



Checkliste nach Legutke

From

to

1	<i>.....language as form</i>	<i>.....language in context and as communication.</i>	
2	<i>..... exercises</i>	<i>.....tasks and activities.</i>	
3	<i>.....the learner as a passive recipient of language form</i>	<i>.....an active and creative language user.</i>	
4	<i>.....the learner as individual</i>	<i>.....the learner as member of the social group actively involved in negotiating tasks and themes.</i>	
5	<i>.....a virtual ban on literature in the functional / notional classroom</i>	<i>.....a rediscovery of literary texts as an important means to authenticate communication (language-in-culture).</i>	
6	<i>... implementation and 'execution' of the curriculum</i>	<i>.....negotiating a process in which the teacher and the learner participate.</i>	
7	<i>.....the teacher-centred classroom</i>	<i>.....the learner-centred classroom (new roles for learners and teachers).</i>	
8	<i>.....the input and output (product) metaphor</i>	<i>.....the process metaphor.</i>	
9	<i>.....assessment as a means of measuring outcomes</i>	<i>.....assessment as an aid to learning requiring the learner's active cooperation through various tools of self-assessment.</i>	
10	<i>.....functional communicative language learning and teaching</i>	<i>.....a rediscovery of the educational values of language learning (multilingualism, language and cultural awareness, intercultural learning).</i>	