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
The learning process is strategic, reflective and transferable
Tasks are unifying tools
Plurilingualism is different from multilingualism
The cultural dimension is omnipresent
Competences are numerous and differentiated
Assessment is multidimensional and present from the beginning

SUGGESTIONS FOR THE FSL CLASSROOM
- 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
- Guide learners to recognize and master learning strategies
- Plan moments of reflection on the learning process
- Propose self-assessment tools
- Organize knowledge and skills around tasks
- Choose more and more action-oriented tasks
- Use tasks for planning learning paths
- 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
- Show that words are culturally connotated representations of reality
- Support awareness of learners’ cultural trajectories
- Distinguish linguistic competences from general ones
- Use communicative activities to develop competences
- Make use of assessment to pursue different goals
- Use different assessment tools
- Share responsibility with learners in the domain of assessment

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