

WORKSHEET A

Title	Curriculum and curricular scenarios	
Objective(s)	To reflect on curriculum construction and development	
Keywords	Curriculum – syllabus – progression – curricular scenario – linguistic diversification – transferability	
Ref to the Guide	Ref to the CEF	
	8.2., 8.4.1, 8.4.3	

Task A

Step 1 (1)

Read the following extract by Richards:

" Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. [...] Syllabus design is the process of developing a syllabus. [...] Curriculum development is a more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes." (Richards, 2001, p.2) ¹

Think at your own context and jot down a scheme in order to visualize the different components of curriculum indicated by Richards. Use a color code to mark aspects that you feel should be improved or that you are satisfied with.

Present your scheme to your colleagues.

Step 2 (1 1 1)

Read Chapter 8 paragraph 8.2 (8.2.1 and 8.2.2)

Discuss how linguistic diversification could be integrated in your own context and at what level. Imagine possible consequences, problems and advantages.

Task B

Step 1 (1)

¹ Richards, J.C. (2001) *Curriculum Development in Language Education*. London : CUP.

Read paragraph 8.3.2.

Choose one scenario according to the level of school you are working at and try and imagine if such a scenario would be suitable to your own context (and, if necessary, how you could adapt it) and what impact it could have.

Step 2 († † †)

Discuss the result with your colleagues.

