



CEFR Companion Volume implementation toolbox

Self-reflection checklist

– Four modes of communication

This checklist aims at making teachers aware of the four modes of communication in teaching and assessing language skills in vocational and university language teaching and assessment. Teachers are invited to reflect on

- *how the tasks they use in the classroom or in the final examination address the four modes of communication,*
- *what this involves for curriculum design (e.g. which resources learners will require) and*
- *what the role of the learner is in the specific context*

when they develop or use a task or a scenario.

1. In which way does my task / test address one or several modes of communication?

- Reception?
- Production?
- Interaction?
- Mediation?

2. Which mode of communication is addressed primarily?



3. In which way does my task / test address:

a. Oral / audiovisual comprehension skills?

b. Reading comprehension skills?

c. Oral production skills?

Oral interaction skills?

d. Written production skills?

Written interaction skills?

4. What kind of input material do students require and need to process?

5. In which way do students act as social agents? What are their communication needs?