

Workshop description

When teaching grammar in a L2 classroom, what happens if learners are encouraged to work out grammar rules for themselves? This workshop aims to explain the advantages there might be in teaching grammar in this way. We will examine the benefits of the guided induction, in which learners see a language form in context and then, through leading questions and interactions with the instructor, are guided to hypothesize, reflect, and collaborate to discover grammatical patterns and explanations themselves. (Paesani, Allen, Dupuy 2014)

We will discuss the model of grammatical instruction referred to as the **PACE model** (Adair-Hauck and Donato 2010) based on a dialogic approach that develops a conscious attention to the target language forms in context and the need for learners to discuss these forms from the perspective of meaning and use.

We will also examine the **text-based model** of grammar instruction (Paesani 2005) in which a literary text (e.g. poem, short story, excerpt from a novel) forms the basis for the presentation of targeted grammatical forms, reading comprehension, grammar practice, and creative production activities.

Based on the concept of learning as a process of discovery, we will explore how we can establish in our various foreign language classrooms a learning community in which instructors are no longer the single source of knowledge but are effectively engaged in helping students evolve from passive recipients to active participants in their learning and thus ultimately maximize their learning experience.