

	<b>Name:</b> Haß (2006: 131f.)
1. <b>Noticing</b>	Recognizing grammatical structure / item in a genuine / authentic context (situational, text-based) realizing a cognitive deficit

	<b>Name:</b> Scrivener (2011: 159f.; 163ff.)
1. <b>Lead-in</b>	Teacher shows pictures connected to the lesson topic / context and elicits ideas from the students.

	<b>Name:</b> Ziegésar
1. <b>Demonstration</b>	The grammatical structure is introduced or demonstrated in a teacher talk. The context and the situation should be interesting, vivid and clear to the students. The new grammatical structure is embedded in a meaningful context and is used 10 to 15 times.

2. <b>Comprehending</b>	Learners try to understand the form and function of the new grammar item by making predictions and activating their previous knowledge (on his/her own or with a partner)
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2. <b>Restricted or authentic exposure</b>	Learners read / listen to a text (either explicitly made for learners of the foreign language or authentic texts) and get a general understanding of it (maybe via a sequence of tasks & feedback).
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2. <b>Comprehending / Understanding &amp; Reaction</b>	Students listen to the story (demonstration) by the teacher; they understand the new structure & prove their understanding by reacting verbally but they do not use the new structure in this step.
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3. <b>Structuring</b>	If learners are not able to grasp the form and the meaning / function of the new grammar item, the teacher has to guide the clarification process.
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3. <b>Teacher clarification (explanation, guided discovery, self-directed discovery)</b>	Teacher uses the text to give / elicit examples and explain / elicit information about the item of language.
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3. <b>Re-production, 1<sup>st</sup> use of grammar item</b>	In this step the learners use the new grammatical structure or new grammar item for the first time. In a teacher-guided talk the learners are asked to re-produce the new structure and should only change parts of the sentence as for example certain words, e.g. in true/false statements.
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4. <b>Contrasting</b>	Clarification includes the form, the function of the new grammar item and it has to be contrasted with L1 and later e.g. with other grammatical structure (tenses).
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4. <b>Restricted output I</b>	The students work on oral practice of examples of these items.
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4. <b>production</b>	Learners use the new structure mainly in group or pair work. The tasks should be communicative situations (some kind of scaffold could be provided).
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5. <b>Monitoring</b>	A monitor rule is provided as a kind of mnemonic.
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5. <b>Restricted output II</b>	The students do a written exercise to practise these items.
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5. <b>Clarification, raising language awareness</b>	Form, function/meaning and rules of the new grammar item are worked out or elicited inductively.
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6. <b>Mastering</b>	New grammar item is practised until it's internalized and transferred into the implicit knowledge which is used unconsciously.
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6. <b>Authentic output</b>	The students are given the opportunity to use these items, along with the other language they know, in communicative activities.
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Clarification can also be after step 3 ...