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ASMOZ TA JAKITEZ

EUSKO IKASKUNTZA

Didactic Sequences and language curriculum: theory and practice

Ines Garcia-Azkoaga, Itziar Idiazabal, Luis Mª Larringan, lit. eds.

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Analytic Summary

Larringan, Luis Mª; Idiazabal, Itziar (Euskal Herriko Unib. (UPV/EHU). Letren Fak. Hizkuntzalaritza eta Euskal Ikasketen Saila. Unibertsitateko ibilbidea, 5. 01006 Gasteiz): **Sekuentzia didaktikoa: ekintza didaktikoaren zutabe eta ardatz minimoki fidagarria** (The Didactic Sequence: the Mainstay and minimally reliable Core of Didactic Action) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 13-44

Abstract: This paper sets out to recall the didactic, theoretical and practical relevance of the Didactic Sequence (DS) tool, insofar as it can be a reliable core of didactic activity. The authors take as their guideline the model developed at the University of Geneva: text pedagogy, in fact. It has been possible to highlight three sections: firstly, autonomy in the subject area of didactics is said to be necessary. Secondly, the characteristics of DS are recalled. Then, the four phases of DS and its internal composition are explained. Finally, an example of didactic sequence is provided.

Key Words: Didactic sequence. Text genre. Language project. Pre-test. Follow-up test.

Kiviaho-Kallio, Pia (HAAGA-HELIA University of Applied Sciences. Taidetehtaankatu, 1. 06100 Porvoo (Finland)): **Beyond the Language Classroom: Learning English in Real-Life Projects** (Orig. en)

In: *Ikastaria. Cuadernos de Educación.* 18, 45-59

Abstract: This article explores learning English as a foreign language (EFL) in project-integrated language courses. Students and teachers´ views on language learning in projects is reflected against a competency-based curriculum, where learning takes place in real-life projects beyond the classroom. The focus of the study is on a group of Finnish-speaking students and their professional development into autonomous language users.

Key Words: Autonomous. Competency-based Curriculum. Language Learning. EFL. Project-integrated.

Aeby Daghé, Sandrine (Univ. de Genève. FAPSE. GRAFE Pavillon Mail, Boulevard du Pont d'Arve, 40. CH 1205 Genève): **Quels usages des séquences didactiques pour enseigner l'argumentation au secondaire obligatoire ?** (What are the uses of Didactic Sequences to teach arguments in Secondary School?) (Orig. fr)

In: *Ikastaria. Cuadernos de Educación.* 18, 61-85

Abstract: This contribution describes the "effective" uses of didactic sequences of teaching methods "S'exprimer en français" (Dolz, Noverraz, Schneuwly, 2001) in 17 secondary school classes in three cantons in western Switzerland (Suisse romande). The analysis focuses on the choice of subjects developed with the students and the use and changes made in the teaching methods.

Key Words: Didactic sequences. Effective practices. Types of text. Argumentative text.

Mielgo Merino, Roberto; Ocio Endaya, Begoña; Ocerinjauregui Ocerinjauregui, Jone (Escuela Universitaria de Magisterio Begoñako Andra Mari. Dpto. de Didáctica de la Lengua y la Literatura. Barrainkua, 2. 48009 Bilbo): **La Secuencia Didáctica recurso para la enseñanza plurilingüe: experiencias de centro para la formación continua** (The Didactic Sequence, a resource for multilingual teaching: School experiences for teachers continued training) (Orig. es)

In: *Ikastaria. Cuadernos de Educación.* 18, 87-116

Abstract: This paper includes the results of a series of experiences developed in various educational centres, in a framework of multilingual teaching. These experiences aim to demonstrate to teaching staff the characteristics of the Learning Sequence model proposed by the Language Didactics group of the University of Geneva, as well as its level of effectiveness in the pedagogy of the text. For that reason, the teaching staff was offered specific training in the use of this tool, to subsequently apply various sequences in different classrooms and compare the results obtained with control groups.

Key Words: Didactic sequence. Pedagogy of the text. Integrated treatment of languages. Discursive competence. Transfer. Teacher training.

Diaz de Gereñu Lasaga, Leire (Euskal Herriko Unib. (UPV/EHU). Letren Fak. Hizkuntzalaritza eta Euskal Ikasketak Saila. Unibertsitateko Ibilbidea, 5. 01006 Gasteiz); **Garcia-Azkoaga, Ines** (Euskal Herriko Unib. (UPV/EHU). Jarduera Fisikoaren eta Kirolaren Zientzien Fak. Euskal Filologia Saila. Lasarteko bidea, 71. 01007 Gasteiz): **Hizkuntza garatzeko baliabideak Curriculuma Norbanakoari Egokitzeko (CNE) programetan: Sekuentzia Didaktikoaren zenbait gogoeta** (Resources for Language Development in Individualized Curricular Adaptation (ICA): considerations on Didactic Sequences) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 117-135

Abstract: This paper gathers the reflections compiled in connection with the training activity carried out in the field of Individually Adaptive Curriculum (IAC) programmes. A major concern of teachers working with students with Special Educational Needs (SEN) is to develop the students' speech. For the purpose of overcoming the limits of the

therapeutic perspective, the didactic sequence methodology is put forward as a language tool. The aim is to deal with the tasks, special features and problems that we have come across in the sessions carried out in the course of the work to develop the students' capacity to communicate.

