Principles for Intensive Language Teaching:

• At the early levels, communication relies on more vocabulary than on grammar.

• Fossilization is a decision on the part of the learner, not the result of a pedagogical approach.

• Real grammar work comes during task-based activation of vocabulary.

• Structure can be introduced as vocabulary on a “Need to Know ¼ Need to Use” basis.

• Structure is acquired according to the “spiraling” model.

• Learners construct their own grammars, and they are motivated to do this primarily by communicative needs.

• The biggest change is that of class and classroom culture.

• Narrative-based curricula work well and are I-M appropriate.

• Vocabulary, vocabulary, vocabulary.

• “Time on Task” means task-based activities, information gaps.

• Focus on comprehension skills, top-down and bottom-up processing.