

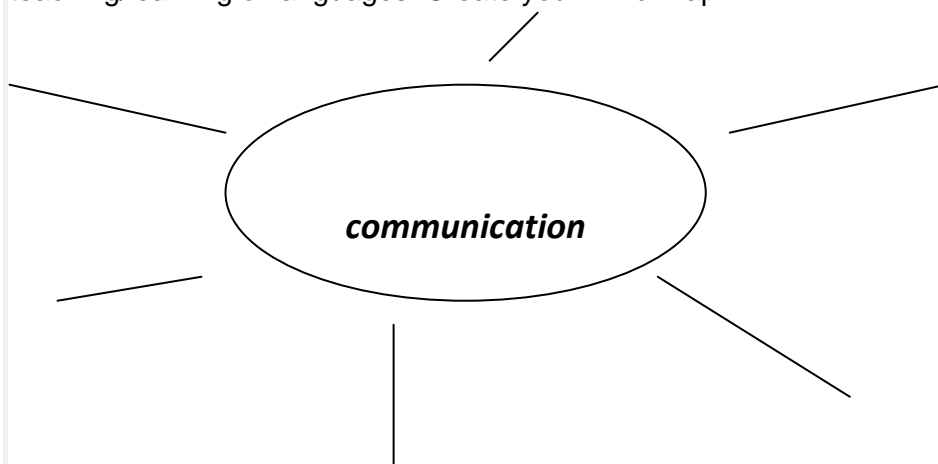
WORKSHEET A

Title Communicative approach and action-oriented approach	
Objective(s) <i>To understand and articulate the communicative approach with an action oriented approach</i>	
Keywords communication – communicative approach – action-oriented approach – linguistic competence – sociolinguistic competence – pragmatic competence	
Ref to the guide	Ref to the CEFR
0, III.2	2.1, 2.1.2

Task A († † †)

Step 1

Consider the notion of communication in general and the implications of this notion for the teaching/learning of languages. Create your mind-map.



Step 2

Read the description of action-oriented approach in the CEF (Ch.2.1). Consider the characteristics listed below and rephrase in your own words the definitions given (the first two have been done as examples).

	Action-oriented approach
competences	knowledge, skills and characteristics that allow a person to perform actions
general competences	those which are called upon to do actions of all kinds, either linguistic or non-linguistic
context	
language activities	
language processes	
text	
domain	
strategy	
task	

What differences do you find between action-oriented approach and communicative approach?

Discuss with your group and write down the main differences in the form of keywords.

Task B

Step 1 (†)

Consider the communicative language competence from the action-oriented approach as described in the CEF (Ch.2.1.2) and write the key points in the grid.

Communicative language competence	
The linguistic competence	
The sociolinguistic competence	
The pragmatic competence	

Step 2 († †)

Using your grids and your notes, consider and discuss the following points:

Is the approach you are using an action-oriented one? Why?

How do you (or would you) develop the communicative language competence of your learners in the framework of an action-oriented approach?