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THE COMMUNICATIVE MANIFESTO FOR CONTEMPORARY LANGUAGE TEACHING

ACCORDING TO SCIENCE

Language, Input & Communication

LANGUAGE UNLIKE RULES
Language is complex, abstract, and it is not learned explicitly.

COMMUNICATION UNLIKE Q/A PARADIGMS
Communication is the interpretation, expression and negotiation of meaning in a context and with a purpose for language exchange.

INPUT AS THE BASIC INGREDIENT
The basic data for language learning is comprehensible and meaningful input.

Task-Based Language Learning

TASKS OVER DRILLS
Language tasks and not exercises should form the backbone of the language curriculum.

INTERACTIVE OVER MECHANICAL TASKS
Communicative and interactive language tasks can facilitate language learning.

THE TARGET OVER THE FIRST LANGUAGE
The use of the target language in the classroom should be maximized.

MINIMUM, INDIRECT, AND IMPLICIT ERROR CORRECTION

Vocabulary Learning & Focus on Form

VOCABULARY IS LEARNED, WHEN IT IS
- meaning-oriented,
- comprehensible,
- multi-level,
- frequent,
- and repeated over time.

A FOCUS ON GRAMMAR SHOULD
- include both a focus on form and a focus on meaning.
- be on effective pedagogical interventions (e.g., input flood, textual enhancement, structured input).