Title	Curriculum objectives and domains/strategies/tasks

Objective(s) To evaluate syllabi / teaching & learning programmes with reference to domains and strategies
To adjust existing teaching / learning programmes to the needs of the target group
To analyze a textbook unit concerning strategies

Keywords   curriculum– objectives – domains (public, occupational, educational, personal) strategies (communication/reception/production/interaction/mediation/learning) – tasks

Ref to the guide	**Ref to the CEFR**
I.4, II.3, II.4, III.1, III.3, III.4	4.1.1., 4.4.1.3., 4.4.2.4, 4.4.3.5, 4.4.4.3

To complete this worksheet you need... curriculum for one given level
Specific syllabus or teaching/learning programme currently in use for one given level
A textbook

Task A (⋔ ⋔ ⋔)

Discuss with your group the details of your target group of learners (their characteristics, expectations, interests, plans, needs, previous competences/learning path and existing resources).

Task B: domains

Step 1 (⋔)

Review your syllabus or teaching programme for the target group defined in Task A considering the objectives in terms of domains and find out which domain is the most important.

Step 2 (⋔ ⋔ ⋔)
For the target group chosen, discuss with your group which of the domain(s) is/are more relevant for your students and why.

Step 3 (⋔)
Decide whether you would need to make adjustments on the objectives in your syllabus or teaching/learning programme, in terms of the domains covered.

Task C: strategies

Step 1 (⋔)
 Review your syllabus or teaching/learning programme for the target group defined in Task A considering the objectives in terms of strategies.
Consider:
- communication strategies (planning, execution, monitoring, repair)
- reception strategies (framing, inferring, hypothesis testing)
- production strategies (avoidance strategies, achievement strategies, rehearsing, considering audience, locating resources, task adjustment, message adjustment, compensating, building on previous knowledge, trying out, monitoring success, self-

correction)
- interaction strategies (framing, information/opinion gap, the presupposed (given), planning moves, taking the floor, co-operating, the unexpected, asking for help, clarification)
- mediation strategies (background knowledge, locating supports, preparing a glossary, interlocutors' needs, size of interpretation unit, previewing, noting possibilities/equivalences, bridging gaps, checking congruence, checking consistency of usage, refining, consulting)
- learning strategies

Step 2 (♦ ♦ ♦)
Discuss with your group
   a. on which occasions you consider the development of learning strategies as an objective.
   b. on which occasions you consider the development of communicative strategies as an objective.
   c. in which ways your learners are expected to develop their strategies, i.e. through explicit or implicit treatment.

Step 3 (♦)
Decide whether you would need to make adjustments to the objectives in your syllabus or teaching/learning programme, in terms of the communicative and/or learning strategies.

Task D
Choose one unit of the textbooks you are using with the target group defined in Task A.

Step 1 (♦)
Analyze the unit in view of the importance given in it to strategies.

Step 2 (♦ ♦ ♦)
Discuss with your group
   a. which strategies are focussed on and
   b. what types of tasks are used to help the learners to reach the objectives in terms of strategies.