Key Words: Didactic Sequences. Texts. Linguistic communication. Special education. Multilingualism. Language development. Trainer of trainers. Individualized curriculum adaptation.

Ibarra Atutxa, Jaione (Begoñako Andra Mari Irakasleen Unib. Eskola. Barrainkua Kalea, 2, 48009 Bilbo): **Sekuentzia Didaktikoen onurak testuak ekoizten irakasteko: Irakasle-eskolako ikasleekin egindako esperientzia baten emaitzak** (Benefits of using language projects to teach text writing: Results of a study with Teacher Training students) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 137-152

Abstract: The results of a language project to develop Letters to the Editor are presented: firstly, the improvements in the final student texts achieved by sequences and inductive methodology, and then, by way of conclusion, to show the usefulness of this didactic model to teach how to produce a text in its entirety.

Key Words: Didactic Sequence. Inductive methodology. *Letters to the Editor.* Text genre. Text production. Writing skills development.

Sainz Osinaga, Matilde; Garro, Eneritz; Ozaeta, Arantza; Azpeitia, Agurtzane; Alonso, Idurre (Mondragon Unib. HUHEZI. Fak. Dorleta z/g. 20540 Eskoriatza): **Debate soziozientifikoa herritar kritikoa formatzeko lanabes: Sekuentzia Didaktiko baten proposamena** (Socioscientific debate as a tool to train critical citizens: Proposal for Teaching Sequence) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 153-178

Abstract: The paper focuses on the social-scientific debate, viewed as an instrument to educate the critical citizen at school. The social-scientific debate presents "socially live" questions, which come from the articulation of the scientific world, the social world and language (materialised in the debate and the arguments). Besides justifying the presence of the social-scientific debate at school, a Didactic Sequence is proposed for 6th-year students. Primary Education

Key Words: Social-scientific debate. Didactic Sequence. Education for citizens. Joint learning of the language and the syllabus.

Zabala Alberdi, Josune (Mintzola Ahozko Lantegia. Subijana Etxea. Kale Nagusia, 70. 20150 Villabona): **Ahozko konpetentziak derrigorrezko bigarren hezkuntzan: Sekuentzia Didaktikoak Tolosako laborategian** (Oral Skills in Secondary Education: Sequences Didactiques in schools of Tolosa) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 179-193

Analytic Summary

Abstract: The main aim of this paper is to report on the research conducted by the Mintzola Foundation to work on orality in all the schools of Tolosa, i.e. to provide details on the work carried out during the second year in Statutory Secondary Education. So information is provided on the didactic sequences that emerged during the 2011-2012 academic year: what text types were chosen, what goals were established for each level, the types of intervention proposals that were made for each one, etc.

Key Words: Orality. Youngsters. Didactic sequence. Applied research. Text types. Formal context. Informal context.

Garro, Eneritz; Pérez Lizarralde, Karmele; Azpeitia, Agurtzane; Irizar, Asier (Mondragon Unib. HUHEZI. Fak. Dorleta, z/g. 20540 Eskoriatza): **Jendaurreko ahozko aurkezpenen lanketa Unibertsitatean Sekuentzia Didaktiko eta praktika gogoetatsuaren bidez** (Working on Oral Presentations at University by Means of the Didactic Sequence and Reflective Practice) (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 195-219

Abstract: This paper presents a didactic experience focusing on formal oral presentation at university. The didactic device designed and implemented for this purpose was materialised around two main themes: The Didactic Sequence (Dolz and Schneuwly, 1998) and reflective practice (Esteve, 2009). On the one hand, the paper describes how they organised and developed the learning dimensions that were identified in the students' pre-texts; on the other, it presents the tools (templates, rubrics...) used in the process; and lastly, it assesses the experience by analysing the pre-texts and the post-texts.

Key Words: Formal oral presentation. Didactic Sequence. Reflective practice. Didactic tools.

Madinabeitia, Monika; Barquín, Amelia; Alzola, Nerea (Mondragon Unib. HUHEZI. Fak. Dorleta, z/g. 20540 Eskoriatza): **Kulturarteko Hezkuntza unibertsitatean: "Immigrazioaren fenomenoa eta egokitze-prozesua" Sekuentzia Didaktikoa** (Intercultural Education in the University: the Didactic Sequence on "The immigration phenomenon and the adaptation process") (Orig. eu)

In: *Ikastaria. Cuadernos de Educación.* 18, 221-237

Abstract: The following article presents the very first didactic sequence of the subject Values Education and Multicultural Education, which is taught at the faculty of HUHEZI (Mondragon University). The sequence, titled "The Immigration Phenomenon and the Adaptation Process, is addressed to second-year students of Teacher Training.

Key Words: Intercultural Education. Immigration. Adaptation processes. Beliefs. Representations.

Analytic Summary