also constitutes a precious tool to guide the pedagogical interventions of the teacher. In this sense, evaluation serves teaching as well as learning. It makes it possible to adjust the pedagogical interventions of the teacher according to their effects. It requires a certain reflection by the teacher on his own practice, a reflection which allows him in particular to compare his intentions with the results actually produced and, in so doing, to provide better support for the development of skills.

It should be emphasized that skills cannot be assessed in the same way as specific knowledge. The assessment of skills must be consistent with the characteristics of the skill. Because it is complex, a competency should only be assessed globally and not from its components taken separately. Because it is progressive, the moments of evaluation should not be dissociated from the moments of learning: learning is a great opportunity to do an assessment or self-assessment, just as assessment and self-assessment can be a great learning opportunity. Because it is interactive, a skill should only be evaluated in context since the resources mobilized depend on the context in which they are used. Finally, since the competence is global and integrative, the evaluation should not relate only to what has been taught, since a competence mobilizes other resources. When assessing a skill globally, the teacher never exclusively assesses what he has taught. He must be able to recognize the relevant resources that the student uses, resources that can elsewhere differ from one student to another for the same situation.

The skills-based approach leads to focus on a small number of strong and fruitful situations, which produce learning and revolve around important knowledge, the ideal would be to give more time to a small number of complex situations, rather than to tackle a large number of subjects through which we must move quickly to turn the last page of the manual, the last day of the school year” (Perrenoud, 2006)

3.8 Major changes to the program

The new training program has two important characteristics: the insertion of disciplinary knowledge with a view to developing skills and the introduction of transversal skills.

These generally orient the training and lead to a different approach to the development of disciplinary skills insofar as these contribute specifically to the development of generic skills.

In a skills program, disciplinary knowledge is therefore not relegated to the background, but instead of being considered for themselves, according to their “intrinsic” value and, therefore, independently of their varied uses, they are integrated into skills that they help develop by providing them with essential resources, even if they are not sufficient or exclusive. We aim to ensure that disciplinary knowledge becomes tools for the learner in the service of skills and that the learning to which it gives rise contributes to the formation of thought.

One of the major characteristics of the skills program, favored by the reform, is to aim for general training that cannot be reduced to an exhaustive series of fragmented and compartmentalized objectives. These aims of global training are expressed more particularly by transversal skills, grouped into four categories which are not, moreover, not watertight: intellectual, methodological, personal and social and communication skills. These skills are, in a way, the synthetic expression of what must go through all of the programs, all of the education and all of the interventions. In this regard, they are the collective responsibility of the various stakeholders; both teachers and other professionals now work in the middle.

3.9 Essential conditions to ensure the implementation now out

The setting now work of a competency-based program depends on the interpretation will teachers. If the program can guide practices, it cannot alone dictate them. There is more than one way to ensure the set e in oe out more of an educational approach can be made to the skills development of the service. In this regard, it should be recalled that the pedagogy of the project is only one means among others and that a skills program cannot be satisfied with a single pedagogical approach. However, two conditions seem essential to us:

transforming the pupil's profession and focusing on the professional competence and autonomy of teachers.

Perrenoud (2006) says:

The setting up work of a competency-based program requires a major transformation of the “profession of student”, especially a change in the relationship to knowledge and learning that students were taken to establish school context, the latter have developed “strategic” ways of doing things to meet the expectations of the school and to adapt to them in their own way, certain strategies, previously functional, are likely to prove inappropriate in a training context focused on skills development. It should not be taken for granted that students will immediately adapt to these new expectations” (p.85).

Furthermore, it is difficult to see how the lords could put in oeuvre a program centered on the development of competences if one does not solicit their own professional competence, which cannot be exerted without a certain autonomy. If a program is, by definition, prescriptive in terms of the training aims pursued by the school and the fundamental knowledge that teachers have the responsibility of acquiring to students, it cannot be prescriptive in its least details, by imposing on teacher's ways of doing things. The teacher, as a professional, must of course have certain knowledge, in particular disciplinary, pedagogical and didactic knowledge, but his competence is not reduced there. Just like the student, he has a personal directory of diversified resources that can be put to the service of its competence which are not the same resources mobilized according to situations, contexts and others.

Any professional uses judgment in a situation which leads him to adapt to the characteristics of the context, the students, the situation and others. Furthermore, the resource directory is not created once and for all since it can be enriched through the

contextualized use that is made of it. As Perrenoud rightly mentions, teachers can only adhere to the idea of developing skills in their students if they build a realistic image of their profession, in other words if they do not imagine that “they act in class mainly thanks to their knowledge and reason (Perrenoud, 2006).

