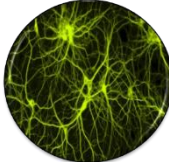





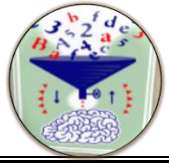

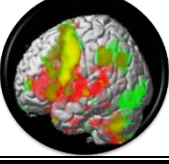



Planning brain-friendly tasks and activities

	<ul style="list-style-type: none"> • How am I going to activate my students' prior knowledge?
	<ul style="list-style-type: none"> • What am I going to do in order to create a positive, relaxed and challenging atmosphere?
	<ul style="list-style-type: none"> • How can I engage the learners? • Is the topic / text / task really interesting and relevant for my learners? • How can I create some options or choices in order to cater for different learning preferences and multiple intelligences?
	<ul style="list-style-type: none"> • How am I going to help the learners to proceduralize the new concepts? • How can I activate episodic memory? (link to personal experiences) • How can I create pictures in my learners' minds?
	<ul style="list-style-type: none"> • How can I create opportunities for social interaction among the learners?
	<ul style="list-style-type: none"> • How will the learners be able to see their own success and feel proud of their work? • How will the learners present their products?
	<ul style="list-style-type: none"> • How am I going to create opportunities for hypothesis making? • How am I going to prevent mindless application of the grammar rules given in the textbook?
	<ul style="list-style-type: none"> • What examples of authentic communication am I going to present to my learners in order to support pattern building? • What exercises will support pattern building?
	<ul style="list-style-type: none"> • How can I activate different areas of my learners' brains?
	<ul style="list-style-type: none"> • How can I create opportunities for peripheral learning and unconscious learning?

Planning Engaging Writing Tasks



- Is the task authentic? Do similar texts exist in the real world? In what context would the learners write such a text in real life?
- Is the task age-appropriate?



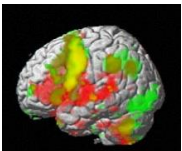
- What is the purpose of the text(s)?
- Who is the audience?



- Is the task challenging and does it require deep processing (world and language)?



- Does the task invite learners to make personal connections (interest, personal experiences)?



- Does the task involve several skills, channels and several types of intelligence (M.I.)?



- Does the task invite creativity?



- Can the learners make some choices (content, topic, format/type of product)?














- Does the task lead to a product that the students can be proud of?



- Is the product shared with an audience (class, school, public)?

Planning Efficient Vocabulary Activities

	<ul style="list-style-type: none"> • Will the learners be making connections and associations to previous knowledge? 	
	<ul style="list-style-type: none"> • Will the learners be making personal connections and associations to their episodic memory? 	
	<ul style="list-style-type: none"> • Will the learners see any images (inner or outer)? 	
	<ul style="list-style-type: none"> • Will the learners' auditory systems be involved? Will they hear the words and phrases? 	
	<ul style="list-style-type: none"> • Does the activity involve any movement (incl. speaking)? 	
	<ul style="list-style-type: none"> • Does the activity involve the sense of touch or smell? 	
	<ul style="list-style-type: none"> • Does the activity lead to a somatic response, + emotion, – stress 	
	<ul style="list-style-type: none"> • Is the task interesting and relevant for the learners? (Sense and Meaning) 	
	<ul style="list-style-type: none"> • Does the activity involve any social interaction? 	
	<ul style="list-style-type: none"> • Will the learners see their progress and experience a sense of achievement? (Dopamin shower) 	
	<p>Total:</p>	

Quick Check Grammar Chart		-	✓	+
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...		☆	☆	☆