

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

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