In this regard, a reflection on his own professional competence of trainers or teachers can help to better understand the implications of a major program focused on skills development, particularly in terms of its implementation. Now, the competency-based approach is not limited to the skills whose development we want to foster in the student. It also refers to the professional skills of the teachers themselves. Philippe Perrenoud reminds us that professional competence is beyond the prescribed”.

Didactic application

1.1 Lesson plan

LESSON PLAN N° 1 “Describing People”


GENERAL INFORMATION:


TEACHER	Susan VALENCIA INOCENTE			AREA	English				
GRADE	1°	CLASS	A	LAST	30´	DATE	9	4	2019

LEARNING PURPOSE:

COMPETENCE	
COMMUNICATE ORALLY	
CAPACITIES	PERFORMANCE
Identify relevant information	Identify relevant information to describe physical appearances of famous people.

TEACHING SEQUENCE:

LEARNING SEQUENCE					
MO M	PEDAGOGICAL PROCESS	STRATEGIES/ ACTIVITIES		RESO URC ES	TI M E
BEGINING	Warming up	<p>Students observe different pictures of famous people with different physical appearances, then The teacher acts out the adjective of each famous people.</p> 		Flash cards	1 0
	Previous knowledge	<p>- Students answer the picture information, Who are they? Where are they from? How are they look like? - Teachers writes on the board the students answer.</p>			
	Cognitive Conflict	<p>- The teacher puts the adjectives under the wrong pictures on the board for example fat with Don Ramon. - Students correct the information.</p>			
MOTIVATION AND ASSESING					

DEVELOPING	CONSTRUCTION OF LEARNING (Assessing)	<ul style="list-style-type: none"> - Teacher presents the adjectives in written and oral way and the correct position in a sentence. - Teacher makes an example.  <p>He is Jirafales teacher, he is from Mexico, and he is tall and slim.</p> <ul style="list-style-type: none"> - Teacher helps students to describe the Chavo del 8 characters as the example above. - Teacher shows different pictures and asks students to describe using the examples before. 		1 5	
CLOSING	Learning self evaluation	<ul style="list-style-type: none"> - Teacher asks students to describe physical appearances of famous people. - Students report in oral form. - can you describe people in English? - Did you learn some new vocabulary today? 		5	

EVALUATION:

COMPETENCE	Performance (Criteria)	Evidence	INSTRUMENT
COMMUNICATE ORALLY	Identify relevant information to describe physical appearances of famous people in oral way.	Oral production	Rubrics por oral production.

.....
VB° DIRECCIÓN

.....
DOCENTE

1.2 Resources



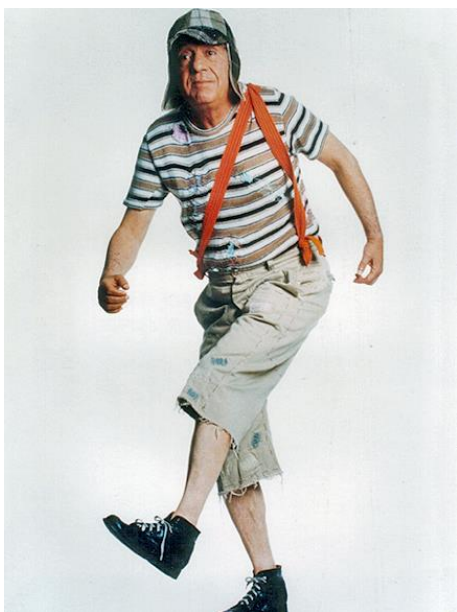
Fuente: Recuperado de <https://marielatv.com/don-barriga-toma-con-humor-falsa-noticia-de-su-muerte/>

FAT



Fuente: Recuperado de <https://www.canalrcn.com>

SLIM



Fuente: Recuperado de <https://peopleenespanol.com/articulo/abriran-museo-con-una-replica-de-la-vecindad-de-el-chavo/>

SHORT



Fuente: Recuperado de <https://www.lavozarizona.com/story/entretenimiento/tvymas/2016/06/17/muere-rubn-aguirre-el-profesor-jirafales-que-todos-amaron/86032118/>

TALL

1.3 Rubric

ORAL TEST: DESCRIBING PHYSICAL APPEARANCES OF FAMOUS PEOPLE.

