



CEFR Companion Volume implementation toolbox

The Action-oriented Approach – reflection sheet

1. In which ways does the action-oriented approach differ from the communicative approach in language teaching, learning and assessment?
2. When considering the learner / test-taker as a social agent, how does this impact
 - a. task development?
 - b. activities of to be done in the classroom?
 - c. classroom interaction?
 - d. the role of the teacher?
3. In which ways does my task / test address:
 - a. Oral / audiovisual comprehension skills?
 - b. Reading comprehension skills?
 - c. Oral production skills?
Oral interaction skills?
 - d. Written production skills?
Written interaction skills?
4. What kind of input material do students have to process?
5. In which ways do students act as social agents? What are their communication needs?