



“PROTEXTS – Teaching of texts production in Compulsory Education” Project (PTDC-CPE-CED/101009/2008), under the coordination of Luísa Álvares Pereira – Aveiro University, Department of Education

FCT Fundação para a Ciência e a Tecnologia

MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E ENSINO SUPERIOR



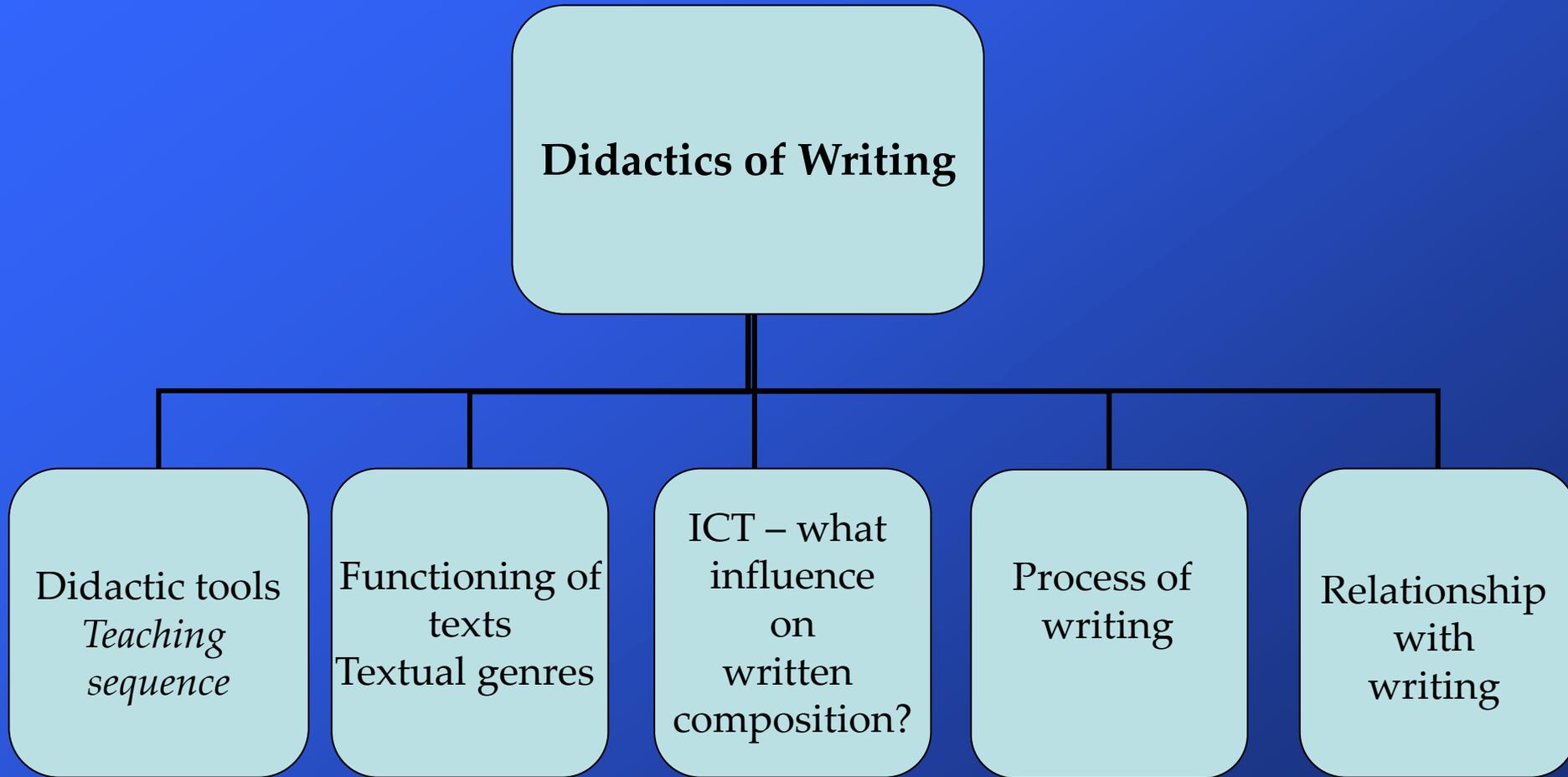
Summary

1. Theoretical background
2. Research design
3. Didactic and teacher training device –
Teaching sequence (TS)

Key words

1. Writing production
2. Textual genres
3. Didactic tools
4. Assessment of writing
5. Progression concerning the teaching of writing of specific genres
6. “Didactic transposition”

