



IZKUNTZALARI GAZTEEN ELKARTEA ASOCIACIÓN DE XOVES LINGÜISTAS
ASSOCIACIÓ DE JOVES LINGÜISTES ASOCIACIÓN DE JÓVENES LINGÜISTAS

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"Sequencing activities in English as a foreign language materials: The 'communicative processes-based model' in action"

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In formal settings, variety is one of the major elements agreed to enhance motivation and thus second language learning (Skehan 1989; Ur 1996; Dörnyei 2001). Consequently, textbooks, which still vastly continue to represent the backbone of lesson planning and classroom teaching practices, should cater for variety (Sánchez 1993, 2001; Tomlinson 1998, 2003; Harmer 2001). We believe that an important source for this essential factor can be found in the sequencing of activities in materials.

The objective of our presentation is to describe the "Communicative Processes or Situations-Based Model" of sequence of activities (Sánchez 1993, 2001). It is considered to offer variety precisely thanks to the inherent diversity attached to communicative processes themselves, which need to undergo a pedagogic transformation in accordance with second language learning principles. This model will be illustrated through the officially authorized adaptation of a unit from a textbook currently used in English as a Foreign Language (EFL) classrooms. This coursebook adaptation is included in the materials preparation stage within the experimental design of the authoress' doctoral dissertation. Although statistical analyses have not been carried out yet, initial impressionistic analysis of the results from achievement tests together with observations from teachers and students suggest improvement of the learning of those subjects to whom this model of sequencing was applied as part of the authoress' experiment.

The procedure of our presentation will be as follows: Firstly, we will clarify what we understand by "sequencing", which will be clearly differentiated from the concept of "grading". Secondly, the most widespread current sequencing models in EFL coursebooks and classrooms will be reviewed: Presentation-Practice-Production (P-P-P); Topic-, Content- and Task-based learning. This step is necessary so as to better contextualize our proposal, the explanation of which will constitute our third step. Fourthly, we will specify the overall methodology and general characteristics of the intended targeted student population of the above-mentioned textbook. Fifthly, key pedagogic features of the modified unit will be outlined: topic or communicative situation, content (language and skills), type of activities and their actual distribution. The final step will embrace the description of the adaptation so as to depict the "Communicative Processes-based Model" of sequencing in action.