

Quick Check Grammar Chart

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Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
Pedagogical Principles and Communicative Criteria	Depth of processing and Complex encoding : Will the learners be mentally active and process grammar, lexis and their “world knowledge”?			
	Commitment filter: Will the learners’ cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
	Peer and social learning and interaction: Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	Personalisation: Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	Contextualisation: Is the exercise embedded in a clear communicative context?			
	Authenticity of process: Will the learners use language in natural, “language-like” ways (rather than manipulate forms)?			
	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching: Does the exercise support learning or only test it?			
	This exercise supports learning processes...	☆	☆	☆

1. Present and practice new grammar in realistic, authentic, contexts that are close to the learners’ experiences. 2. Give your learners time to make their own hypotheses and find rules inductively. 3. Support the construction of new grammatical concepts (notions) in the learners’ minds through scaffolded (guided) activities where meaning and form connections can be made by the learners. 4. Focus on one new concept (notion) at a time or contrast a new concept with one that your learners have already mastered. Do NOT confuse learners by mixing several new concepts and sending them into grammatical minefields. 5. Create personalized exercises and activities in which the learners can associate new grammatical concepts and forms with experiences in their (episodic) memory. 6. Offer open-ended tasks that require the search for meaning. They lead to more brain activity and more depth of processing. 7. Offer grammar tasks that involve several senses (speaking, listening, gestures, images...) 8. Use tasks that lead to authentic cognitive processing. e.g.: search for meanings rather than forms. Ask yourself: would anybody do this outside a language classroom? 9. Organize group activities. These lead to higher engagement and more “chemical support” of the limbic system. 10. Consider your learners’ affective needs: sense of achievement, fun, relevance. These will strongly influence learning.
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