Although the constructivist approach has been on the agenda in Turkey since 1980s, it cannot be applied to grammar teaching due to the scarcity of proper lesson models. This causes students not to learn grammar topics appropriately. Our aim is to create a learner-centered learning process with the PACE lesson model (Glisan&Donato, 2017) by using the methods of pedagogical grammar (Noblitt, 1972; Keck&Kim, 2014; Tiryakiol, 2021). PACE is an acronym for the four steps of a story-based unit of study: *presentation, attention, co-construction and extension*. It includes the conscious attention of the learners to the target language from the perspective of meaning and use. We prepare activities for teaching verbal participles, which is one of the complicated topics of Turkish grammar, to help instructors in the classroom. We question if a PACE based model facilitates the teaching of verbal participles in Turkish.

We make use of a qualitative and design-based method, whereby 20 activities were designed for our purpose. These activities were sent to the expert opinion and subjected to the content analysis. The experts consist of (i) 10 Turkish teachers with at least five years of experience, working in middle-schools, and (ii) 10 academic faculty members who are specialists of Turkish language teaching. The experts answered a questionnaire consisting of three questions about the activities.

We show how the activities place learners at the center of the learning process. For example, one activity assigns students to make video-recorded interviews on grammar topics. The decoding of the interview makes learners extend the topic into their daily life. The activities focus on the form-function of a linguistic form as well as its proper use, but not the rule itself. Thus, it puts theory into practice, emphasizing the applicational aspects of the learning process.

Keywords: Pedagogical grammar, participles, PACE lesson model, activity

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