Theoretical framework



(Adam, 2001; Bronckart, 1996; and more recently: Coutinho, 2009; Schneuwly & Dolz, 2004; Pereira et al., 2000, 2010; Barré-De Minic, 2000)

Research design (i)

Study 1 - 4 training groups :

- Production of a TEXT 1 by pupils from “*Experimental groups (EG)*” (2 from each level – 4th, 6th and 9th grades – of each training group) and from “*Control groups (CG)*” (1 from 4th, 6th and 9th grades); **questionnaire** to pupils;
- **Teacher training program** (from 4th, 6th and 9th grades) - 50 hours – Textual genres to be worked on: Poetry; Fables; Letter of complaint; Encyclopaedia article; beginning questionnaire to teachers; intermediate writing productions; didactic devices designed and implemented during the training program; “final reflection”.

Teacher training programs

Textual genre to be worked on the training programme (of 50 hours each – 25 hours in presence and 25 hours of autonomous work)	<i>Poetry – teaching sequence with ICT – “poesia.com”</i>	<i>Writing Fables</i>	<i>Encyclopaedia article</i>	<i>Letter of complaint</i>
Period	February to July 2010	February to July 2011	October 2011 to July 2012	October 2011 to July 2012

Research design (ii)

Study 1 - 4 training groups :

- Didactic intervention – observation and recording of classes;
- Production of a TEXT 2 by pupils from EG and CG; text 3 by EG; final questionnaire to pupils (whose teachers attend the training program);
- Self-confrontation interviews (*Clot, Faïta, Fernandez, & Scheller, 2000*);
- Analysis of classes (*Synoptic Analysis - Schneuwly, Dolz, & Ronveaux, 2006; Schneuwly & Thévenaz-Christen, 2006*)
- Analysis of evolution in students' texts (genre defining parameters...)

Research design (iii)

Study 2 – extensive studies

Characterizing the Portuguese reality in regard to ...

- ... the teaching practices of writing in the 4th, 6th and 9th grades;
- ...the students' school and extra-school writing practices - 4th, 6th and 9th grades.

Main aims: to gain understanding on...

- i) ... the subjects' relationship with writing;
- ii) ... their difficulties (concerning teaching and learning);
- iii) ... the role of ICT in the teaching and learning of writing.

Objectives (i)

Study 1 – *Training* - designing teaching sequences (TS), didactic intervention and students' texts :

- To conceive and evaluate training devices which foresee the teaching of textual genres through a TS;
- To analyze the interventions of teachers (two from the 4th, two from the 6th and two from the 9th grade, in each training group) and the process of didactic transposition of the objects defined in the training program to their practices.

Objectives (ii)

Study 1

- To analyze the linguistic and textual features of texts produced by students of the 4th, 6th and 9th grades;
- To compare texts (T1, T2, T3) of students from the EG with those of students from the CG, for each of the levels;
- To define criteria for the progression of the writing competence in different genres for three cycles of CE.

Expected outcomes (i)

- Global knowledge about teaching practices of writing and writing literacies of students of CE;
- Didactic device validated and/or modified (TS);
- Knowledge about training modules which foresee the teaching of textual genres through TS;
- Self-training guides for the teaching of production of different textual genres;
- Valid criteria for the analysis, evaluation, promotion and control of progression in the written production of textual genres, according to different levels of education;
- Methodologies to analyze teaching practices in the classroom and eventually of teacher training sessions.

