

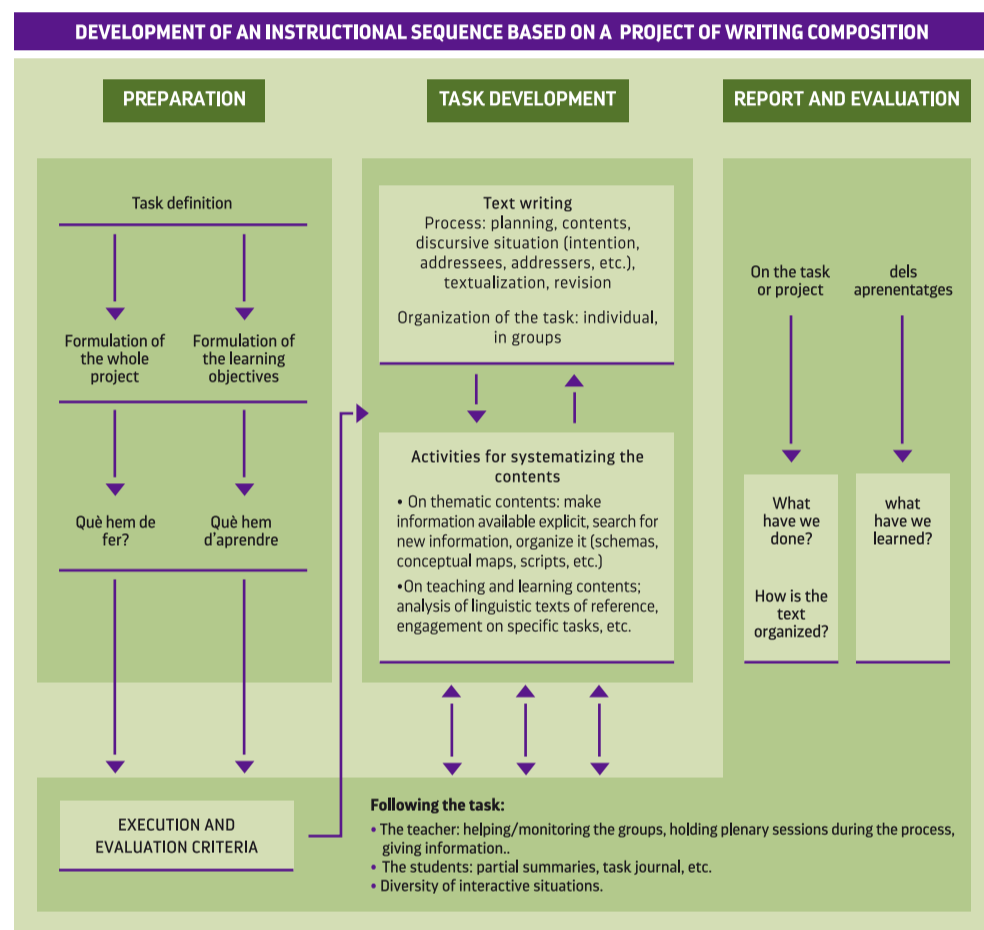
# 1 WRITING INSTRUCTIONAL SEQUENCES

A writing instructional sequence (WIS) is a work project that pursues the production of a text in a certain period of time and context as a discursive objective. In order to carry out a WIS, delimited and explicit teaching and learning objectives are considered, which are the starting point for formulating the evaluation/assessment criteria. The general structure of the sequence development has three phases: preparation, production and evaluation. The WIS model goes beyond a proposal of "teaching to write" and rather explores how to "get in the way of teaching to learn."

## REPORT AND EVALUATION

Understanding the evaluation as a process inserted in the learning process, that is to say, as formative in nature, we consider the interactive process that occurs throughout the production of the text has a regulatory function both of the process of writing as well as the necessary procedural and conceptual contents to write. [...] In the final phase, in which the learner evaluates the work carried out and the learning acquired, the evaluation plays an important part because it allows the student to remember and to become aware of what s/he has been studying/learning so far.

Camps, A. (2003). *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó, p. 43.



"If we imagine accessing literacy practices as a long aisle with many successive doors that must be stepped through, the first door gives access to functional literacy, practice, which demands the command of the code and, therefore, of spelling. There are, however, many more doors to walk through, and the world keeps raising new ones every day. The corridor is getting long, and indeed not everyone will reach the end of it. Nonetheless, everyone has - or should have - access to the first door. Moreover, the spelling is right behind this first door, acting as a passport for all the other ones. This accessing value is what confers spelling this aura which is indispensable and necessary, and at the same time, this is what reifies it from the rest of doors, of competencies, which have a much more diffuse relationship with it."

Milian, M. i Vilà i Santasusanna, M. (2009). *Ortografia i escriptura. Articles de Didàctica de la Llengua i de la Literatura* 48, 5-9.



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## DEVELOPMENT OF AN INSTRUCTIONAL SEQUENCE

### PREPARATION

During the preparation phase, "the parameters of the discursive situation must be established [...] and the learning objectives must also be specified. [...] The set of these two types of objectives will form a first representation [...] of the complexity of the task. However, such representation [...] is not static but rather evolves throughout the process."

Camps, A. (2003). *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó, p. 41.

### TASK DEVELOPMENT

Students will develop the text production process, which will involve planning, textualization, and revision operations, in interrelation with tasks and reflexions that help the progressive construction of knowledge."

Camps, A. (2003). *Seqüències didàctiques per aprendre a escriure*. Barcelona: Graó, p. 41.

It is noted that the teaching of writing is considered mainly from a linguistic point of view and it is focused on the final product, which situates the teacher as a main addressee and the one who evaluates it.

Attempts are now made to draw attention to the process, understanding writing as a social activity that responds to a rhetorical situation. How do we organize the teaching of written compositions in accordance with this approach?

The Instructional Sequence model is a framework for teaching and learning written compositions. It draws on the ideas by the New School (with authors such as J. Dewey), locating this task within the interplay of three approaches: a) a functional conception of writing; b) a sociocultural concept of teaching and learning (with social interaction as a key issue); and c) the ideas of Activity Theory (in which human actions are oriented towards a horizon that organizes such actions and motivates us).

It is observed that a) students become more engaged in their learning task, as it is motivated by the social context in which it has been generated, and that b) expanding the process of writing the text in several phases affords the possibility of scaffolding such process according to the students' needs.

How can we delve into the study of the formative assessment (with regulation and self-regulation instruments and data collection for research?)

## BIBLIOGRAPHY



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