



OUTLINE OF THE TEACHING SEQUENCE

The teaching sequence is designed to attain a communicative objective, which is realised in an activity or final task that the pupils carry out either individually or in groups. In order to achieve this objective it is necessary to design a series of subtasks that are fully integrated and sequenced and which prepare for the final task.

The development of the sequence takes as its starting point the pupils' previous knowledge and the universal aspects of language.

The sequence will then have phases that incorporate activities both of comprehension and expression, abilities that are essential to promote communication, as well as exercises that reflect on language and the individual's learning process.

The final phase will include activities that lead the pupils to use what they have learnt in new communicative contexts.

Starting from the pupils' previous knowledge, the teacher will be able to adjust the sequence to the learners' level and needs, and predict possible individual help.

Example of the process of sequence construction:

1. Specification of the final aim with the pupils.
2. Exploration and activation of the pupils' previous knowledge.
3. 3. Design of enabling tasks that lead towards the final task. It is important that this phase provides rich and diverse oral and written input as well as tasks that are varied both in their content – language presentation, listening, speaking, reading and writing, reflecting on the language – and in the way of working – individual, small group and whole class.
4. Evaluation of the process and the final product.
5. Work based on the ELP.