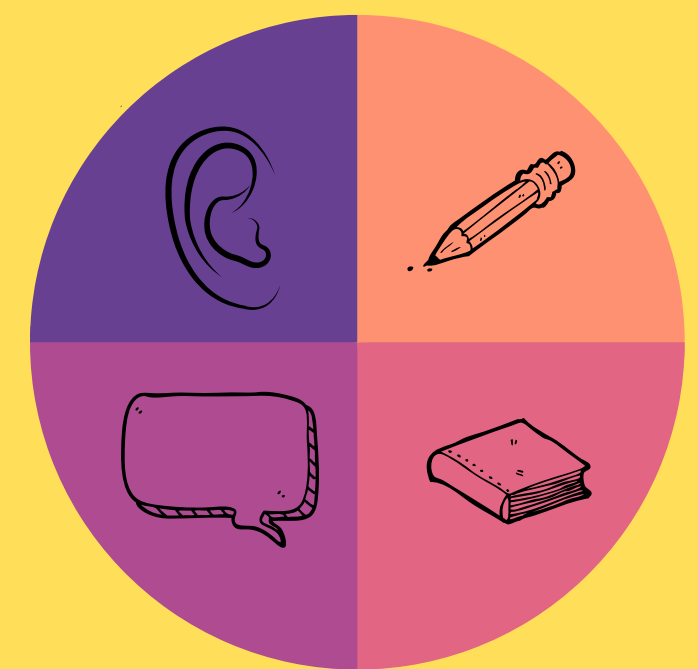
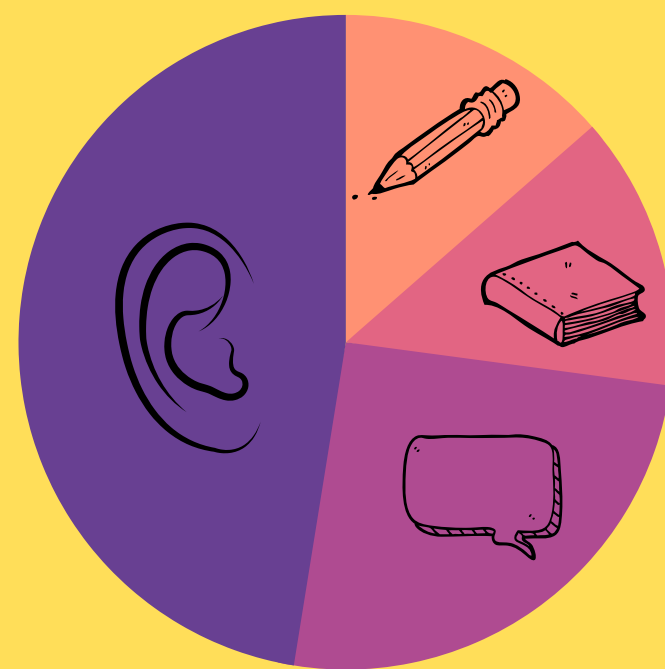
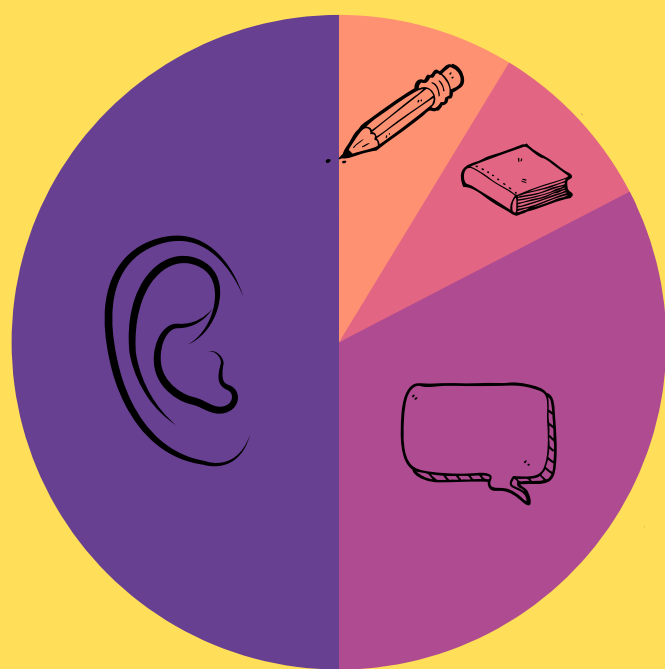


# Grammar in Action

## Pre A1 to A1

## A2 to B1

## B2



## What to expect...



Expectations for grammatical accuracy are often not applicable at these early stages of proficiency.

Systematical grammatical errors are normal. A reasonable degree of accuracy is expected in very familiar contexts.

Occasional or minor errors in spontaneous productions or interactions are normal, but do not lead to misunderstanding



Learners are introduced to grammar mainly through listening to French expressions and simple communication; they begin to assign meaning to French sounds and words.

## Implications

As learners' banks of familiar words and expressions increase, some explicit teaching or 'noticing' related to familiar structures and patterns is helpful.



Learners benefit from explicit grammatical instruction targeting areas for improvement related to a communicative need.



## Try this!

Explicit focus is on meaning and oral practice; teaching a variety of strategies for learners to develop a basic repertoire of French expressions, to use and re-use in familiar contexts.

Learners benefit from feedback during opportunities for controlled language use, as long as it is still connected to meaning and function, for example, in the context of a communicative task.



During assessment of student production and interaction, include feedback on grammatical control, especially when students have the opportunity to apply feedback immediately.

**How does grammar play a role in the development of students' listening, speaking, reading and writing skills?**