

WORKSHEET A

Title Curriculum objectives and linguistic competences	
Objective(s) To understand the integration of linguistic competences in the curriculum To analyze chosen aspects of the linguistic competences in view of the learner's needs	
Keywords Curriculum – objectives – linguistic competences - lexical competence - grammatical competence - semantic competence - phonological competence - orthographic competence - orthoepic competence	
Ref to the Guide III, III.2	Ref to the CEFR 2.1..5.2.1.1, 5.2.1.6, 6.4.7., 6.4.7.1, 6.4.7.8, 6.4.7.10
To complete this worksheet you need... curriculum for one given level Specific syllabus or teaching/learning programme currently in use for one given level	
Task A (†) The CEFR indicates that the teaching/learning objectives may be established in terms of the communicative language competence. One of the components of this competence is linguistic competence which includes: - lexical competence - grammatical competence - semantic competence - phonological competence - orthographic competence - orthoepic competence. Review your curriculum for one given level (A1, A2, B1, B2, C1 or C2) considering the importance given in it to each of these competences as objectives.	
Task B († † †) Step 1 Discuss with your group the following aspects in relation to vocabulary: a. what control over vocabulary the learners will be required to exert; b. what distinction, if any, is made between learning for recognition and understanding, and learning for recall and productive use; c. what use is made of inferencing techniques and how their development is promoted. Step 2 Discuss with your group the following elements in relation to grammar: a. the integration of grammatical elements, categories, structures, processes and relations into foreign language learning; b. the relative importance attached to range, fluency and accuracy in relation to the grammatical construction of sentences; c. the extent to which learners are to be made aware of the grammar of (a) the mother tongue (b) the target language (c) their contrastive relations. Step 3 Discuss with your group:	



- a. The orthographic and orthoepic needs of learners in relation to their use of spoken and written varieties of language, and their need to convert text from spoken to written text and vice versa.

Task C († † †)

Consider with your group whether you would need to make adjustments to the objectives in your syllabus or teaching/learning programme, in terms of the linguistic competences