Teaching sequence as teaching and training device

Previous remarks

- A teaching device as a tool that allows to situate and help the teacher and to lead students to learn more;
- Conceiving and testing the teaching device in training - opportunity to go through all the phases of the device, to make it more adequate and test it;
- The device provides a diversity of situations and does not ignore the possibility to generate a multiplicity of practices;
- Relevance of teacher's actions in the development of students' writing skills.

Teaching sequence as teaching and training device

Teaching how to write by genres (i):

- Work to be developed with students in stages, obeying to a global organization;
- Work focused on a textual genre, on the process and not just on the final product;
- Support of the teacher, of the schoolmates and of several instruments that accompany the “complex adventure of the writing act”;
- Writing is a means of personal and social fulfillment, so it is necessary to develop an appropriation of the genres, that are fundamental mechanisms of socialization ;

Teaching sequence as teaching and training device

Teaching how to write by genres (ii)

- Writing and rewriting must correspond to reflective and insightful acts concerning the functioning of language and texts;
- Writing does not correspond to a unique learning experience, but to a diversity of learning experiences; for instance, writing a *story* is not the same as writing an *experiment report*;
- Taking advantage of the social and textual experience felt by the students to make them learn, in a more systematic way, some of the genres.

Teaching sequence as teaching and training device

The teaching sequence supports itself from other procedures and theoretical framework:

- *Didactic sequence* (Schneuwly & Dolz, 2004);
- Basic principles of socio-discursive interaccionism (Bronckart, 1996; 2005).

It is articulated with other streams :

- of the teaching of writing aimed at developing writing skills by genres and doing it in a systematic way (Martin & Rose, 2007);
- which advocate that in class time should be devoted to a more personal and creative writing (motivation) - *relationship with writing* (Pereira, Cardoso & Graça, 2009; Barré-De Miniac, 2000).

Teaching Sequence

The production of Written Texts

PRE-INTERVENTION

LIST OF
DEFINING
PARAMETERS OF
THE TEXTUAL
GENRE

- Preparation and / or deconstruction of the Mentor Text by the teacher

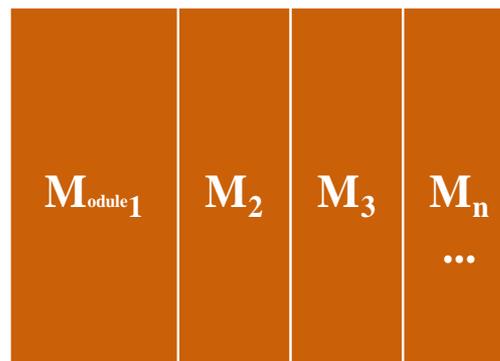
OPENING

- Presentation of the communicative situation
- Initial production (T_{ext1})
- Analysis of students' difficulties
- Definition of content to teach
- Design of tools (grids, lists...)

DEVELOPMENT

TEXT ↔ Sentence

Build a language of the textual genre



S
y
l
l
a
b
e
r
e
s
i
n
g

o
f

- Planning ↔ Textualization ↔ Revision
- Reading and analysis activities of the Mentor Text
- Textual functioning (Macro and Micro)



Tasks focused on specific problems of the genre

CLOSING

- Intermediate production (parts of the text)
- Design of self and hetero revision tools
- Guiding questions
- Final production (T_2)
- Classification of the final production

Clues to what comes next...

Text Genres
(*adopt and adapt*)

Revision/
Rewriting

Personal
writing

Writing problems/Constraints
- purpose of the text,
situations of production,
limits of cognitive
resources, writing support,
text already produced, ...

Collaboration and interaction
- pair work, individual,
revision instruments,
self-correction...

Subject-Author
- extra-school
writing, writing notebook,
creative writing, poetic
writing, literary writing, ...

Epistemic function

Identitarian Function



Questions

- Progression in poetry?
- Progression inside the same genre? What interest? A genre conducting to another more complex?
- What place for the Didactics of writing and Literature (poetry, fable)?
- What articulation between data from study 1 and 2? At the beginning it was mainly empirical; has it become mainly theoretical?