

Comparison of Actions

Communicative Approach (CA) vs. Action-Oriented Approach (AOA)

CA	AOA
Actions...	Actions...
focus on the objectives and as means. Actions are limited to receive and reproduce information (acts of speech).	are meant to be for further actions, broader social repetitive acts (scenarios) for treatment of information.
are part of simpler tasks.	are more complex treatment of tasks or part of integrated mini projects.
are delivered since the beginning of the units.	(the majority of them) are repetitive along a week, months, or years.
are finished completely at the end of the tasks.	are open-ended. They cover more ample periods of time to develop lifelong skills or can be retaken later on.
usually last for a shorter time and are limited to a defined text, topic and time of interaction.	have certain period of time, or, at least, are subscribed within a certain timeframe.
are exchanges between a minimum group (such as pairshare/small groups).	are performed collectively.
	integrate both competences: co-linguistic and co-cultural dimensions in the common action.

**The Communicative Approach vs. Action-Oriented Approach
Comparative Chart**

	Communicative Approach	Action-Oriented Approach
Learner's Role	<ul style="list-style-type: none"> • Responsible for his/her own learning. • Central, active, creative and participative. Individual/collective roles. • Confident, motivated. • Develops full potential and builds on interests. 	<ul style="list-style-type: none"> • An agent/performer with intercultural awareness skills. • Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences). • Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.
Teacher's Role	<ul style="list-style-type: none"> • Facilitator, guide. • Participates in process with learners. • Takes more time for individual needs. • Gains skills and takes responsibility from planners, writers, linguists. • Shows expert role. 	<ul style="list-style-type: none"> • Facilitator, coach, resource person, guide, advisor, and observer. • Helps the learner become autonomous and be successful in the completion of the task. • Provides effective feedback in the process of learning. • Shows expert role, but shares this responsibility with the learner.
Learning Resources	<ul style="list-style-type: none"> • Authentic, real-world significance. • Related to learners' needs, interests and culture. • Flexible. • Motivating and interesting. 	<ul style="list-style-type: none"> • Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements. • Appropriate to the learner's needs and competence level. • Intercultural perspective
Aims of communicative activities/tasks	<ul style="list-style-type: none"> • Communicative activities and tasks serve communication. • The goal is communication. 	<ul style="list-style-type: none"> • Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences. • The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.
Learning Environment	<ul style="list-style-type: none"> • Real-world context. • Beyond classroom, into community. • Relevant, stimulating, interesting. 	<ul style="list-style-type: none"> • Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.
Assessment	<ul style="list-style-type: none"> • Communicative competence. • Process-oriented. • Continuous. • Self and peer assessment. 	<ul style="list-style-type: none"> • Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic assessment is favored. • The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.