

College of Education for Humanities

Department of English Language

Lecturer's Name :Dr. Ibtisam Jassim Mohammed

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6. WHAT ARE THE ROLES OF THE LEARNERS WITHIN A COMMUNICATIVE METHODOLOGY ?

1- Learners as Active Participants.

Learners must discover how to learn the language, adapt, redefine knowledge, replace strategies, and negotiate between themselves, their learning process, and the object of learning.

2- Learners as a Co-constructors of Knowledge.

Learners negotiate their learning with others, contribute as much as they gain, and share responsibility for learning, committing to communication and metacommunication.

3- Learners Autonomy Through Collaboration.

Learners are encouraged to depend on others when needed, but genuine independence arises through interdependence, influenced by interactions within the group.

4- Learners self- Monitoring.

Learners play an important role in monitoring their own learning, providing feedback to others, and offering new directions in the learning process, while being interdependent participants with the teacher.

7. WHAT IS THE ROLE OF CONTENT WITHIN A COMMUNICATIVE METHODOLOGY:

1. Traditional view of Content .

Language teaching curricula have traditionally been defined by their content, often derived from a target repertoire of items analyzed before teaching begins, acting as predetermines of the learning process. Formal items from grammar or lists of semantic categories are linked to pre-determined themes and topics suitable for specific learners' expectations.

2. Communicative view of content .

Communicative curricula do not rely on a static target repertoire for content. The focus is on developing basic abilities for dynamic communication, distinguishing

between the target repertoire and potential content. The curriculum emphasizes the activation and refinement of learners' process competencies, requiring differentiation, ongoing change, and short-term predictability in content selection.

3. Content in Communicative Curriculum .

In a communicative curriculum, content serves the learning-teaching process and is selected and organized by both learners and teachers. It acts as a carrier for process competence and opportunities for communication. Focused on means rather than ends, content is defined by communicative learning and teaching, with selection guided by criteria that shape its focus, sequence, subdivision, continuity, and direction.

The criteria for the selection and organization of content within the communicative curriculum:

(a) Focus of Content

In communicative methodology, content focuses on knowledge-cognitive and affective-that is personally significant to the learner. It is placed in an interpersonal context, using authentic and problem-posing texts, and supports the integration of language with human experience and behaviour.

(b) Sequence of Content

In communicative methodology, content sequence is shaped by learners' states rather than a fixed logic, rejecting step-by-step progression. Sequencing is a cyclic process, with learners shifting between global and particular views, refining understanding over time. Designers can only offer rich content to activate competences, as learners determine their own sequencing paths.

(c) Subdivision of Content

Communicative methodology avoids fragmenting content into isolated categories, instead favoring holistic frameworks where knowledge components and abilities interact. Content is subdivided through activities and tasks that engage learners in communication and metacommunication, focusing on units of activity rather than discrete content units.

(d) Continuity in Learning

In a communicative methodology, continuity can be identified within at least four areas: the activities and tasks, communicative acts during learning and teaching, the ideational system at both 'macro' level of theme and 'micro' level of conceptual or notional continuity, and a skills repertoire or cycle of skill-use during an activity. These areas of continuity can all be inherent in a single activity. Learners impose their own personal and interpersonal order and continuity, and the progressive refinement of the learner's own process competence can provide an overall learning continuity.

e) Direction of Learning.

In communicative methodology, the direction of learning is not determined by pre-set content but is negotiated between learners, teachers, and texts. The content is flexible and serves the communicative learning process. The teacher collaborates with learners to choose appropriate content and acknowledges that the ultimate goal can be reached through various routes. The teacher values learners' contributions and avoids equating surface performance with deeper knowledge and abilities.

8. HOW IS THE CURRICULUM PROCESS TO BE EVALUATED?

1. Evaluation as an Integral Part of Communicative Interaction

The communicative curriculum views evaluation as essential to the communicative process, using shared and negotiated conventions to assess factors like grammaticality, appropriateness, intelligibility and coherence. This evaluative element is integrated into the curriculum's assessment, with the intersubjective nature seen as a strength.

2. Intersubjective Evaluation Process

In a communicative curriculum, evaluation is intersubjective, involving self-evaluation, peer evaluation, and evaluation by others. Success criteria are negotiated and applied through communication, following a three- stage process: defining success, assessing performance, and determining success levels. Teachers are not bound by external criteria but can use classroom negotiations to create shared evaluation standards.

3. Evaluation's Interconnection with Curriculum Components

Evaluation in a communicative curriculum is interconnected with the curriculum's purposes, methodology, and evaluation criteria. Joint negotiations may lead to adaptations in these components, making evaluation a dynamic tool that provides feedback for adjusting teaching and learning directions within the classroom.

4. Emphasis on Formative evaluation.

Genuinely communicative evaluation focuses on formative, ongoing evaluation rather than summative assessments based on predefined criteria. This type of evaluation, embedded in the communication process, guides learning by offering feedback and suggesting new directions for both the learners and the curriculum.

5. The Role of Summative evaluation.

While formative evaluation is prioritized, summative evaluation remains valuable if it assesses learners' achievement of a target repertoire. However, it must also account for progress in refining communicative competencies, evaluating both underlying knowledge and actual performance beyond surface-level achievements.

9. ACHIEVING COMMUNICATIVE LANGUAGE TEACHING

1. The Collaborative and Dynamic Nature of a Communicative Curriculum

A communicative curriculum involves collaboration among designers, material writers, teachers, and learners to relate the components of purpose, methodology, and evaluation. However, a curriculum cannot be fully designed from the start; instead, it is based on principles that can be adapted and shaped. A communicative curriculum is dynamic, emphasizing communication and allowing for ongoing negotiation and change in its components.

2. No Single Ideal Communicative Curriculum.

The communicative curriculum, like any other, cannot be a single, ideal model for all situations. There is no universally perfect language teaching curriculum because it must be shaped by the specific context in which it is applied. Therefore, a communicative curriculum should be seen as a flexible and practical set of guiding principles that can support a wide variety of communicative curriculum implementations, tailored to different teaching contexts.

3. The Communicative Curriculum as a Context-Dependent

If a communicative curriculum cannot be implemented in a specific context, educators must question whether communicative language learning is suitable there. Communicative curricula must remain adaptable over time and across different situations, reflecting ongoing developments in theory, research, and classroom practice. Variability - in goals, methods, and evaluations - is not only expected but essential, mirroring the nature of human communication itself.