

FROM COMMUNICATIVE...

Learn the language, not about the language

Meaningful target language use

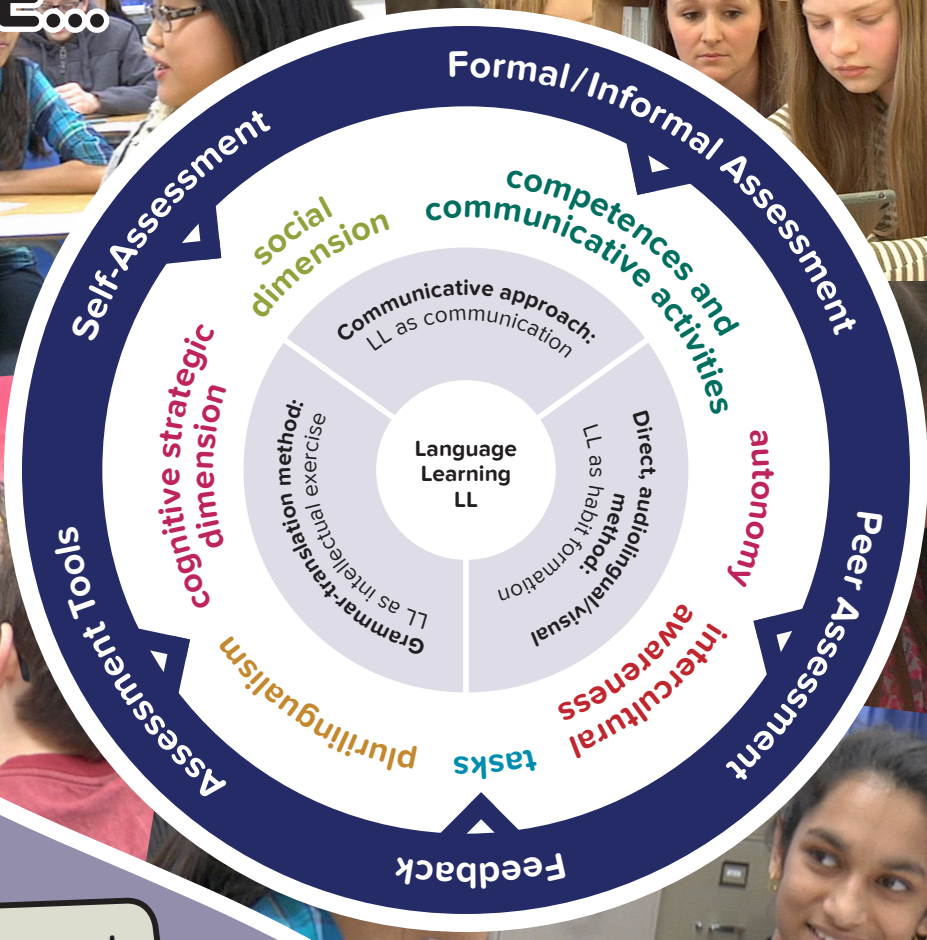
Real-life situations

Communicative functions

Authentic material

Four skills

Pair/Group work



...to ACTION-ORIENTED

PRINCIPLES OF THE ACTION-ORIENTED APPROACH

The learner is a social agent

- Transform the learning environment to foster learning relations and authentic activities
- Encourage students' ownership of the goals and a two-way process of individual learning and sharing

The learning process is strategic, reflective and transferable

- Guide learners to recognize and master learning strategies
- Plan moments of reflection on the learning process
- Propose self-assessment tools

Tasks are unifying tools

- Organize knowledge and skills around tasks
- Choose more and more action-oriented tasks
- Use tasks for planning learning paths

Plurilingualism is different from multilingualism

- Show that languages are not learnt in isolation, help learners discover links between languages
- Foster reflection on language as a phenomenon, value and exploit learners' linguistic capital

The cultural dimension is omnipresent

- Show that words are culturally connotated representations of reality
- Support awareness of learners' cultural trajectories

Competences are numerous and differentiated

- Distinguish linguistic competences from general ones
- Use communicative activities to develop competences

Assessment is multidimensional and present from the beginning

- Make use of assessment to pursue different goals
- Use different assessment tools
- Share responsibility with learners in the domain of assessment

Task-based

Linguistic + general competences

Key role of positive assessment

Communicative activities (of reception, production, interaction, mediation)

Strategic/process oriented

Learner's responsibility/autonomy

Intercultural awareness

Plurilingualism