

WORKSHEET A

Title	
Curriculum objectives and communicative activities	
Objective(s) To reflect on the place and role of communicative activities (of reception, production, interaction and mediation) and of strategies in the curriculum. To reflect on the difference between higher and lower level as regards development of communicative activities	
Keywords Curriculum – objectives – reception activities – production activities – interaction activities – mediation activities	
Ref to the Guide II, II.4, III, III.4, IV, IV. 2, IV.5, IV.9	Ref to the CEFR 4.4.1, 4.4.4, 4.5.2.3, 4.5.3, 4.6.4
To complete this worksheet you need.... A curriculum (and possibly specific syllabus/programmes currently in use) Before working on this sheet, please work with the worksheets A “reception”, “production”, “interaction” and “mediation”.	
Task A	
Step 1 (†) Review your curriculum starting from one elementary level (A1 or A2). Explain in which way communicative activities are reflected there. Consider <ul style="list-style-type: none">• reception activities (oral / written)• production activities (oral / written) if appropriate: <ul style="list-style-type: none">○ interaction activities (oral / written)○ mediation activities (oral / written) The CEFR indicates that to carry out communicative tasks, users have to engage in communicative language activities and operate communication strategies. Does the curriculum mention this type of strategies? If this is the case, are strategies presented according to different communicative activities?	
Step 2 († † †) Discuss your findings with your group. Particularly, discuss if the way communicative activities and strategies are (or are not) dealt with has an impact on the objectives indicated by the curriculum.	

Task B († † †)

Bearing in mind the results of your discussion, analyse now a more advanced level (B1 or B2).

Do some activities play a more important role in the elementary levels compared to the more advanced ones? Do you notice any differences as far as strategies are concerned?

How do you explain that? In your opinion can this have an impact on the way objectives of a curriculum can be attained? Which are the implications of that as far as assessment, teaching and learning are concerned?