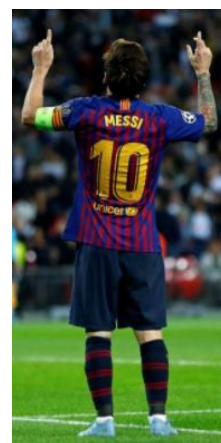
NAME: _____ Grade: _____

_____ Date: _____

Teacher: Susan VALENCIA INOCENTE

Score: _____

1. Look the pictures and describe using adjectives: TALL – SHORT – THIN – FAT



	1-2	3	4	5
COMPREHENSIBILITY	Most parts of the response not comprehensible to the listener.	Some parts of the responses are comprehensible.	Response comprehensible; requires minimal interpretation.	Response readily comprehensible.
FLUENCY	Speech halting and uneven with long pauses or incomplete thoughts.	Speech choppy and / or slow with frequent pauses.	Some hesitation but manage to continue and complete thoughts.	Thoughts expressed completely.
PRONUNCIATION	Multiple problems with pronunciation / intonation.	Some problems with pronunciation / intonation.	Sounds somewhat natural.	Sounds natural.
VOCABULARY	Vocabulary does not convey meaning most of the time.	Vocabulary does not convey meaning in some sentences.	Vocabulary conveys appropriate meaning most of the time.	Rich and varied use of vocabulary.
GRAMMAR	Grammar is rarely accurate.	Grammar is sometimes accurate.	Grammar is mostly accurate.	Grammar is consistently accurate.

Made by my own.

Synthesis

The main purpose of this work was to offer a reflection on the meaning and scope of the concept of competence in the new training program. Despite its relative autonomy in the field of education, the concept of competence remains marked by a certain ambiguity which sometimes leads to assimilate it to that of objectives. It therefore seemed important to us to identify its meaning and show how the idea of competence, if it does not derive from the socio-constructivist or cognitivist perspectives to which the new program refers, nevertheless appears consistent with a conception of learning. Building on these perspectives.

Although the notion of competence is not an absolute novelty, since the concern to make pupils competent is probably already implicitly present in several current practices, it seemed to us that the emphasis placed on skills, within the framework of the new program, could lead teachers to become more aware of the practices conducive to skills development and encourage them to give them more room.

Furthermore, the distinction between disciplinary and transversal competences is not without interest insofar as it allows at the same time to recognize the disciplinary specificities while seeking to go beyond them, by favoring the establishment of interdisciplinary links and greater integration of knowledge.

However, it is important to articulate these two types of skills and, therefore, not to consider them as independent entities one from the other. In this respect, the new skills program opens up interesting prospects, but it is not without challenges. Two of them we have emerged as conditions of its implementation are: the transformation of the “occupation” of student and the place given to the professionalism of teachers.

- The concept of competence in the communicative approach was distinguished by its sociolinguistic component. Indeed, linguistic competence (mastery of language as a system) on which the previous methodologies focused, the concept of communication skills added a socio-linguistic component, that is to say, the mastery of the social rules of use of the language and what thanks to the contributions of Hymes.
- The competence to communicate linguistically, just like the competence in the world of work, is intrinsically linked to the action that makes it happen, through tasks to be carried out, from the virtual state to the concrete state.
- The language functioning in the Framework is described in the same way as updating skills in the world of work (general skills and communication skills are resources from which to select to operate the strategies [equivalent of knowledge to mobilize] to carry out the tasks.
- Competence allows to widen the field of thinking about teaching / learning languages, getting out of the purr-communicative, to relaunch methodological reflection on learning devices learning and their evaluation.

Critical Appreciation and Suggestions

I will end with a brief reflection on the links between the worlds of work and language education, on the influences exerted by the productive sector on the educational world of which the action perspective is a new example.

As for the transfer of competence from the world of work to the perspective action, it was carried out through the European Commission which, by means of white papers commission White Paper entitled: Growth, competitiveness, with its concept of employability; free white on education and training - Teach and learn to take. Towards a cognitive society, 1995, relayed the needs of European industrialists better trained workforce, better suited to constantly changing work environments evolution and through its publications the European Commission has created a context ideological carrier that allowed this migration of skills from the world of work vail to the educational world.

Language teaching is therefore very porous. She does not live in a towerivory, but it is influenced by the economic-ideological context: The forma-both teacher and teacher are influenced by social and economic laws.

Competence is at the service of the individual. It develops gradually in him fromso as to constitute a potential which it can mobilize when it needs it. So, it existsregardless of how the environment uses this skill.

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